

College of Charleston Undergraduate Bulletin 1988-1989, 1989-1990

The College of Charleston is accredited by and a member of the Southern Association of Colleges and Schools, and is a member of the Association of American Colleges, the American Association of State Colleges and Universities, and the American Council on Education. It is a charter member of the Southern University Conference and is on the approved list of the Association of American Universities and the American Association of University Women. Its accreditation was reaffirmed in 1986.

The College of Charleston is committed to providing leadership in the attainment of equal opportunity for all persons regardless of race, religion, sex, national origin, age, handicap, or other legally-protected classification. This effort is in compliance with all federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975 as amended. Inquiries should be directed to the Director of Human Relations, College of Charleston, Charleston, South Carolina 29424.

Published biennially by the College of Charleston. Postage paid by the College of Charleston, Charleston, South Carolina, 29424, under permit # 149.

TABLE OF CONTENTS

ACADEMIC CALENDAR.....	4
I. THE COLLEGE.....	11
The President's Message	12
Liberal Arts—An Overview	13
The Educational Program	14
The Faculty	15
History of the College	16
II. ADMISSIONS, FEES, AND FINANCIAL AID INFORMATION.....	19
Admissions	20
Fees and Expenses	31
Financial Aid	35
III. STUDENT LIFE, ACTIVITIES, AND SERVICES.....	51
Student Life	52
Activities and Organizations	57
Student Services	67
IV. SPECIAL RESOURCES	77
Library Resources	77
Learning Resources Center	78
Grice Marine Biological Laboratory	78
V. SPECIAL PROGRAMS.....	79
Independent Study Courses	79
Cooperative Programs	80
Charleston Higher Education Consortium	82
Honors Program	83
Departmental Honors	83
Study Abroad Program	84
Experienced Learning Opportunities	87
The Governor's School	89
Center for Continuing Education	89
Maymester and Summer Sessions	91
Upward Bound Program	92
Avery Research Center	93
Early Childhood Development Center	94
Institute for Public Affairs/Policy Study	94

VI. ACADEMIC INFORMATION.....	95
Degree Requirements	96
Specialized Degree Programs	101
The Honors Program	103
Courses of Instruction	109
Anthropology	110
Biology	116
Business and Economics	127
Chemistry	148
Computer Science	158
Education	166
English	182
Fine Arts	194
Geology	219
History	226
Languages	240
Library	268
Mathematics	269
Philosophy	281
Physical Education and Health	291
Physics	301
Political Science	311
Psychology	322
Sociology	329
Urban Studies	336
Interdisciplinary Studies	343
<i>Studia Humanitatis</i> Program	343
International Studies Program	346
American Studies Program	347
Jewish Studies Program	349
Communications	350
Graduate Studies	352
Academic Regulations	356
VII. THE COLLEGE ROSTER.....	371
The Board of Trustees	372
The Board of Visitors	373
The Faculty	373
The Administration	394
The College of Charleston Foundation	406
The Alumni Association	407
INDEX.....	409

ACADEMIC CALENDAR

1988-89, 1989-90

FALL SEMESTER, 1988

August

21	Sunday	Dormitories Open; New Student Welcome
22	Monday	New Student Welcome
23	Tuesday	Late Registration for New Students
24	Wednesday	Late Registration for Returning Students
25	Thursday	Classes Begin; Course Drop/Add
26	Friday	Course Drop/Add
29	Monday	Course Drop/Add

October

5	Wednesday	Last Day to Withdraw from Classes with Grade of "W"
14	Friday	Midterm Grades Due

November

8	Tuesday	Election Day Holiday
23	Wednesday	Thanksgiving Holiday Begins, 5 p.m.
28	Monday	Classes Resume

December

2	Friday	Last Day of Classes
5	Monday	Final Exams Begin
7	Wednesday	Reading Day; Wednesday classes that meet 4 p.m. or later will take exams this date
13	Tuesday	Final Exams End

(Final grades due to Registrar by noon Thursday, December 15)

18	Sunday	Mid-Year Commencement
23	Friday	Holidays—College Closed

SPRING SEMESTER, 1989

January

2	Monday	College Opens
---	--------	---------------

Calendar

9	Monday	Dormitories Open; New Student Welcome
10	Tuesday	Orientation/Registration for New Students
11	Wednesday	Late Registration of Returning Students
12	Thursday	Classes Begin; Course Drop/Add
13	Friday	Course Drop/Add
16	Monday	Course Drop/Add

February

22	Wednesday	Last day to Withdraw from Classes with Grade of "W"
----	-----------	---

March

3	Friday	Midterm Grades Due
10	Friday	Spring Recess Begins, 5 p.m.
20	Monday	Classes Resume

April

26	Wednesday	Last Day of Classes
27	Thursday	Reading Day
28	Friday	Final Exams Begin

May

3	Wednesday	Reading Day; Wednesday classes that meet 4 p.m. or later will take exams this date
9	Saturday	Final Exams End

(Final grades due to Registrar by noon Tuesday, May 9)

14	Sunday	Commencement
----	--------	--------------

1989 MAYMESTER AND SUMMER SESSIONS

MAYMESTER

May

15	Monday	Registration
16	Tuesday	Maymester Begins
23	Tuesday	Last Day To Withdraw from Classes with Grade of "W"
29	Monday	Memorial Day Holiday

Calendar

June

2	Friday	Last Day of Classes
5	Monday	Maymester Final Exams

SUMMER I

June

9	Friday	Registration
12	Monday	Classes Begin
22	Thursday	Last Day to Withdraw from Classes with a Grade of "W"

July

4	Tuesday	Independence Day Holiday
10	Monday	Last Day of Summer I Classes
11	Tuesday	Summer I Final Exams
12	Wednesday	Summer I Final Exams

SUMMER II

July

17	Monday	Registration
18	Tuesday	Classes Begin
28	Friday	Last Day to Withdraw from Classes with Grade of "W"

August

14	Monday	Last Day of Summer II Classes
15	Tuesday	Summer II Final Exams
16	Wednesday	Summer II Final Exams

SUMMER I EVENING

May

15	Monday	Registration/Classes Begin
29	Monday	Memorial Day Holiday

June

2	Friday	Last Day to Withdraw from Classes with Grade of "W"
26	Monday	Last Day of Monday/Wednesday Classes
27	Tuesday	Last Day of Tuesday/Thursday Classes
28	Wednesday	Monday/Wednesday Class Final Exams
29	Thursday	Tuesday/Thursday Class Final Exams

SUMMER II EVENING

July

- 3 Monday Registration/Classes Begin
- 4 Tuesday Independence Day Holiday
- 21 Friday Last Day to Withdraw from Classes with a Grade of "W"

August

- 14 Monday Last Day of Monday/Wednesday Classes
- 15 Tuesday Last Day of Tuesday/Thursday Classes
- 16 Wednesday Monday/Wednesday Class Final Exams
- 17 Thursday Tuesday/Thursday Class Final Exams

FALL SEMESTER, 1989

August

- 20 Sunday Dormitories Open; New Student Welcome
- 21 Monday New Student Welcome
- 22 Tuesday Late Registration for New Students
- 23 Wednesday Late Registration for Returning Students
- 24 Thursday Classes Begin; Course Drop/Add
- 25 Friday Course Drop/Add
- 28 Monday Course Drop/Add

October

- 4 Wednesday Last Day to Withdraw from Classes with Grade of "W"
- 13 Friday Midterm Grades Due

November

- 22 Wednesday Thanksgiving Holiday Begins, 5 p.m.
- 27 Monday Classes Resume

December

- 1 Friday Last Day of Classes
- 4 Monday Final Exams Begin

Calendar

- 6 Wednesday Reading Day; Wednesday classes that meet
4 p.m. or later will take exams this date
- 12 Tuesday Final Exams End
- (Final grades due to Registrar by noon Thursday, December 14)**
- 17 Sunday Mid-Year Commencement
- 22 Friday Holidays—College Closed

SPRING SEMESTER, 1990

January

- 2 Tuesday College Opens
- 8 Monday Dormitories Open; New Student Welcome
- 9 Tuesday Orientation/Registration of New Students
- 10 Wednesday Late Registration of Returning Students
- 11 Thursday Classes Begin; Course Drop/Add
- 12 Friday Course Drop/Add
- 15 Monday Course Drop/Add

February

- 21 Wednesday Last Day to Withdraw from Classes with
Grade of "W"

March

- 1 Thursday Midterm Grades
- 9 Friday Spring Recess Begins, 5 p.m.
- 19 Monday Classes Resume

April

- 25 Wednesday Last Day of Classes
- 26 Thursday Reading Day
- 27 Friday Final Exams Begin

May

- 2 Wednesday Reading Day; Wednesday classes that meet
4 p.m. or later will take exams this date
- 5 Saturday Final Exams End
- (Final grades due to Registrar by noon, Tuesday, May 8)**
- 13 Sunday Commencement

1990 MAYMESTER AND SUMMER SESSIONS

MAYMESTER

May

- 14 Monday Registration
- 15 Tuesday Classes Begin
- 22 Tuesday Last Day to Withdraw from Classes with Grade of "W"
- 28 Monday Memorial Day Holiday

June

- 1 Friday Last Day of Classes
- 4 Monday Maymester Final Exams

SUMMER I

June

- 8 Friday Registration
- 11 Monday Classes Begin
- 21 Thursday Last Day to Withdraw from Classes with a Grade of "W"

July

- 4 Wednesday Independence Day Holiday
- 9 Monday Last Day of Classes
- 10 Tuesday Summer I Final Exams
- 11 Wednesday Summer I Final Exams

SUMMER II

July

- 17 Tuesday Registration
- 18 Wednesday Classes Begin
- 30 Monday Last Day to Withdraw from Classes with Grade of "W"

August

- 14 Tuesday Last Day of Classes
- 15 Wednesday Summer II Final Exams
- 16 Thursday Summer II Final Exams

SUMMER I EVENING

May

- | | | |
|----|--------|----------------------------|
| 14 | Monday | Registration/Classes Begin |
| 28 | Monday | Memorial Day Holiday |

June

- | | | |
|----|-----------|---|
| 1 | Friday | Last Day to Withdraw from Class with Grade of "W" |
| 25 | Monday | Last Day of Monday/Wednesday Classes |
| 26 | Tuesday | Last Day of Tuesday/Thursday Classes |
| 27 | Wednesday | Monday/Wednesday Final Exams |
| 28 | Thursday | Tuesday/Thursday Final Exams |

SUMMER II EVENING

July

- | | | |
|----|-----------|---|
| 2 | Monday | Registration/Classes Begin |
| 4 | Wednesday | Independence Day Holiday |
| 12 | Friday | Last Day to Withdraw from Classes with Grade of "W" |

August

- | | | |
|----|-----------|--------------------------------------|
| 13 | Monday | Last Day of Monday/Wednesday Classes |
| 14 | Tuesday | Last Day of Tuesday/Thursday Classes |
| 15 | Wednesday | Monday/Wednesday Class Final Exams |
| 16 | Thursday | Tuesday/Thursday Class Final Exams |



PRESIDENT'S MESSAGE

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 the College 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 a private, a municipal, and a state institution over the 218 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 and make them more responsive to the ambitions and needs of our students. We will strive to continue as a personal and caring community. We shall continue our commitment to attracting good students from the Charleston area, from across the state, and from the region. We shall continue to stress quality in faculty and staff to challenge an improving student body.

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

Dr. Harry M. Lightsey, Jr.
President

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 compels faculty and students alike to extend themselves beyond a narrowly defined goal of vocational training. It assumes that undergraduate education best prepares people for their careers in teaching, medicine, or business, and other professions 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.

Increasingly, professionals in all areas have expressed their sense of the importance of well-rounded liberal arts preparation in their recruitment and selection of new employees. They have found that individuals with liberal arts backgrounds are characterized by the creativity they bring to the work place and the adaptability they demonstrate in a rapidly changing world. Furthermore, the value of a liberal arts education is magnified as one considers the importance of life-long learning and the increased life expectancy of Americans. The dividends received from an investment in liberal arts education are considerable indeed when spread over the course of a lifetime.

In its most fundamental sense, a liberal arts education is an introduction to and grounding in an open-ended process of inquiry. Ideally, the entire community of faculty and students engages itself with the perennial human nature, human value systems, the natural world, methods of inquiry that include analysis and synthesis, and about personal and societal change and development.

All individuals, institutions, and societies must grapple continuously with questions of meaning and purpose 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 College of Charleston provides its students with a full range of disciplinary knowledge necessary for post-graduate study and for entrance into the world of work. In addition, the College as a liberal arts institution insures that the ideals of a liberal education informs, supports, and enhances every aspect of its curriculum.

Dr. Conrad Festa
Senior Vice President
for Academic Affairs

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 and special education, geology, mathematics, physical education, physics, psychology, and sociology lead to the Bachelor of Science degree. Specialized preprofessional programs lead to the Bachelor of Science with Dentistry and the Bachelor of Science with Medicine. The requirements for all of these degree programs are printed in section VI of this *Bulletin*.

At the graduate level, the College offers the Master of Education degree with concentrations in elementary, special education, or early childhood education. This degree is for those who graduated with an undergraduate degree in education. In the fall of 1984 the College began offering the Master of Arts in Teaching program for liberal arts graduates wishing to pursue a teacher preparation program at the elementary or early childhood level or in special 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 243 men and women. Eighty seven percent 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 traces its 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. The durability of the College is impressive, but even more so is the commitment of generations of College faculty, administrators, and staff to provide a liberal arts education of the highest quality. The true measure of the College of Charleston is the caliber of students it serves, individuals who have played leading roles in the history, arts, business, and politics of the Lowcountry, South Carolina, and the nation.

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 15 years earlier, when the first contribution was made to its endowment. As early as the 1740's, however, prominent individuals who were concerned about the intellectual life of the community had organized the Charles Town Library Society and had advocated the establishment of a college. Even before that, in 1707, the colonists' determination to establish a college had led them to set aside portions of land for a school.

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

In spite of its initial promise, the College faced a crisis created by declining enrollments and mounting debts in the early years of the 19th 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, toward 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 20th 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. Before 1970, enrollment remained below 500. Those who were enrolled received a traditional liberal arts education that emphasized the classical languages. If one judges from the eminence achieved by many of its graduates, the College not only served these students well, but also established a reputation that extended well beyond the local community. In its development since 1970, the College has continually looked back on this proud past, and has affirmed its continued commitment to academic excellence and to community, state, and national service.

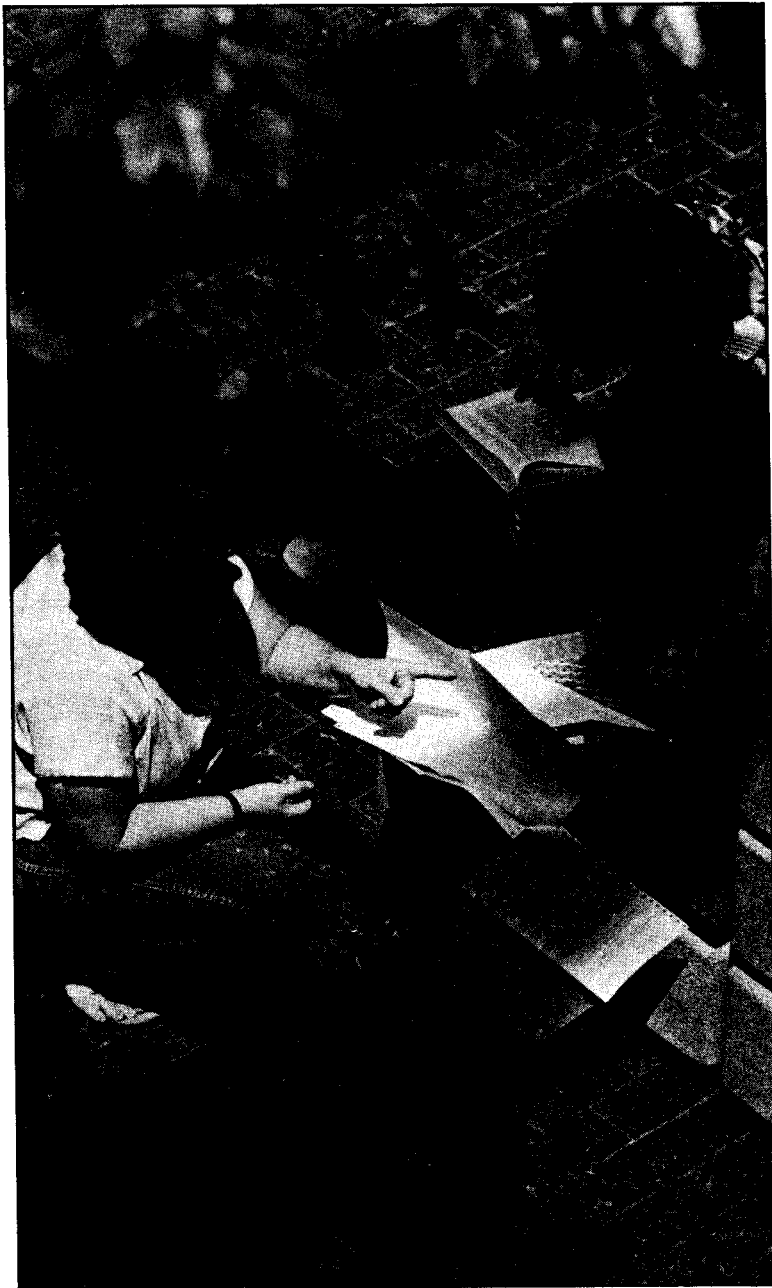
INTO THE THIRD CENTURY: 1970 TO THE PRESENT

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, its addition, and Physicians Memorial Auditorium; the Thaddeus Street, Jr., Education Center; 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 J. C. Long Building (faculty offices, classrooms, and the main computer lab); the Bishop Smith House (the President's residence); residence halls for men and women; a cafeteria; a student health center; a bookstore; residences converted into faculty and administrative offices; 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 on Charleston Harbor, an outdoor activities facility located at Remly's Point on the Wando River, and the J. Stewart Walker Sailing Center.

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 literally has rebuilt its campus on its historic foundations. The College's reconstruction also has 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 gently merges with the city whose name it has carried, and whose needs it has served, for over 200 years.

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 educational program and its campus life are enriched by a student community that includes a variety of individuals—persons of different races, age groups, religious persuasions, and ethnic backgrounds—the College encourages all qualified persons who are attracted to its programs to apply for admission.

THE APPLICATION AND ADMISSION PROCESS FOR DEGREE CANDIDATES AND NON-DEGREE CANDIDATES UNDER 21 YEARS OF AGE

Visits to the College. The College encourages all individuals interested in applying for admission to visit the campus. While not required, a scheduled 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 1, and those wishing to enroll in January by November 15.

To be considered for an academic scholarship beginning in the fall semester, a prospective student should apply for admission by January 15 of that year.

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 process-

ing 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.

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 fall semester applicants, and until December 1 for spring 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. A freshman applicant is a person who has never attended a university, a college, or a technical school. The applicant who attended a post-secondary institution while still in high school is classified as a freshman. However, the applicant must submit official transcripts of his/her college work whether or not he/she expects to receive credit.

To receive consideration for admission to the College of Charleston, the applicant must submit a completed application form with a non-refundable application fee, official high school records complete up to the time of application, and results of the Scholastic Aptitude Test (SAT). It is the responsibility of the applicant to ensure that all required information is completed and sent directly to the Office of Admissions.

A freshman applicant must have either a high school diploma or its equivalent, the General Educational Development Test (GED), prior to enrolling. The results of the GED will normally be used in place of the high school diploma only if the applicant left secondary school at least two years before intended enrollment at the College of Charleston. All students are required to submit final transcripts verifying graduation or the most recent semester of high school attendance.

Prospective students are expected to have adequate preparation for the curriculum in which they plan to enroll. Beginning in Fall 1988, all public senior colleges and universities in South Carolina will require that applicants for freshman admission must have completed certain courses in high school before they will be admitted. These requirements are listed below:

Area	Units
English	4: At least two having strong grammar and composition components, at least one in English literature, and at least one in American literature (completion of college preparatory English I, II, III, and IV will meet these requirements);
Mathematics	3: Including Algebra I and II; geometry is strongly recommended as the required third unit and a fourth unit is recommended but not required;
Laboratory Science	2: At least one unit each of two laboratory sciences chosen from biology, chemistry, or physics; a third unit of a laboratory science is strongly recommended;
Foreign Language	2: Two units of the same foreign language;
Other	1: One unit of advanced mathematics or computer science or a combination of these; or one unit of world history, world geography, or western civilization;
U.S. History	1
Economics	1/2
Government	1/2
Additional Social Studies	1
Physical Education	1

Review Process. The Admissions decision process weighs carefully the student's academic preparation, rank in class, SAT results, and recommendations from the high school. Therefore, both quantitative and qualitative components guide the Office of Admissions in reaching decisions on applicants.

Transfer Students. A transfer applicant is a person who graduated from high school, attended another college-level institution, and attempted one or more courses regardless of credit earned. If an applicant has earned fewer than 30 semester hours (45 quarter hours) of college-level work, the applicant must meet transfer and freshman entrance requirements.

Applicants for transfer admission will be considered only if eligible to return to the last institution attended as a regular student.

Transfer applicants for admission must submit:

1. Completed application forms with the specified non-refundable application fee.
2. Official transcripts of college-level courses attempted for *each* college attended. If courses are in progress at the time of application a final supplemental transcript must be sent to the Office of Admissions upon completion.
3. Complete copy of high school records, including SAT results, if less than 30 semester hours (45 quarter hours) have been earned at other colleges or universities.

All applicants will be admitted who submit the documentation outlined above, who are eligible to return to the last institution attended, and who have a cumulative GPA of 2.0 or better (on a 4.0 scale) at all previous institutions attended. Those applicants with a cumulative GPA of less than 2.0 (on a 4.0 scale) will be carefully considered on the basis of the quality of their credentials.

If accepted, work completed at other institutions with a grade of "C-" or higher will be evaluated for transfer in terms of equivalent courses at the College of Charleston within the applicant's choice of curriculum. If courses have been graded on a "pass-fail" basis, transfer credit can be awarded if the institution where the courses were com-

pleted will assign a minimum equivalent of "C-" to the "pass" grade.

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. As a part of its mission of service to the community, the College of Charleston welcomes adults who wish to take credit courses. Through the Center for Continuing Education persons 21 years of age or over who hold a high school diploma or equivalent and who have not been dismissed from any college nor denied admission to the College of Charleston may enroll in day or evening credit courses, which will be applicable toward the completion of an undergraduate degree at the College.

Categories of Continuing Education students include:

- a. Individuals who wish to establish an academic record before deciding if they will make a commitment to earning a degree by applying through the Office of Admissions for degree student status. This category includes adults who may have been out of school for a period of time and are unsure of their present ability to compete at the college level. This category provides an opportunity to enroll for courses at the College. Category a) students who decide that they wish to earn a degree are advised to apply through the Office of Admissions for degree candidacy upon the successful completion of 15 semester hours (2.0 GPA). These students are expected to apply before completing 60 semester hours, including any credits expected to transfer from previous college/s attended. Category a) students are encouraged to complete the English 101-102 minimum requirement immediately, if they have not already done so. Students must meet graduation requirements of the *Undergraduate Bulletin* under which they are admitted to degree status.

Admissions

- b) Individuals who presently do not plan to earn a degree from the College but are taking courses to fulfill employment requirements, personal interests, or to earn a degree from another institution. These students may or may not already have a degree.
- c) Individuals who wish to earn a degree but are unable to complete requirements for application through the Office of Admissions for such reasons as incomplete, unavailable, or outdated materials. These students may enroll at the College through the Center for Continuing Education for one semester while completing application requirements for admission as degree students.
- d) Senior citizens, persons 60 years of age or older, who are residents of the State of South Carolina, may take courses upon a space available basis free of tuition charge. However, a nominal fee will be assessed. Courses may be taken either for credit or audit by senior citizens under a state legislative provision. Senior citizens must present proof of age at their first registration. Senior citizens who wish to earn degrees must apply through the Office of Admissions as do category a) students.

Visiting Students. For the fall and spring semesters, visiting students (non-consortium) who plan to earn a degree from another institution must present a letter from their home institutions to the Center for Continuing Education certifying that they are currently enrolled at another institution and/or on a leave of absence and are eligible to take courses at the College of Charleston. Maymester and summer visiting students enroll through the Office of Maymester and Summer Sessions. Visiting students are not eligible for financial aid at the College of Charleston.

General Education Development Test (GED). The results of the General Education Development Test will be used for freshman admission in place of the previously stated policy governing freshman admission only if the applicant left secondary school at least two years before intended enrollment at the College of Charleston. The minimum

acceptable GED score for admission will be that score for awarding an equivalent secondary school diploma in the state where the test was taken. Applicants for admission who submit the GED in place of a high school diploma must also submit a transcript of secondary school work attempted and the results of the Scholastic Aptitude Test.

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 3, 4, or 5 on an advanced placement examination will be awarded advanced placement credit.

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
- General Chemistry
- General Psychology
- Human Growth and Development
- Introduction to Business Management
- Introductory Accounting
- Introductory Business Law
- Introductory Macroeconomics
- Introductory Microeconomics
- Introductory Marketing
- Introductory Sociology
- Money and Banking
- Statistics
- Trigonometry
- Western Civilization

The passing grade for each examination will be the score recommended for credit by the National Council on College Level Examinations. After evaluating the essay examination, the department

concerned may require that the student satisfactorily complete up to two semesters of advanced work in the department before CLEP credit is given. When credit is given, the student's record will show that the credit comes from CLEP examination.

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

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

In addition to satisfying the College's general admission requirements, applicants from abroad must provide proof that they are proficient in English and that they have adequate funds to meet their educational expenses.

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

READMISSION

Admissions Guidelines for Students Applying for Readmission. Any student at the College of Charleston who voluntarily withdraws from the College or is dismissed for academic deficiency must apply for readmission in order to re-enroll. The College does not admit students who are ineligible to return to the last college or university attended. This rule applies to all students, including those applying for readmission. All students who have done previous work at other colleges or universities must have their transcripts sent to the Office of Admissions. In making decisions on those applying for readmission, providing the student is eligible to return to the last institution attended, the following guidelines will be used:

1. Students who voluntarily withdraw from the College while in good standing and with a cumulative GPA of 2.00 or above will be approved for readmission.
2. Students who have been dismissed from the College for academic deficiency and who complete the suspension period will be considered for readmission. Because the simple passage of time cannot ensure that dismissed students will improve their academic record, applicants for readmission must submit with their applications for readmission a personal letter addressed to the Office of Undergraduate Studies giving their reasons for believing that they will now be successful at the College. Those students whose records at the College of Charleston indicate that successful completion of a College of Charleston degree in a reasonable length of time is impossible or extremely improbable will not be accepted. They will be advised accordingly and urged to seek alternative plans. Those whose records indicate that they can reach graduation standards in a reasonable period of time must meet the following conditions for readmission:
 - a. They must complete a special one day workshop that contains information on the services that the College provides for students with academic difficulties, the academic requirements they must satisfy, and their personal responsibilities in reaching good academic standing. During the workshop students will be allowed to enroll in the course, Learning Strategies (Education 001), to give them the opportunity to attain the skills necessary to succeed at college.
 - b. Each student must sign a readmission contract prepared by the Office of Undergraduate Studies. The contract specifies the grade point average (GPA) and other specific requirements that readmitted students must meet in order to remain at the College of Charleston.

Grades for readmitted students on contract are reviewed every semester or until students bring their GPAs into com-

pliance with the College's standard minimum scholastic attainment. In effect, readmitted students on contracts are placed on probation when returning and are subject to immediate dismissal if they do not meet the conditions of their contracts.

3. Students who voluntarily leave the College while on probation will be readmitted but under conditions in 2 (a,b) above.
4. Students who voluntarily leave the College and who are not on probation, but who have less than a 2.0 cumulative GPA will be readmitted conditionally in accordance with 2 (a,b) above.
5. Students who previously attended the College as provisional students, but failed to earn admission to degree-seeking status, must satisfactorily complete a minimum of 30 semester hours at another institution before applying for readmission. They will only be considered for admission if they meet the admission standards applied to transfer students. (See page 24 of this *Bulletin*.)

Three-Year Transfer Option. (See page 360 of this *Bulletin*.)

FEES AND EXPENSES

The College of Charleston is a state supported institution whose College 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.

COLLEGE FEES—PER SEMESTER

	*S.C. Resident	Non- Resident
Education and General Fees	\$ 832	\$ 832
Student Activities, Infirmary, Plant, and Library Fees	198	198
Out of State Differential	<u>-0</u>	<u>900</u>
For 9 hours or more (per semester)	\$1,030	\$1,930
For 8 hours or less (course fee per semester hour)	\$ 75	\$ 125
Audit fee (per semester hour)	\$ 75	\$ 125

*S. C. Resident—A student shall be considered a resident of the state of South Carolina if his/her 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.

HOUSING AND CAFETERIA FEES

Room Fees (all residences) are \$755 per semester. Rooms are normally occupied by two or more students. An additional \$50 per semester will be charged for designated private rooms when available.

Advance Housing Payment and Damage Deposit. 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

Fees and Expenses

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.

		Per	Per
		meal	semester
Meal Plans	7 meals/week	\$2.87	\$342.00
	12 meals/week	\$2.07	\$422.00
	21 meals/week	\$1.32	\$470.00

Prices are subject to change as dictated by food and labor costs.

SPECIAL CHARGES

Computer Fee (required of all full-time students each semester; pro-rated each semester for part-time students)	\$ 25
Orientation/Graduation Fee	\$ 35
Duplicate Identification Card	\$ 3
Application Fee	\$ 25
Graduation Fee for Seniors	\$ 35
Late Registration Fee	\$ 25
Returned Check Fee (per check)	\$ 10
Science Laboratory Fees	\$ 25
Language Lab Fee (100 and 200 levels and ESL)	\$ 25
Applied Music Fee (per semester)	
Class lessons	\$100
1/2 hour private lessons	\$100
1 hour private lessons	\$200
Sailing Fee	\$ 40
Golf Fee	\$ 25
Senior Citizens Registration and Lab Fees	\$ 25
Education Fee (Special Off-Campus Teaching)	\$ 15
Motor Vehicle Parking Fee (per semester)	\$ 60
Student Accident and Sickness Insurance*	\$ 60

* Required of all students unless proof of other coverage is furnished. Payment for this insurance is not made to the College. Information

about the agency supplying the coverage will be furnished to each student by the Bursar's Office.

TRANSCRIPT CHARGE

One transcript of a student's record will be issued free of charge. Additional copies may be secured at \$3.00. 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 signed 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:

College Fees and Meals:

Up to one week after classes begin: 75%

Up to two weeks after classes begin: 50%

No refunds are given after the second week of classes.

Meal plans can only be increased to 12 or 21 meals per week and not reduced.

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

Room Fees. Room fees are non-refundable. The College makes no reductions in fees because of temporary absence during the year.

Maymester and Summer School Refund Policy. Fees (except registration fees) are refunded in full to students who drop a course on or before the first scheduled day for each session:

100 per cent through the first day of class for a given term;

50 per cent through the second day of class for a given term.

No refunds are made to students who withdraw after the second day of class except in cases of cancelled courses. Cancellation of a course entitles a student to a full refund.

For undergraduate students, reimbursement for dropped courses must be requested in writing according to the dates specified above. Refunds are not initiated for students who do not do so.

Request for Refund forms may be obtained from the Office of Maymester and Summer Sessions, first floor of Randolph Hall.

Students enrolled in **graduate courses** should drop the class and request reimbursement in the Office of Graduate Studies.

The Graduate Office staff will initiate the proper paperwork and send the authorization for a refund to the Bursar's Office. The refund process ordinarily takes three to four weeks.

AUDITING COURSES

Persons wishing to audit regular academic courses at the College must pay special course fees and per 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 of minors 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 American College Testing Program (ACT) evaluation of family financial resources. Through the Family Financial Statement (FFS), ACT evaluates parents' and students' resources and computes an expected family contribution.

When the evaluation indicates an inability of the family to pay the total cost of an education from its own resources or that the family is experiencing a cash flow problem, the College can provide assistance through its participation in federal student aid programs, by establishing a monthly budget plan, or through private loan funds. In addition, the College offers scholarships that are awarded on a competitive basis to students with exceptional academic credentials and who demonstrate need, and restricted scholarships that are awarded to students who meet the criteria established by the individual donors. The staff of the Office of Student Financial Aid is available to assist students and their families in exploring the options that are available to them and in developing an individualized financial plan to help meet the needs of the student.

APPLICATION PROCESS

Students who apply for admission by January 15 are automatically considered for academic scholarships (see "Scholarships"). Financial aid application packets are distributed on/after December 15 for the subsequent academic year. The financial aid application for the College, the FFS, should be completed as soon as possible after January 1. The priority due date for receipt of the application analysis in the financial aid office is April 1. Applications received after April 1 will be processed as long as funds are available.

Financial aid may not be awarded in excess of the amount the student needs for educational expenses as determined by the FFS. The combination of loans, grants, or scholarships may not exceed the total cost of attending the College of Charleston each academic year.

SATISFACTORY ACADEMIC PROGRESS

Renewal applicants for federal assistance must be in compliance with the College's Satisfactory Academic Progress Policy as stated in their "Award Information Terms and Conditions" booklet. Students found not to be in compliance will be placed on probation and will be excluded from financial assistance if the deficiency continues past the probation period.

Students who are ruled ineligible for further federal student aid funds may appeal this determination under specifically prescribed conditions. Information concerning the appeals process is available in the Office of Student Financial Aid.

ACADEMIC SCHOLARSHIPS

Students who apply for admission on or before January 15 automatically are considered for academic scholarships. Students should file the FFS as early as possible after January 1 as many scholarships require the student to demonstrate need. The selection process is competitive. Generally, the student should meet the following criteria: (1) graduate in the top 10 per cent of his/her high school graduation class, (2) score 1100 or better on the SAT, (3) possess a strong academic record, (4) have a special talent or participate in activities that demonstrate leadership. Students who are selected to receive a scholarship will be notified during the month of March.

Presidential Scholarships are the College's most prestigious scholarship awards given to outstanding freshmen on the basis of merit. Harrison Randolph Scholarships are generally awarded to alternates for Presidential Scholarships and to other students who are academically and financially qualified. General College of Charleston Scholarships/Awards are given to qualified students on an annual basis. The stipend amount will vary from scholarship to scholarship.

While no formal application for an academic scholarship is

necessary, students are urged to apply for admission by the January 15 deadline.

Students who have completed at least a year at the College and who are not currently receiving a scholarship also are considered for a scholarship from the College of Charleston. 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 and financial need.

There are also certain restricted and endowed scholarships for which the Office of Student Financial Aid submits candidates. Candidates are selected or recommended on the basis of cumulative grade point average at the College and in accordance with any restrictions set by the original donors. The Office of Student Financial Aid maintains a bulletin board located on Physicians Auditorium that lists sources and application procedures for these restricted scholarships.

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., Business and Professional Women, Elks, Rotary Club, 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 24 semester hours each academic year, excluding Maymester and Summer School. Recipients of Presidential Scholarships must maintain a cumulative GPA of 3.40, Palmetto Scholarships a 3.20, and for all other scholarships a 3.00. If a scholarship is renewable and the student has maintained the required academic standards, the scholarship will be renewed automatically. Renewals are made in the spring of each year for the upcoming academic year. Students are notified of renewal in early summer.

The following special scholarships are made possible from gifts to endowed scholarship funds through the College of Charleston Foundation and the Alumni Association. Academic performance, financial need, and the wishes of the donor are considered.

Alumni Association Scholarship. The Alumni Association of the College offers scholarships to entering freshmen and upperclassmen. Formal application is required by March 1 and application forms are available from the Office of Alumni Affairs. Primary consideration is given to applicants who demonstrate strong leadership skills.

Anonymous Scholarship. Established in 1985 by an alumna of the College to provide a full scholarship for an incoming student who demonstrates outstanding scholarship potential.

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

Minnie L. Barnett Scholarship. Established in 1926 by Mrs. Minnie L. Barnett of Sumter, South Carolina, to provide scholarships for women students.

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.

Charles V. Boykin Scholarship. Established in 1986 by Charles V. Boykin, class of 1937, to provide assistance to students studying marine engineering and naval architecture. Recipients study at the College for two to three years in pre-engineering and liberal arts and then complete their degree at the University of Michigan.

Gregory A. and Cynthia Tate Brewer Scholarship. Established in 1984 by Mr. O.W. Brewer in honor of his son and daughter-in-law, both graduates of the College. This scholarship provides assistance to a South Carolina resident who is a junior or senior majoring in chemistry.

Walter James Bristow Scholarship. Established in 1978 by Mrs. Walter J. Bristow in honor of her husband. This fund provides financial assistance to a pre-medical student from South Carolina. Dr. Bristow was a member of the College of Charleston's class of 1911.

Frank X. Burkhardt Scholarship. Awarded to a student with demonstrated financial need. The scholarship was established in 1984 by Dr. Thomas Burkhardt, class of 1969.

Thomas Carroll Memorial Scholarship. Established in 1985 by Robert and Edwin Carroll in honor of their father, Thomas W. Carroll. The recipient is a computer science major and is selected by the department.

College of Charleston Foundation. Income derived from combined endowments of the Edward R. Miles Scholarship, established in 1899 by Mrs. Mary Peronneau; the Asher D. Cohen Scholarship, established in 1905 by Mrs. Miriam Cohen; the A.C. Kaufman Scholarship, established by bequest of the late A.C. Kaufman; the David Sternberger Scholarship, established in 1931 by Mrs. David Sternberger; the Julian F. Nohrden Scholarship, established as a memorial to the late Julian F. Nohrden by the Parent/Teacher Association of Julian Mitchell School; the Rosalie Raymond Scholarship; the Thomlinson Scholarship, established in 1945 by Mrs. Edwin S. Thomlinson; and the Yarnell Scholarship fund, established in 1962.

Frederick Jacobs Collins Scholarship. Established in 1986 by Frederick J. Collins to provide full tuition and a specified allowance for books. Preference is given to students who are residents of Greenville County.

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 fraternity and friends in honor of Johnson Cox, class of 1982. 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 or sorority. The student selected must have a 3.6 or higher grade point average.

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

Alexandria Dengate Memorial Scholarship. Established by Mrs. Margaret Dengate in 1984 in memory of her daughter. The scholarship is awarded to an incoming freshman who has indicated a desire for a career in public service.

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, South Carolina.

Alexander C. Dick Scholarship. Established in 1987 by Alexander C. Dick, class of 1915, and Edwina Dick to provide assistance to junior or senior history majors who plan to continue their studies in law school. Formal application is required through the History Department. The scholarship is renewable for one year.

Charles and Mary Pratt Edmondston Scholarship. Established in 1984 by Frances F. Coleman, class of 1932, and the descendants of Charles and Mary Pratt Edmondston. The scholarship is worth full tuition during a student's junior and senior years at the College. The award recognizes the student who exhibits the highest scholarly record and potential in the pursuit of an undergraduate degree in business or economics.

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

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.

Robert McCormick Figg Maritime Scholarship. Established by the South Carolina Ports Authority. The scholarship is for junior or senior students majoring in Business Administration.

Robert McCormick Figg Americanism Scholarship. Established in 1972 by the John P. Gaty Charitable Trust at the behest of Senator Strom Thurmond in honor of Dean Robert McCormick Figg, class of 1920. The scholarship is for eligible students who demonstrate financial need and who submit a winning essay on the value of the American system and its superiority to communism and socialism.

Fine Arts Departmental Scholarship. Various scholarships are offered annually. The Fine Arts Department selects recipients on the basis of scholastic performance.

Goer Endowed Athletic Scholarship. Established in 1984 by Ernest J., Alan B., and Albert R. Goer. The scholarship is designated for a full-time student athlete.

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.

Guérard Scholarship. Established in 1986 by Theodore Guérard, class of 1950, and Elizabeth M. Guérard. In awarding the scholarship preference is given to students who are native Charlestonians.

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

Lancelot M. Harris Scholarship. Established in 1956 by Harry Simonhoff, class of 1917, as a memorial to Lancelot M. Harris, Professor of English at the College of Charleston, 1898-1947.

Dr. Lancelot M. Harris Scholarship Fund in English. Established in 1985 by an anonymous donor of the class of 1928 for an entering freshman with a desire to major in English.

Hibernian Society Foundation Scholarship. Established by the Hibernian Society Foundation in 1977 to reinstate one of the original purposes of the Society, useful beneficence. The scholarships, which are awarded annually, provide assistance to students based on need, scholastic record, and attitude toward employment. Formal application is required through the Office of Student Financial Aid.

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

John Klein Hornick Scholarship. 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.

Josten's College Bookstore 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.

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.

McLeod-Frampton Scholarship. Scholarship funds are awarded yearly by the Agricultural Society of South Carolina to biology majors.

Mobay Scholarship. Funds are made available through an annual gift of the Mobay Chemical Corporation and are designated for chemistry majors.

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.

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

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.

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.

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

Charlie Post Scholarship. Established in 1985 by the Charleston Running Club as a memorial to Dr. Charles Post, former head of Student Health Services at the College. The scholarship is designated for juniors and seniors who participate in physical activities, who are enrolled in the physical education or pre-medical programs, and who are interested in pursuing further education in the field of sports medicine.

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 lifetimes 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, class of 1936, to provide an annual scholarship to a deserving student. 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 Rivers, class of 1935, and Mendel Rivers. Preference is given to residents of the First Congressional District of South Carolina.

Willard A. Silcox Scholarship. Established by the Alumni Association in honor of Willard A. Silcox, class of 1933, and designated for children of College of Charleston alumni. Formal application is required by March 1, and application forms are available from the Office of Alumni Affairs.

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 son, Penrod Simmons. Preference is given to students from Charleston County.

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

S.S. Solomons Scholarship. Established in 1957 by bequest

of the late Mrs. Zipporah Solomons. Preference is given to Jewish students with financial need.

South Carolina Electric and Gas Company Scholarship. Donated annually by the South Carolina Electric and Gas Company to College of Charleston students who need financial assistance. Recipients must rank in the upper third of their class and must demonstrate outstanding leadership qualities. The parents or guardians of recipients must be customers of SCE&G or of the Department of Utilities of Orangeburg, Winnsboro, or McCormick, South Carolina.

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 and is awarded to worthy students.

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.

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.

Judge J. Waties and Elizabeth Waring Scholarship. Donated annually in memory of Judge J. Waties Waring, class of 1900, and Mrs. Waring by Mrs. Waring's daughter and son, Mrs. Simeon Hyde, Jr., and Mr. David N. Mills. This award was established for male minority students from Charleston County and is renewable for four years of undergraduate study, subject to satisfactory academic performance.

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

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 with preference being given to veterans.

Whaley Scholarship. Established in 1957 by bequest of the late Mrs. Grace W. Whaley for the education of worthy Protestant males.

Annie Louise and George A. White Scholarship. Established by Ms. Katherine White, class of 1932, in honor of her parents. It is presented to local students from the Charleston area with financial need who are majoring in biology or pre-med.

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 they are unable to meet their college expenses without financial assistance. Recipients of such funds must have satisfactory academic records as well as demonstrated financial need.

Bernard M. Baruch Loan Fund. Established in 1939, the Bernard M. Baruch Loan Fund is 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.

The College provides general scholarship and grant funds designated for specific types of students. The scholarship and grant funds are described below.

Venture Program Grants. Established in 1985 as a part of the Venture Program for the recruitment and retention of minority adult students, age 25 and older, who are interested in obtaining undergraduate degrees from the College. Tuition is granted for up to three consecutive courses, subject to fund availability.

International Student Scholarship. Established to provide academic scholarships to qualified foreign students. The International

Scholarship is highly competitive. The selection process is handled by the Office of International Studies.

Continuing Education Incentive Grant. Established to provide an opportunity for students to obtain funding for one course as an incentive to return to college and consider degree completion. To be eligible, applicants must have not yet earned a bachelor's degree and must enroll as a Continuing Education student. Applicants must also be 21 years of age or older and be returning to school after an absence of at least one year. Application information is available from the Continuing Education office.

Athletic Grant-in-Aid. The Athletic Department provides funds to the best qualified athletes. Eligibility criteria and selection is handled by the coaches and the Athletic Director. Additional information is available from the Athletic Department.

Out-of-State Fee Reduction. Out-of-state fees may be reduced for students who receive an academic scholarship, institutional grant, or athletic grant-in-aid in the amount of \$100 or more per semester. The out-of-state reduction may vary from year to year.

FEDERAL STUDENT ASSISTANCE

Available funding from federal student aid programs is dependent upon annual appropriations from Congress. Programs may change and eligibility criteria may differ from year to year.

Pell Grant. The Pell Grant is the largest of the federal student aid grant 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 Family Financial Statement (FFS). Students receive notification of eligibility from the U.S. Department of Education. To determine the amount of grant,

students must submit their notification of eligibility to the Office of Student Financial Aid.

Supplemental Education Opportunity Grants (SEOG).

Awards are made to students who demonstrate exceptional financial need. Application is made each year through the Family Financial Statement.

Awards range from \$200 to \$500 each year depending on a student's financial need, eligibility for other aid, and the availability of funds.

College Work-Study. The College Work-Study Program provides on-campus jobs for students who demonstrate financial need through the FFS 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 and the pay rate varies based on the position, classification, and expertise. A work-study award does not entitle a student to a certain amount of money. The work-study award is an authorization for the student to earn a given amount per academic year.

Perkins Student Loan. The Perkins Student Loan Program is for students who are enrolled at least half-time in an eligible program and who demonstrate financial need by filing the FFS. Graduate students are also eligible to apply. An eligible student may borrow up to \$4500 for the first two years of study not to exceed \$9000 in a four-year period. Repayment of the loan begins nine months after the student graduates or leaves school. During the repayment period the student is charged five per cent interest on the unpaid balance of the loan principal. Under certain circumstances repayment may be cancelled or deferred.

Guaranteed Student Loan Program. Long term, low interest rate loans are available from participating lenders through this program. Loans range from \$2625 for freshmen and sophomores and \$4000 for juniors and seniors, to \$7500 for graduate students. The interest rate is eight percent for first-time borrowers with repayment beginning six months after the student ceases full-time or half-time enrollment.

Paul Douglas Scholarship. Undergraduate students who plan to enter the teaching profession and who meet the minimum qualifications of: (1) U.S. citizenship or permanent residency, (2) enrollment or acceptance for enrollment or expression of an intent to enroll in a teacher education program, (3) graduation in the top 10 per cent of their high school graduation class and, for continuing students, a 2.75 or better cumulative GPA. The scholarship is not need-based. The amount awarded per year can range up to \$5000. Applications are available from the Office of Student Financial Aid.

South Carolina Teacher Loan Program. Residents of the State of South Carolina who plan to enter the teaching profession in the public school system and who are seeking their first certification may apply to the program. The loan is not need based and can be forgiven at the rate of 20 per cent per year of teaching service in a critical need area. Awards range up to \$7500 per year. Specific requirements and applications are available from the Office of Student Financial Aid.

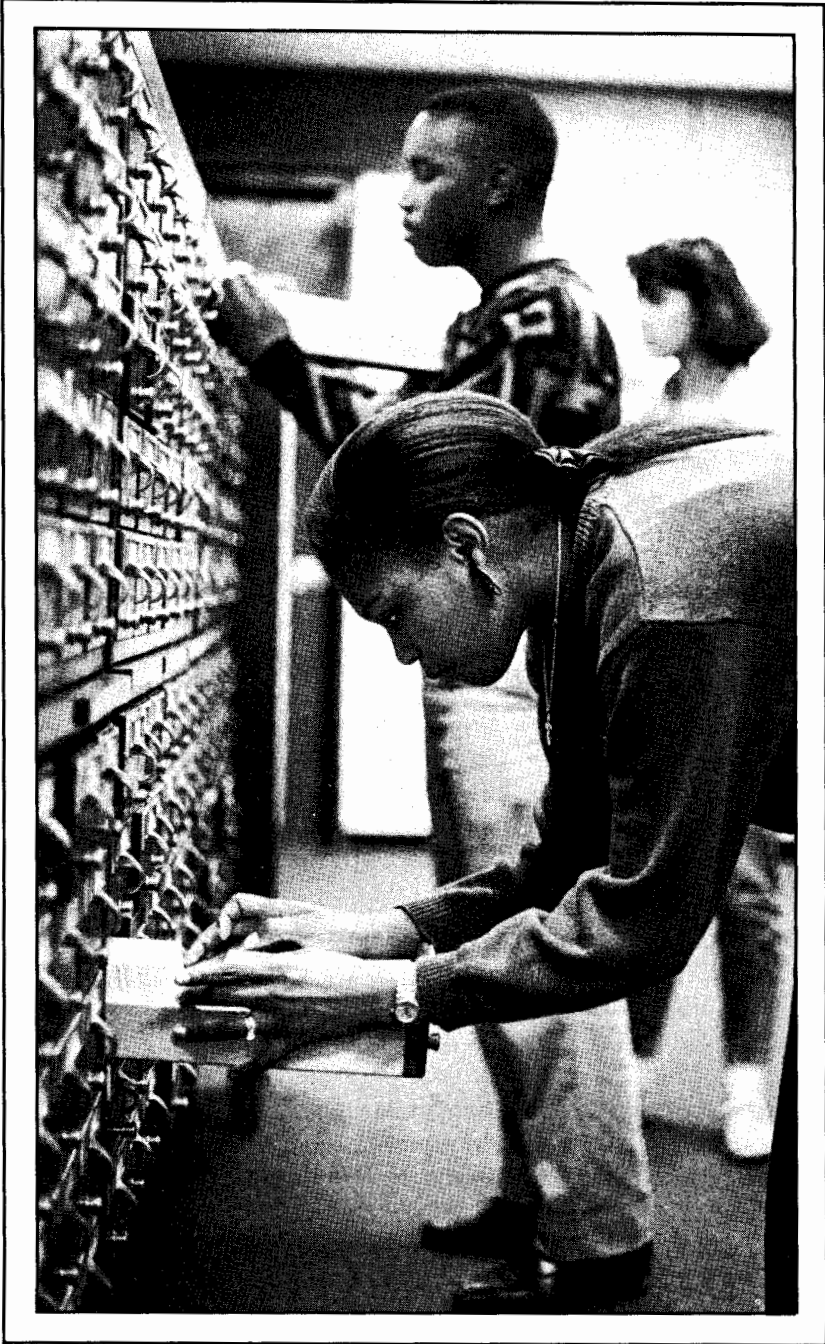
Veterans' Benefits. Certain armed forces veterans and veterans' dependents who qualify with the Veterans Administration are eligible to receive educational assistance on a monthly basis. Information and applications are available from the V.A. Regional Office, 1801 Assembly Street, Columbia, S.C., 29201, 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, 29240.

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 82). Students who accept an Air Force ROTC Scholarship are required to successfully complete

Financial Aid

at least one quarter/semester of college instruction in a "major" Indo-European or Asian language as defined by the Foreign Language Department at Baptist College at Charleston. 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.



STUDENT LIFE

The Setting. The College of Charleston is located in the heart of Charleston, South Carolina, an old and historic city first settled in 1680. Charleston, a peninsular 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 480,000.

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 Gibbes 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.

The College. Students who are accepted for admission at the College of Charleston are admitted not only into its classrooms, but 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.

THE COMMUTERS' LIFE

Commuter students comprise 70 per cent 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, intramural athletics and the Thursday Special. Involvement in these activities helps students form new friendships and make the College a major part of their lives.

RESIDENT STUDENTS' LIFE

Residence 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 dormitory space for 1500 students.

At its best, residence hall living offers students a unique opportunity to live with people with different backgrounds and interests. Resident students also have easy access to on-campus social, cultural, and intellectual activities.

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

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 accommodates 143 women and 20 men, 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 268 students.

Room assignments for returning students are based on class seniority. Rooms for new students are assigned on the basis of the date of return of the Residence Hall Lease and Application. Whenever possible, the College honors written requests for specific rooms and roommates.

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

Residence Hall Management. Residence Directors are responsible for the overall operation and well-being of the residence halls and residents. The Resident Directors 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 on available apartments, rooms, and houses from the Coordinator for Off-Campus Housing in the Student Housing Office.

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 a few sophomores. There are two multi-level parking facilities operated by the City of Charleston which are adjacent to the College campus and house approximately 1,000 cars. 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, 724-7382.

On-street parking in the surrounding neighborhoods is severely limited. The parking shortage in the Harleston Village and Radcliffeborough 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 these areas 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.

STUDENTS' RIGHTS AND RESPONSIBILITIES

In meeting the admissions standards of the College of Charleston and choosing to enroll, the student has exercised his/her right to attend a public college of the State of South Carolina. As with any citizen, the student is expected to adhere to all federal, state, and local laws. By accepting admission to the College of Charleston the student accepts the responsibility to adhere to its regulations. Specific rights and responsibilities are detailed below. Academic regulations which govern eligibility to continue at the College are found in the *Undergraduate Bulletin* and *Graduate Studies Bulletin*. The student's behavior is governed by, among other College regulations, the Honor Code, the Student Code of Conduct, and the Alcohol Policy. Students may seek dispute resolution and redress of grievances through the Student Grievance Procedure and the Sexual Harassment Policy.

The Honor System. The Honor System of the College of Charleston is intended to promote and protect an atmosphere of trust and fairness in the classroom and in the conduct of daily life. Students

at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations of it. Alleged violations of the Honor Code which are not admitted by the student will be heard by the Honor Board, a body composed of students, faculty, and staff members. Faculty members also are required to report violations of the Honor Code. If guilt is established, by admission during the judicial process or by hearing, the faculty member determines in what manner the student's grade will be affected by the violation. Additional penalties, which range up to and include expulsion from the College, may be assessed by the Honor Board.

The Honor Code, with procedures to be followed, may be found in the *Student Handbook* and in *On My Honor*.

Student Code of Conduct. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, and visitors on campus. Students also are expected to adhere to all federal, state, and local laws.

The Code of Conduct prohibits such activity as the possession of drugs, destruction of property, and the making of a false threat of any emergency. Violations are heard by the Residence Hall Judicial Board or the Honor Board. The full Code of Conduct may be found in the *Student Handbook*.

Alcohol Policy. The 1984 changes in the alcoholic beverage laws of the State of South Carolina have led to revised policies on the sale, service, and consumption of alcoholic beverages. The College's policy allows reasonable and prudent consumption by students of legal age. The full policy may be found in the *Student Handbook*.

Student Grievance Procedure. Disputes occasionally may arise between members of the College of Charleston community over both academic and non-academic matters. While many issues can be resolved at the personal level between the two parties, a formal procedure is available for the resolution of disputes that cannot. The procedure that has been established presents a framework within which disputes may be settled. The formal procedure is not meant to change the character of a dispute but to insure that all parties are treated fairly

and that every attempt is made to arrive at a just resolution of the dispute.

The full Student Grievance Procedure may be found in the *Student Handbook*.

Sexual Harassment Policy. Respect for the dignity and worth of all individuals is essential to an appropriate college environment. Thus, sexual harassment of students, faculty, and staff is unacceptable and impermissible conduct, and will not be tolerated. Actions which come within the definition of sexual harassment will be grounds for disciplinary action, even resulting in termination.

Students may consult with the Director of Human Relations on a confidential basis. An informal and formal complaint process is provided. The full Sexual Harassment Policy may be found in the *Student Handbook*.

STUDENT ACTIVITIES AND ORGANIZATIONS

THE 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, video theatre, a gameroom with pool and ping pong tables, video games, shuffleboard, table games and big screen MTV, T.V. room, lockers for commuting students, lounges and meeting rooms, the Campus Shop, the Campus Mail Room (where commuting students as well as resident students may secure mail boxes), a ballroom, and Snack Bar.

OFFICE OF STUDENT ACTIVITIES

The Office of Student Activities, located in the Stern Student Center, serves as a resource for all College clubs and organizations. Students are encouraged to utilize the Director of Student Activities and Program Director for event planning advice, for guidance in establishing new groups, for information about budgets and funding sources on campus, for leadership skill development, and for information on how to become involved with any campus activity.

COLLEGE ACTIVITIES BOARD

The College Activities Board (C.A.B.) provides social, cultural, educational, and recreational programs for all members of the College community. The board is composed of student volunteers who serve as president, vice-president, and secretary, as well as chairs of the six programming committees: Concerts, Class Acts, Travel, Potpourri/Flix, and Promotions. Membership on committees is open to all students at the College. C.A.B. has been responsible for such events as Back to School Parties, Thursday's Specials, weekly movies, Imaginus Art Print Sales, Oktoberfest, and dinner theatres. C.A.B.'s mission is to promote a sense of community at the College through programming which is innovative, thought provoking, and sensitive to the diverse population on campus.

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 organization of the S.G.A. consists of a senate composed of elected class representatives and an executive committee composed of student body officers (president, vice president, secretary and treasurer). Representatives from the S.G.A. sit on all of the major faculty and administrative committees of the College. The S.G.A.'s own committees are involved in many aspects of College life including establishment of the academic calendar, parking, campus

communication, security, and the sale of used books.

The Commuter Student Committee of the S.G.A. serves as a clearinghouse and source of information for commuter students. The committee represents commuter-student interests and issues to the administration.

STUDENT UNION FOR MINORITY AFFAIRS (S.U.M.A.)

The Student Union for Minority Affairs has four primary organizational objectives: (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.

HONOR SOCIETIES

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

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

Phi Kappa Phi is a national honor society whose membership is limited to juniors and seniors of superior academic ability and outstanding character. To be eligible for election, a student must complete at least 60 hours at the College of Charleston. A grade point average 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 was the College's first honorary society in a specific academic discipline.

Pi Sigma Alpha is the National Political Science Honor Society. Membership is open to students who have completed 18 hours of political science course work and have attained an overall grade point average of 3.0 and a grade point average of 3.25 in their political science courses.

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 scholastic honor 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.

Membership is open to all College of Charleston students during fall and spring rush.

Service projects include work with the elderly, kidney patients, city clean-ups, and athletic events. "The Roach-a-Thon" is a major fund-raising event sponsored by Alpha Phi Omega in the fall of each year.

STUDENT ORGANIZATIONS

Programming Groups

College Activities Board

Film Club

International Club

Student Union for

Minority Affairs

Governmental Organizations

South Carolina Black

Student Association

South Carolina Student

Legislature

Student Government

Association

Sports Clubs

Cheerleaders

Equestrian Club

Weight Lifting Club

Karate Club

Ski Club

Honor Organizations

Alpha Epsilon Delta (Pre-Med Society)
Eta Sigma Phi (Classics)
Omicron Delta Kappa
Omicron Delta Epsilon (Economics)
Phi Kappa Phi

Pi Alpha Theta (History)
Pi Mu Epsilon (Math)
Psi Chi (Psychology)
Sigma Alpha Phi
Sigma Iota Rho (Global Relations)

Service Groups

Alpha Phi Omega
Peer Mentor Association

Student Alumni Association

Media Organizations

The Comet - yearbook
The Cougar Pause - newspaper
Publications Board

The Miscellany - literary magazine

Special Interest Groups

Chess Club
Video Production Club

Visual Arts Club
Womens Interest Group

Political Groups

College Republicans

Young Democrats

Cultural Groups

International Club

Student Union for Minority Affairs

Performing Groups

Center Stage
Charleston Pro Musica
College Orchestra
Concert Choir

Fine Arts Singers
Jazz Ensemble
Madrigal Singers

Religious Organizations

Baha'i Club
Baptist Student Union
Campus Crusade
Canterbury Club

Catholic Student Union
Fellowship of Christian Athletes

Departmental and Majors Associations

Accounting Association	Geology Club
Alpha Chi Sigma (Professional Chemistry Fraternity)	History Club
Alpha Epsilon Delta (Pre-Med)	Honors Program Student Association
American Society of Personnel Association (ASPA)	Marketing Club
Biology Club	Philosophy Club
Center Stage	Physical Education and Health Majors Club
Classics Club (Greek & Latin)	Pi Mu Epsilon Math Club
Council for Exceptional Children	Political Club
Education Club	Pre-Law Society
English Club	Psychological Association
Fine Arts Club	Sociology/Anthropology Club
French Club	Spanish Club
	Visual Arts Club
	Urban Studies 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 10 fraternities are active at the College:

Alpha Tau Omega	Phi Beta Sigma
Kappa Sigma	Kappa Alpha Psi
Omega Psi Phi	Sigma Nu
Pi Kappa Phi	Kappa Alpha
Sigma Alpha Epsilon	Sigma Chi Delta

The Panhellenic Council. The Panhellenic Council is made up of three delegates from each sorority on campus. Its main purpose is

to maintain a high plane of sorority life and intersorority relations at the College.

Chapters of eight nationally-recognized sororities are active at the College:

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

STUDENT PUBLICATIONS

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

The Cougar Pause, 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 now offers ten intercollegiate sports:

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

Intramural Activities. Intramural activities at the College offer a broad program of organized sports competition and recreational activities for everyone desiring to participate. The program includes team, dual, and individual sports for both men and women. Co-recreational activities are also offered, and there are many opportunities

for unstructured "free play." Basic equipment is available on a check-out basis. The activities normally offered are:

touch football	3 on 3 basketball
volleyball	golf driving
soccer	swim meet
basketball	free throw
softball	tennis
water basketball	table tennis
co-ed volleyball	racquetball
co-ed softball	badminton
co-ed inertube water polo	

ATHLETIC FACILITIES

The new F. Mitchell Johnson Physical Education Center opened in September 1982. It is adjacent to the College Athletic Center at the corner of George and Meeting Streets, and has facilities for basketball, volleyball, tennis, badminton, handball/racquetball, and gymnastics. The main basketball court has a seating capacity of 3,052.

The Athletic Center also has basketball and volleyball facilities and is available for intramural, physical education, and recreation activities. Two weight rooms also are 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.

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.

Student Activities

The Charleston Pro Musica. Specializing in music of the medieval, Renaissance, and baroque eras, the group performs on a variety of early instruments including recorders, krumphorns, rauschpffes, lute, etc.

College/Community Orchestra. Music for orchestra by the masters of Baroque, Classic, Romantic, and 20th century. The group performs at least twice annually. The orchestra is open to the student body, faculty, staff, and community by audition. For credit, register for Music 363-F.

Concert Band. The Concert Band 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 Music 162.

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 Music 161.

Fine Arts Singers. A group of 12 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, which necessitates a high scholastic level for membership. Students register for Music 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 Music 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 Music 363A.

Visual Arts Club. Created to unify students with an interest in the visual arts and to provide experiences in the visual arts by sponsoring workshops with artists; traveling to regional galleries; providing a source of information on competitions, exhibitions, speakers, campus exhibitions; and to coordinate activities with other campus groups supportive of the arts.

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, 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 Vaughn, Samuel Barber, Cy Twombly, Robert Indiana, Orson Wells, Luchino Visconti, Sam "Light'nin" Hopkins, Alvin Ailey, Boris Bloch, Alexander Gudonov, Alicia Alonso, Rudolph Firkusny, Alwin Nikolais, Shuji Terayama, Christopher Keene, and many others.

Like the rest of Charleston—its government, its institutions, and, most of all, its citizens—the College of Charleston actively and wholeheartedly supports the Festival. 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 either to a faculty or staff advisor or to the Advising Center. The Advising Center advises students with undeclared majors and is staffed by faculty advisors. 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, and
- 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 Programs each semester.

At the College of Charleston all academic advising programs and academic support programs are administered by the deans in the Office 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 60 credit hours earned and without a declared major are considered lower

division students. At the time of admission they will be assigned to the Advising Center for the first two years or until the student officially declares a major. Each advisor in the Advising Center is a faculty advisor 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 technicians, 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.

If a student wishes to change an advisor, he or she must submit a request for such a change to the Office of Undergraduate Studies. The deans will work with students and advisors and make appropriate changes to the student's advising file.

Upper Division. All transfer students, re-admitted students, or students having earned more than 60 semester hours are considered 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 Office of Undergraduate Studies.

Once a major has been declared, a change of major can be made by declaring a new major through the departmental office of the new major. The Office of Undergraduate Studies facilitates transfer of advising files. Students who need help with a choice of major are encouraged to see a dean in the Office of Undergraduate Studies or visit the Career Development Office.

International Students. The International Student Advisor 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 and the Registrar;
- 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.

Advising Program for Students with Physical Handicaps and Learning Disabilities. 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 Office of Undergraduate Studies 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 urged to contact the Coordinator for Learning Disability Services, Office of Undergraduate Studies, before the beginning of the semester.

COLLEGE SKILLS LAB

The College Skills Lab offers instruction in the study areas necessary for academic success at the college level. The programs offered by the lab complement 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 receive tutoring on a walk-in basis, attend seminars, or make individual appointments. 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 seminars in the areas of time organization, notetaking, textbook studying, preparing for tests and exams, vocabulary development, reading comprehension, critical thinking, memory enhancement and preparation for post-graduate tests. Students are trained to apply these techniques across the various disciplines.

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 offers individual peer and faculty tutoring in the areas of basic math, algebra, trigonometry, geometry, statistics, and calculus. Announced workshops are also offered during the year on topics such as word problems, the trigonometric functions, and solving quadratic equations. Handouts and worksheets are available to complement in-class instruction and provide additional practice.

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 Post-Graduate Test Preparation Program provides small group and individual preparation for students planning on taking the GMAT, LSAT, GRE, MCAT, NOTE, and MAT.

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 the opportunity for all students with personal concerns to seek psychological counseling in a professional and confidential atmosphere. A variety of services are offered which are designed to enhance personal growth and understanding, and thus 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 friends, faculty, and staff.

Psychological Counseling services are offered through sessions for individuals, groups, couples, and families. In these settings, students are assisted in exploring the nature and scope of their concerns, with an emphasis on personal responsibility and effective problem-solving. The concerns of our students have been found to be consistent with those reported by other college and university counseling centers. Some examples of these are: dealing with stress and anxiety, depression, loss or grief, adjustment to college life, separation, emotional and physical abuse, sexual concerns, eating disorders, and relationship difficulties. As part of our continuum of care, we maintain a relationship with the Department of Psychiatry at the Medical University of South Carolina where students may be referred for evaluation and follow-up when appropriate.

Personal Development groups bring together students who have a common concern and wish to receive specific training and/or support in that area. Groups are offered regularly on such topics as assertiveness training, adjustment to college life, eating disorders, stress management, grief/loss, and others according to the needs of our students.

In addition to their graduate degrees in counseling and psychology, members of the Counseling Center's professional staff have received training and certification in such related disciplines as Gestalt therapy, hypnosis, sex therapy, marriage and family therapy, Transac-

tional Analysis, Neuro-Linguistic Programming, multiple approaches to the treatment of depression, and in such subjects as alcohol and drug abuse, stress management, and eating disorders.

CAREER DEVELOPMENT SERVICES

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

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

Decision-Making Workshops. Career Decision-Making Workshops provide 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 them to consider career planning in deciding their majors. They also help students 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 also can be tailored to meet the special needs of certain students—for instance, women and adult students. Regular topics include Choosing a Major, Learning from Experience, Setting Priorities, Searching for a Job, Identifying your Skills, etc. Vocational interest inventories are given upon request and professional interpretation is provided.

Venturing. All students are encouraged to explore career inter-

ests through direct contact with practicing professionals. The Office of Career Development and Placement 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.

Career Festival. In order to inform as many students as possible about the variety of career options open to them, and to increase the number of job opportunities for graduates, a Career Festival is held each year. Employers from a wide variety of backgrounds come to the campus for two days to talk with students about careers and job opportunities. Students are able to see, first-hand, how a 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 Office of Career Development and Placement. 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 also is available.

Special Assistance for Seniors: Seniors are encouraged to begin early in their final year to establish a credential file in the Office of Career Development and Placement. Assistance in writing resumes

and learning interviewing techniques is readily available. 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 Office of Career Development and Placement. 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 also should seek advice from the appropriate faculty members.

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 interest to this constituency in the College community and on the local, state, and national levels.

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.

The Office of Human Relations is located in the President's Suite, 2nd floor Randolph Hall.

LEARNING DISABLED PROGRAM

The Learning Disability Services Program at the College of Charleston has been established to assist any student who has a diagnosed learning disability or is suspected of having a learning impairment. The purpose of the program is to provide academic guidance and assistance to students who have learning disabilities and who are encountering difficulties in completing academic requirements.

At the time that admission is offered, all entering students will receive information concerning the Learning Disability Services Program, and it is hoped that those with certified learning disabilities will establish contact with the Coordinator of Learning Disability Services. The program coordinator will accept referrals made by any faculty member or any staff person from the College Counseling Center or the College Skills Lab.

In order to receive assistance from the Learning Disability Services Program, the student must be certified as being learning disabled by the program coordinator.

The services of the Learning Disability Services Program include the following:

- assistance with securing documentation of *bona fide* learning disability, including referrals to independent licensed testing and evaluating clinics;
- regular supplemental academic advising prior to each preregistration period for certified learning disabled students;
- assistance in securing tutorial support from the College Skills Lab where necessary;
- communication with instructors in order to heighten their awareness of individual student needs; and
- assistance in petitioning the Committee on Academic Standards, Admission and Financial Assistance for modifications in academic requirements if necessary.

The Coordinator of Learning Disability Services may be contacted through the Office of Undergraduate Studies.

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 SERVICE

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 become ill or injured while attending day classes may report to the Health Service clinic for first aid measures. The specific services provided by the Health Service, the doctor's and the nurse's hours, and the policies and regulations of the Health Service are printed in the *Student Handbook*.

SPECIAL RESOURCES

THE LIBRARY/AREA LIBRARY RESOURCES

The **Robert Scott Small Library** is the main library on campus, housing books, periodicals, government documents, microtexts, and special collections in all subject areas which support the College's curriculum. The Library has current holdings of approximately 300,000 volumes. It receives over 2,000 periodicals. It is a complete depository for South Carolina state publications and a selective depository for United States government publications. Its principal special collection is the South Carolina Lowcountry Collection which includes a large number of pamphlets, manuscripts and books. Students can locate library materials through a computerized, on-line public access catalogue and an automated circulation system. The Library offers reference assistance, computer search service for key indexes and abstracts for which a fee is charged, coin-operated typewriters, photoduplication machines for books and microforms, and a wide variety of comfortable study areas. Library rules are liberal, with open stack privileges.

The Library also offers the following course taught by the Library faculty:

101 Introduction to Bibliography and Research Methods

Development of basic techniques for conducting academic research. The focus of the course will be practical library utilization and evaluation of library resources. Instruction culminates with the production of a final bibliography. Lectures, two hours per week, for seven weeks.

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. The libraries of these schools operate a daily courier service which delivers books, photocopies of periodical articles, and other circulating materials free of charge. The College of Charleston also maintains interlibrary loan and exchange courtesies with colleges and universities throughout the nation.

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 and Marine Resources Department. The collection consists of over 15,000 volumes, subscriptions to 380 current periodicals, and thousands of reprint articles dealing with aquaculture, marine biology and ecology, oceanography, and other fields in the marine sciences.

LEARNING RESOURCES CENTER

The Learning Resources Center, located on the second floor of the Street Education Center, provides all audio-visual support services for the institution. Films and video tapes for instruction, as well as entertainment, are ordered through the center, which also distributes audio-visual equipment to the classrooms.

From script to screen, the center's staff of technicians and professionals assists in every aspect of creating educational programs that supplement classroom instruction.

The Learning Resources Center's library has a collection of films, videotapes, A.V. kits, and audio tapes in many subject areas available for independent viewing by students or for classroom use. The center also subscribes to the S.C.E.T.V. closed circuit network.

GEORGE D. GRICE MARINE BIOLOGICAL LABORATORY

The George D. Grice Marine Biological Laboratory, named in honor of the 14th president of the College, is located at Fort Johnson, on James Island, about ten miles from the campus. The facility houses classrooms, student laboratories, research laboratories, faculty offices, an aquarium room, and a research collection of marine invertebrates and fishes. It has combined its extensive marine science library holdings with the holdings of the South Carolina Wildlife and Marine Resources Department to form the Cooperative Marine Research Facility Library at Fort Johnson.

Undergraduate and graduate research and courses related to the marine environment are conducted at Grice Laboratory. In addition to the College of Charleston facilities, the facilities of the Marine Resources Research 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 200 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.

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 VI 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, such as the Departmental Honors Program, that expand the student's options within the regular curriculum, to off-campus programs, such as Experience Learning offerings and Study Abroad, that place their participants in learning situations in local, out-of-state, and international settings.

INDEPENDENT STUDY COURSES

An Independent Study course is an upper-level course that is an individually supervised, intense study in a specific area of interest. Independent Study courses are primarily intended for juniors and seniors, and are subject to departmental approval. Students must complete an Application for Independent Study form including a description of the intended project, obtain the signatures of the project supervisor and department chair, and submit a copy of the approved form to the Registrar's Office prior to or during registration.

Students should register for Independent Study courses during the registration period, after consultation with the department involved.

COOPERATIVE PROGRAMS

Five Year Bachelor of Science and Master of Science 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 115 semester hours at the College of Charleston. After successfully completing seven semester hours at the Medical University, the student is awarded a Bachelor of Science in mathematics from the College of Charleston. A pamphlet describing the program can be obtained from the Department of Mathematics in Maybank 203.

Participation in the program does not obligate the student to attend graduate school at the Medical University. If at any time the student decides not to continue the program, then he or she can simply elect to complete the requirements for a B.S. degree from the College of Charleston.

Engineering Transfer Options. The College of Charleston has recognized the value of a liberal arts background to the technically oriented engineering curricula. In order to prepare students for the engineering profession and for their responsibilities and leadership in contemporary society, the College of Charleston has established the ENGINEERING TRANSFER OPTIONS. There are three options: the degree (Three-Two Option) and the non-degree (Two-Two Option), and the Marine Engineering Option.

Three-Two Option. Cooperative arrangements 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 option 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,

Special Programs

2. Complete the prescribed pre-engineering courses,
3. Earn an overall grade point average of at least 3.0 while at the College of Charleston, and
4. Graduate from one of the cooperating engineering schools.

Two-Two Option. This option provides a student with the opportunity to transfer directly into an engineering program after two years of concentrated work at the College of Charleston. A degree from the College of Charleston is not provided to the student under this option. Students may use this option 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, and
3. Earn an overall grade point average of at least 3.0 while at the College of Charleston.

Marine Engineering Option. Under the Boykin Scholarship Program in Naval Architecture and Marine Engineering, students can complete appropriate pre-engineering and liberal arts courses at the College of Charleston under a two-two or three-two format (see above). Completion of the undergraduate courses for naval architecture or marine engineering will be at the University of Michigan. Scholarship funding is available to support students' work at both institutions.

To participate in this option, a student must exhibit outstanding ability and complete the appropriate academic requirements of both cooperating institutions.

All three tracks under the Engineering Transfer Options are demanding and require planning. It is essential for the interested student to start on his or her choice of options as soon as possible and to work closely with the faculty engineering advisors. For further information and assistance, contact the faculty engineering advisors, Dr. Giulio Venezian or Dr. William Kubinec in the Department of Physics.

Cooperative Contracts with the Medical University of South Carolina College of Nursing and College of Health Related Professions. The College of Charleston supports the program of studies at the

Medical University of South Carolina College of Nursing through a cooperative program. Under this agreement, students who intend to enroll in the MUSC College of Nursing program may fulfill their prerequisite academic requirements at the College of Charleston.

The College of Charleston has a cooperative agreement with the Medical University of South Carolina College of Health Related Professions. Spaces are reserved in the Histotechnology/Cytotechnology, Health Information Administration, Medical Technology, and Occupational Therapy programs for College of Charleston students. College of Charleston students who are South Carolina residents and who meet the criteria compete for these spaces. Students who are not admitted to MUSC under this agreement will be placed in the general competitive pool of applicants.

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 be full-time students and must successfully complete a course in mathematical reasoning and in English composition prior to commissioning. (Mathematics 101 and English 101 fulfill these requirements.) AFROTC grades are not computed in the student's GPA, 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.

CHARLESTON HIGHER EDUCATION CONSORTIUM

The College of Charleston, the Medical University, Trident Technical College, and the Baptist College of Charleston have entered into a 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 institutions will be accepted at the College of Charleston.

Consortium cross registration forms can be obtained from the Office of Undergraduate Studies. Each request for cross registration must be approved by a dean in Undergraduate Studies and the chair of the appropriate department before the beginning of the term in which the student wishes to participate.

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 that 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 that supplements regular course offerings) 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 103 to 108 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, a Tutorial, 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 12 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 average 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 (IPO) 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/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 American, 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 their 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 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 overstressed. 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

Experience Learning programs, provided by the Office of Career Development and Placement, 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, for eight to ten 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. For information, contact the Office of Career Development and Placement.

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 internships 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. For information, contact the Office of Career Development and Placement.

Cooperative 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. For information, contact the Office of Career Development and Placement.

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 also are available through the Washington Center. For information, contact the Office of Career Development and Placement.

SEA Semester is a program sponsored by the Sea Education Association (SEA), 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 through the Department of Physics.

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. For more information, see appropriate department.

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

THE CENTER FOR CONTINUING EDUCATION

The Center for Continuing Education at the College has as its purpose the encouragement of life-long learning through its major programs: the Continuing Education Credit Program, Outreach Programs, Non-credit Programs, and Professional Development Programs. 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 who wish to earn a degree from the College of Charleston are encouraged to apply for degree candidacy.

Services available to students through 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.

A separate publication, *The Center*, lists 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 Continuing Education Program is available from the Center for Continuing Education.

Professional Development and Non-credit Programs. The Center for Continuing Education offers a wide variety of programs and activities to meet the educational needs of the greater Charleston area. Credit and non-credit courses, seminars, workshops, and certificate programs are available to the general public to provide opportunities for both professional development and personal enrichment.

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 many 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.

Services to Business and Industry, Non-Profit Organizations and Government Agencies. 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 three and one half hours five 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 of concentrated courses. There are 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 toward a degree. Summer courses are open to students from other colleges and universities, to community residents and high school students who are recommended by their schools, as well as regularly enrolled students at the College of Charleston. Two seven-week evening sessions with classes meeting two evenings per week also are offered during the summer term. 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 Office of Maymester and Summer Sessions at 792-6912.

UPWARD BOUND PROGRAM

The College of Charleston Upward Bound program is a college preparatory program designed to generate the skills and motivation necessary for success in education beyond high school. The program is funded through the U.S. Department of Education and has been operating on the College's campus since 1977.

The College of Charleston Upward Bound Program serves 75 10th, 11th, and 12th grade students from eight high schools in the Charleston area: Baptist Hill, Burke, James Island, Middleton, North Charleston, St. Andrews, St. Johns, and Wando.

Student selection is based on the criteria stipulated in the Upward Bound Program regulations. An individual is eligible to participate if such individual:

- has academic potential but shows a lack of preparation for college and/or is an underachiever in high school;
- is a youth at least 13 years old but not older than 19;
- has completed the first year of secondary school and has not entered the 12th grade;
- is from the target area; and
- is, at the time of initial selection, from a family whose taxable income does not exceed the low-income family level and/or is a potential first-generation college student.

Participants are selected according to the following means of assessment:

- a) recommendation from high school counselor or subject teacher (assessment of potential ability and motivation);
- b) standardized test scores (CTBS battery and other scores on record);
- c) analysis of high school record: transcript, test scores, written evaluations, etc. (assessment of strengths and weaknesses);
- d) personal interview with project director or counselor.

Academic Year Component. Participants meet on the College of Charleston campus for approximately 25 Saturday sessions during the academic year which coincide with the public school calendar.

During the sessions and on a weekly basis, the following services are provided:

- tutorial sessions in those courses being studied by the participant at his/her secondary school;
- individual and group guidance—personal, career, and academic counseling and;
- exposure to academic programs and educational activities that have as their purpose the intellectual, cultural, and social development of the participants. These programs and activities may include trips to museums, laboratories, work sites, and educational institutions.

Summer Component. A six-week residential session is held on the College of Charleston campus during the summers between grades 11 and 12 and following graduation from high school. Students take basic, advanced, or college courses in English, math, reading, and science supplemented by a variety of elective courses. Tutorial sessions, academic and personal counseling, recreational activities, and summer jobs complement the academic summer program.

The Bridge Program. Students who have graduated from high school and intend to enroll at a post-secondary institution in the upcoming fall semester participate in the Bridge component. This component, designed to aid in the transition from high school to college, offers college level courses in English and mathematics. An additional feature of the Bridge component is the workshops in decision-making, career planning, and time management which prepare the students for the academic pressures and social aspects of college life.

EVERY RESEARCH CENTER

The Avery Research Center is a cooperative project of the Avery Institute of Afro-American History and Culture and the College of Charleston. The Center is funded by the State of South Carolina to facilitate the goal of the Avery Institute of Afro-American History and Culture, which is to preserve and make public the heritage of Afro-Americans of the Lowcountry through the establishment of a research center. This center will include an archives and museum to be located

on the site of the former Avery Normal Institute. This purpose will be promoted and developed through conferences, forums, exhibits, study courses, and the ongoing collection of historically important papers and artifacts from the Afro-American community.

EARLY CHILDHOOD DEVELOPMENT CENTER

The Early Childhood Development Center (ECDC) is a laboratory and training school for teacher trainees in early childhood education. 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.

INSTITUTE FOR PUBLIC AFFAIRS AND POLICY STUDIES

The Institute for Public Affairs and Policy Studies, located at 114 Wentworth Street, houses both academic and research programs. A Master of Public Administration degree program is offered through the institute. The Master of Public Administration is a 36-semester-hour program, focusing on public administration and management. With its faculty and staff possessing a broad range of practical and academic experience, the institute also supports the Public Management Assistance Program and the Survey Research Program. Through these programs, the institute is able to offer professional assistance as well as research capabilities to various local and state governmental and nonprofit organizations. The institute's goal is to provide research, and instructional and service activities to local governments and the community.



DEGREE REQUIREMENTS

THE BACHELOR OF ARTS AND THE BACHELOR OF SCIENCE DEGREES

The trustees and faculty of the College of Charleston are authorized by the charter of the College to confer the Bachelor of Arts and the Bachelor of Science degrees. Major programs in classical studies, English, fine arts, history, languages (French, German, and Spanish), philosophy, political science, and urban studies lead to the Bachelor of Arts degree. Major programs in biology, business administration, chemistry, computer science, economics, education (elementary, secondary, and special education), geology, mathematics, physical education, physics, psychology and sociology lead to the Bachelor of Science degree. The biology, chemistry, 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 approved placement or proficiency exams offered in their stead;
- 2) earned credit in courses required for the major, with a

Degree Requirements

- minimum grade point average (GPA) 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 average 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 are not counted as part of the 122-hour minimum needed for the degree. Similarly, no more than eight hours of Physical Education and Health (PEH) 100-level 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, but *not more than seven*, of their final 37 hours at another institution, with prior permission of a dean in the Office of Undergraduate Studies, the Registrar, and the chair 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 through the office of the department of that major. 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

Degree Requirements

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 to have printed on the diploma either the Bachelor of Arts 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 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 chair 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: | six 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: | six semester hours: History 101 and 102. |
| Natural Science: | eight semester hours: an introductory sequence from one of the following: as- |

Degree Requirements

tronomy, biology, chemistry, geology or physics, of which two semester hours must be earned in the accompanying laboratories.

Mathematics or
Logic:

six semester hours in either mathematics or logic. (This requirement may not be met by a combination of course work in mathematics and logic.)

Foreign Languages,
Classical,
or Modern:

0-12 semester hours: satisfactory completion of course work through the intermediate level or demonstration of proficiency at that level by examination.

Social Science:

six 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 six 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), philosophy (excluding 215, 216, and 217), and religious studies.

Certain interdisciplinary courses in the *Studia Humanitatis* program and the Honors Program, and in American Studies and Women's Studies, may also be applied to the humanities requirement. Questions should be addressed to the directors of these programs.

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

Second Bachelors Degrees. A second degree in any discipline may be earned by a former graduate of the College of Charleston. The second degree earned will be noted on the graduate's transcript only, and no second diploma will be awarded. For the former graduate, only the additional courses to complete the desired degree requirements must be taken. Those requirements are established in the *Undergraduate Bulletin* in effect when the student last entered degree seeking status provided that the student maintained continuous enrollment until the completion of all degree requirements. Readmission into degree seeking status after graduation is accomplished through the Office of Admissions. The second major must be formally declared in the departmental office of the intended major.

A transfer student with a previously earned bachelors degree from another institution may earn a second bachelors degree at the College of Charleston. The student must complete all degree requirements stated in the *Undergraduate Bulletin* in effect when the student last entered degree seeking status at the College provided that the student maintained continuous enrollment until the granting of the degree at the College. A minimum of 30 semester hours must be taken at the College of Charleston with at least 12 of these 30 hours taken in the major field at the 200 level or above. Upon completion of all requirements a notation will be made on the transcript that the degree requirements have been met. If desired upon completion of a degree audit with the Registrar and payment of the graduation fee, a diploma may be awarded.

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 - eight semester hours must be in general chemistry, and eight semester hours in organic chemistry
Physics:	eight semester hours
Biology:	eight semester hours
College Mathematics:	six semester hours

Specialized Degree Programs

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 — eight hours must be in general inorganic chemistry, and eight semester hours in organic chemistry |
| Physics: | eight semester hours |
| Biology: | eight semester hours |
| College Mathematics: | six semester hours |

THE HONORS PROGRAM

Rose C. Hamm, *Director*

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; and,
- to participate in more intensive intellectual discussion and debate.

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

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

The Tutorial. An important part of the Honors Program is the tutorial system, modeled after the program of instruction in use at Oxford, Cambridge, Harvard and other major universities. Each academic department has a course numbered 399 and entitled "Tutorial." Juniors in the Honors Program enroll in a tutorial either in the Honors Program or in the department of their choice. Each tutorial is designed to supplement regular course offerings and to respond to the particular interests, needs, and goals of an individual student. 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 (Honors 105 and 106); the Honors Colloquium in Western Civilization (Honors 120 and 130); six

Honors Program

hours of mathematics to include Mathematics 120 and either Honors 215 or an additional mathematics course at or above the 200 level.

2. Tutorial (399) and Bachelor's Essay (499) either in the Honors Program or in the department of the student's choice.
3. One interdisciplinary team-taught Honors course (in addition to Honors 120 and 130).
4. Six additional hours of Honors courses. Students may use additional tutorials or independent studies to fulfill this requirement.
5. A cumulative grade point average 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.

HONORS COURSES

105 Honors English (3,3)

106 (Satisfies the general education requirement in English).

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. Honors 120 examines the development of western civilization from its origins in the ancient near east through the Renaissance and Reformation. Honors 130 examines developments from the scientific revolution to the contemporary world. (Honors 120 and 130 together satisfy the general education requirement in History; each also counts three hours toward the satisfaction of the general education requirement in humanities.)

145 Honors Laboratory Science (4,4)

146 Given by one of the natural science departments, this course combines lectures with laboratories.
(Completion of Honors 145 and 146 in the same science satisfies the general education requirement in natural science.)

145B & 146B Honors Biology

145C & 146C Honors Chemistry

145G & 146G Honors Geology

145P & 146P Honors Physics

215 Honors Calculus (4)

A second calculus course especially designed for students with Advanced Placement credit for Mathematics 120. The course will cover the material of Mathematics 220, plus additional material to be determined in part by the backgrounds, interests, and abilities of the students in the course.

Prerequisite: Advanced Placement credit for Mathematics 120 or permission of the instructor.

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.)

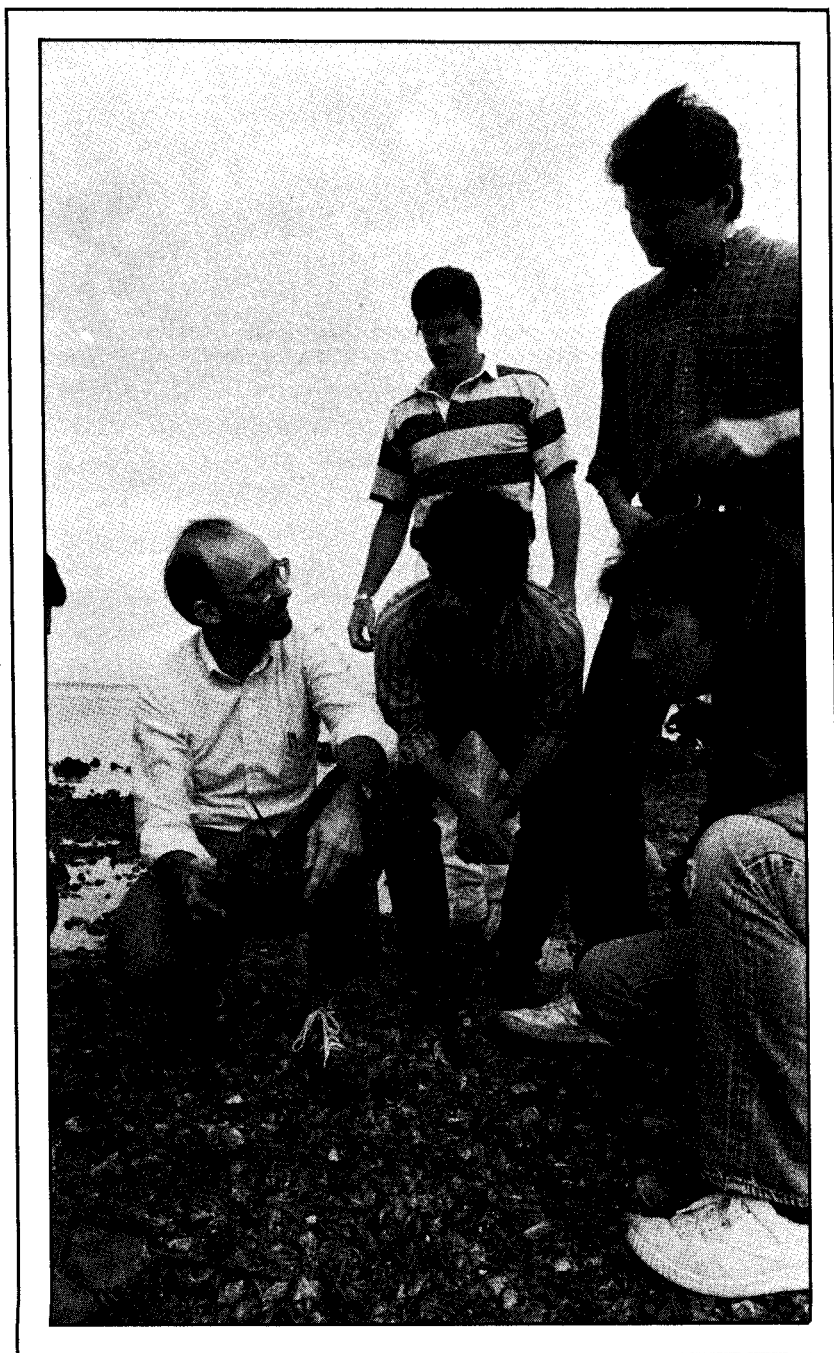
- 240 Honors Colloquium: Value and Tradition in the Non-Western World (6)**
This seminar is intended to introduce students to non-western cultures.
- 245 Honors Colloquium in the History and Philosophy of Science (3, 3)**
This lecture-discussion course is a study of the evolution of scientific ideas from the intuitive insights of early cultures through modern analytic and experimental investigation.
- 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 Honors Program students to work together. Topics will vary according to student and faculty interest and will emphasize the common ground of intellectual endeavor.

499 Bachelor's Essay (6)

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



ANTHROPOLOGY

Professor

George E. Dickinson, *Chair*, Sociology/Anthropology

Assistant Professors

John H. 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 (physical, archaeological, linguistic, and cultural) 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. Languages and the ability to use symbols are studied by linguists. Cultural anthropology provides a comparative perspective on the similarities and differences making 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 offer a major. Anthropology can be elected as an area of concentration within a sociology major. The student selecting anthropology as an area of concentration is required to take 33 hours, including Anthropology 101, 201, 210, 491 (or Sociology 371), and three hours in either 319 or 490. Students must also take four 300-level courses, one of which must be a geographic area course (320's). The remaining six hours are electives which can be fulfilled by taking two additional anthropology or sociology courses.

A minor in anthropology requires the completion of 18 hours of course work including Anthropology 101, Anthropology 201 and Anthropology 210. The remaining nine hours are electives, which can be fulfilled by taking any three additional anthropology courses.

ANTHROPOLOGY COURSES

- 101 Introduction to Anthropology (3)**
An introduction to the study of humankind, including archaeology, ethnology, linguistics, and physical anthropology.
- 201 Comparative Social Organization (3)**
A comparative review of the principles used in social organization among various peoples of the world. Non-Western societies and their transformations through contact with the West will be examined.
Prerequisite: Anthropology 101 or permission of the instructor.
- 202 Archaeology (3)**
An introduction to basic theory and techniques of the reclamation of cultural remains.
Prerequisite: Anthropology 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.
- 205 Language and Culture (3)**
A study of language in its social and cultural context. Relationships between language and the transmission of meaning, world view and social identity will be examined.
Prerequisite: Anthropology 101 or permission of the instructor.
- 210 History of Anthropological Theory (3)**
A survey of major theories that anthropologists have used to explain human social and cultural behavior.
Prerequisite: Anthropology 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.
Prerequisite: Anthropology 202 or permission of the instructor.
- 315 Peasant and Complex Cultures (3)**
A cross-cultural exploration of peasants and the role their productive activities play in the development of complex, class-structured societies.
Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.
- 316 Ecological Anthropology (3)**
A study of the relationship between cultures and their physical/ecological environments.
Prerequisites: Anthropology 101 and 201 or 210 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.
Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.
- 320 Peoples and Cultures of North America (3)**
A survey of the cultural areas of North America at the point of European contact. Typical cultures in each area will be described.
Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.
- 321 Peoples and Cultures of the Pacific (3)**
An overview of the pre- and post-contact cultures of the Southern Pacific (Melanesia, Polynesia, Micronesia).
Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.
- 322 Peoples and Cultures of Africa (3)**
A review of the major socio-cultural developments in prehistoric

and historic Africa.

Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.

325 Peoples and Cultures of Latin America (3)

A review of major socio-cultural developments in prehistoric and historic Latin America. Emphasis will be placed on Central America and South America.

Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.

326 Peoples and Cultures of Europe (3)

A review of major socio-cultural developments in historic and modern Europe. Emphasis will be placed on modern peasant societies.

Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.

327 Peoples and Cultures of the Caribbean (3)

This course examines the history of the people of the Caribbean and the development of their diverse cultural traditions.

Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.

340 Medical Anthropology (3)

A review of the ways in which illness and health are conceptualized in different societies. Cultural variations in therapies also will be studied. Medical system of U.S. and interaction with non-western medical systems will be discussed. Credit cannot be received for both Anthropology 340 and Sociology 340.

Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.

345 Applied Anthropology (3)

An examination of the practical uses of anthropological methods, concepts, and theories to bring about technological, cultural, economic, or social change.

Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.

346 Women, Culture, and Society (3)

An examination of the role of women in society from a cross-

cultural perspective.

Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.

351 Urban Anthropology (3)

An in-depth examination of the emergence of urban society, contemporary urbanization, and the nature of urban life. Credit cannot be received for both Anthropology 351 and Sociology 351.

Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.

356 Anthropological Perspectives of Religion (3)

A comparative analysis of socio-cultural factors influencing the development of religious beliefs, rituals, and organizations. Credit cannot be received for both Anthropology 356 and Sociology 356.

Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.

357 Political Anthropology (3)

A comparative review of non-Western and Western political structures. Theories of state formation, political change, political participation, and protest also will be studied. Credit cannot be received for both Anthropology 357 and Sociology 357.

Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.

362 Social and Cultural Change (3)

A study of current and historic theories concerning the process of socio-cultural change. Attention given to the techniques involved in the analysis and control of directed cultural and social change. Credit cannot be received for both Anthropology 362 and Sociology 362.

Prerequisites: Anthropology 101 and 201 or 210 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 chair.

- 490 Independent Study (1-3)**
Individually supervised readings and study of some anthropological work, problem, or topic of the student's interest.
Prerequisites: Anthropology 101 and 201 or 210 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.
Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.
- 492 Seminar in Anthropology (1-3)**
An overview of various theoretical areas of anthropology, with stress on student research and methodology.
Prerequisites: Anthropology 101 and 201 or 210 or permission of the instructor.
- 499 Bachelor's Essay (6)**
A year-long research and writing project 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.

BIOLOGY

Professors

William D. Anderson, Jr., Norman A. Chamberlain
Harry W. Freeman, Julian R. Harrison
Maggie T. Pennington, James W. Smiley, *Chair*
Robert K. Johnson, Charles K. Biernbaum

Associate Professors

Martha W. Runey, D. Reid Wiseman

Assistant Professors

Robert T. Dillon, Jr., Phillip Dustan, Karen G. Ford
Robert Frankis, Susan J. Morrison, Carl J. Whitney

Biology is of fundamental importance in a liberal arts education since, by its very nature, it provides the student with a keener insight into and a deeper appreciation of the many facets of living systems. For the non-major, biology often serves as the only introduction to science and methods employed in scientific endeavors. For both non-majors and majors alike, a study of biology may provide life-long avocational interests. Those who major in biology are provided with a substantial background in all aspects of living organisms.

The department offers a Bachelor of Science degree, a Bachelor of Science degree with emphasis in marine biology, both of which prepare students for advanced study, and a Bachelor of Arts degree, which allows students who are not seeking careers in this area to pursue biology for its own sake. A master's 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, a dormitory, and smaller laboratories used for student research.

Students who are considering a major in biology should visit the Department of Biology early in their college career to consult with an advisor and to obtain information necessary to plan their program of studies.

Teacher Education Program: Students who major in biology can become certified to teach biology in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in biology, students interested in teacher certification must contact the Coordinator of Certification and Student Teaching, Department of Education, 9 College Way, for complete details about the program.

MAJOR REQUIREMENTS

The Bachelor of Science major requires a minimum of 34 semester hours in biology including Biology 101 and 102. The Bachelor of Arts major requires a minimum of 28 semester hours in biology including Biology 101 and 102. Courses taken for all majors must include at least two courses from category A and at least one course each from categories B, C, and D, and one botanical course (Biology 300 or 301 or 302 or 303 or 304).

CATEGORY A

- 304 Plant Physiology
- 310 Microbiology
- 311 Genetics
- 312 Cell and Molecular Biology
- 321 General and Comparative
Physiology

CATEGORY C

- 300 Botany
- 301 Plant Taxonomy
- 303 Phycology
- 332 Vertebrate Zoology
- 333 Ornithology

CATEGORY B

- 302 Plant Anatomy
- 320 Histology
- 322 Comparative
Vertebrate Embryology
- 323 Comparative
Vertebrate Anatomy

- 334 Herpetology
- 335 Biology of Fishes
- 336 Parasitology
- 337 Invertebrate Zoology

CATEGORY D

340 Zoogeography

341 General Ecology

342 Oceanography

440 Evolution

Additional course requirements depend on the degree to be awarded:

The Bachelor of Science: one year of physics; chemistry through organic chemistry; and 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; and mathematics through introductory calculus.

The Bachelor of Arts: One year of chemistry and 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 College of Charleston offers a graduate program leading to a Master of Science degree in marine biology. This program is consor-tial, drawing upon the faculties and facilities of 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. 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 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.

UNDERGRADUATE OFFERINGS

101 General Biology (3)

A survey of fundamental properties of living organisms as seen in their structure, physiology, reproduction, development, classification, and evolution. Lectures, three hours per week.

101L General Biology Laboratory (1)

Prerequisite or corequisite: Biology 101.

102 General Biology (3)

A continuation of Biology 101.

Prerequisites: Biology 101 and 101L. Biology 102L is a prerequisite or corequisite.

102L General Biology Laboratory (1)

Prerequisites: Biology 101 and 101L. Biology 102 is a prerequisite or corequisite.

201 Human Physiology (3)

An introduction to the structure and function of the major organ systems of the human body.

Prerequisites: Biology 101 and 102.

201L Human Physiology Laboratory (1)

A laboratory to accompany Human Physiology. Experiments are

done to illustrate concepts and principles discussed in the lectures.

Prerequisite or corequisite: Biology 201.

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.

209 Marine Biology (4)

An introduction to the study of marine organisms and their environment. Lectures, three hours per week; laboratory, three hours per week. Usually taught only in the summer.

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

220 Computer Applications in Biology (3)

An introduction to the use of computers in various fields of biology. Emphasis will be placed on general methods that are useful in data acquisition and storage, analyzing research results, learning biology, and teaching biology to others.

300 Botany (4)

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

Prerequisites: Biology 101 and 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, two hours per week; laboratory, four hours per week.

Prerequisites: Biology 101 and 102 or a general botany course.

302 Plant Anatomy (4)

A comparative study of the anatomy of representative vascular plants, relating the anatomical features to functions and evolution. The laboratory will include an introduction to the techniques of plant histology and wood anatomy, Offered in alternate years. Lectures, three hours per week; laboratory, three hours per 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, two hours per week; laboratory, four hours per week. Offered in alternate years.

Prerequisites: Biology 101 and 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, three hours per week; laboratory, three hours per week.

Prerequisites: Biology 101 and 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, three hours per week; laboratory, three hours per week.

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

312L Cell Biology Laboratory (1)

The laboratory study of living systems at the cellular and molecular levels. An introduction to the methodology for studying such topics as structure, growth, reproduction, permeability, movement, and metabolism. Laboratory, three hours per week.

Corequisite: Biology 312.

320 Histology (4)

A detailed study of the microscopic structure of mammalian tissues and organs. Lectures, three hours per week; laboratory, three hours per week.

Prerequisites: Biology 101 and 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, three hours per week; laboratory, three hours per week.

Prerequisites: Biology 101 and 102 or 300, or equivalents, and one year 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, three hours per week; laboratory, three hours per week.

Prerequisites: Biology 101 and 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, two hours per week; laboratory, two two-and-a-half hour periods per week.

Prerequisites: Biology 101 and 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, three hours per week; laboratory, three hours per week.

Prerequisites: Biology 101 and 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, two hours per week; laboratory, four hours per week.

Prerequisites: Biology 101 and 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, two hours per week; laboratory, four hours per week.

Prerequisites: Biology 101 and 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, two hours per week; laboratory, four hours per week.

Prerequisites: Biology 101 and 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, three hours per week; laboratory, three hours per week.

Prerequisites: Biology 101 and 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, three hours per week; laboratory, three hours per week.

Prerequisites: Biology 101 and 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 and 102, or equivalents.

341 General Ecology (4)

Consideration of organisms and their environmental relationships. Lectures, three hours per week; laboratory, three hours per week.

Prerequisites: Biology 101 and 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, three hours per week; laboratory, three hours per week.

Prerequisites: Biology 101 and 102, or equivalents; and one 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 chair.

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 its role in various marine and freshwater, terrestrial, animal, atmospheric, and product environments. Lectures, three hours per week; laboratory, three hours per week.

Prerequisites: Biology 310 (Microbiology) 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, two hours per week; laboratory, four hours per week.

Prerequisites: Advanced level of undergraduate and graduate studies; 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 the study of hormone action. Lectures, two hours per week; laboratories, six hours per week.

Prerequisites: A course in physiology, or permission of the instructor.

440 Evolution (3)

A study of the mechanism and patterns of plant and animal evolution, with emphasis on the species level of organization. Lectures, three hours per week.

Prerequisites: Biology 101, 102, and 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 addressed. 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 addressed. Enrollment by permission of 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.

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, three hours per week; laboratory, three hours per week.

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

BUSINESS AND ECONOMICS

Professors

Paul T. Nelson, Howard F. Rudd, Jr., *Dean*
Richard G. Shainwald

Associate Professors

Robert L. Anderson, Joseph J. Benich, Jr., Betsy Jane Clary
Clarence M. Condon, III, Linda M. Dykes, Talaat A. Elshazly
Marsha E. Hass, Rebecca B. Herring, Paul E. Jursa
D. Thomas Livingston, Alice S. Markwalder, Lawrence L. McNitt
J. Michael Morgan, James F. Snyder, Gary L. Tidwell
Thomas C. White, III, B. Perry Woodside

Assistant Professors

Andrew L. Abrams, Abdul Aziz
Mark F. Hartley, James F. Hawkes, Mack Tennyson

Instructors and Executives-in-Residence

Murray A. Kaplan, Eric H. Nielsen, George G. Spaulding

The goals and objectives of the School of Business and Economics are:

1. To attract, develop, retain, honor, and graduate high quality students while providing a greater range of educational and placement opportunities;
2. To continue to operate our programs such that we meet or exceed the high quality standards expected by the American Assembly of Collegiate Schools of Business (AACSB);
3. To attract, maintain, and retain a quality faculty that is responsive to the needs of our students, the College, the environment, and professional standards including those of the AACSB;
4. To enhance the relationship between the school and the business community while providing opportunities for faculty research and service.

The School of Business and Economics offers students the

opportunity to major in either business administration or economics and to minor in intermodal transportation or economics. Since these fields are related, there is the option for business administration majors to take economics courses as electives, and for economics majors to take business courses as electives. All students who choose to major in business administration or economics will be assigned a faculty advisor who will help the student in planning an academic course of study.

BUSINESS ADMINISTRATION

Within the business administration major it is possible for students to concentrate their studies in one particular area; however, this is not considered a minor. Many students may choose, for example, to select several accounting courses as electives in business administration in preparation for a career in accounting. Other areas of concentration may include decision sciences, finance, intermodal transportation, law, management, and marketing. In addition, the school 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 (Business Administration 105), a survey course that introduces the major topic areas of business administration, provides an overview of business. Personal Finance (Business Administration 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 (Business Administration 106) encompasses students' obligations and rights as both citizens and consumers.

Major Requirements: The business administration major requires 51 hours consisting of 13 required "core" courses and 12 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 Macroeconomics and Microeconomics (Economics 201 and 202), Accounting Concepts I and II (Business Administration 203 and 204), Legal Environment of Business (Business Administration 205), Management Information Systems (Business Administration 300), Management Concepts (Business Administration 301), Marketing Concepts (Business Administration 302), Business Finance (Business Administration 303), Business Statistics (Mathematics 231 and Business Administration 232), Production and Operations Management (Business Administration 403), and Business Policy (Business Administration 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 introductory course providing experience with computers, e.g., Introduction to Computers (Computer Science 101). Additional non-school recommended electives include: Linear Programming and Optimization (Mathematics 451), Linear Algebra (Mathematics 203), Business and Consumer Ethics (Philosophy 175), Government Finance (Political Science 409), Industrial Psychology (Psychology 321), Public Speaking (English 104).

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

Mathematics 231 (Applied Statistics) is a prerequisite for Business Administration 232 (Business Statistics). Mathematics 105 (Calculus for Business and Social Sciences) or an equivalent calculus course is also a prerequisite for Business Administration 232. NOTE: Some students may find that Mathematics 101 (College Algebra) may be a prerequisite for Mathematics 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 (Mathematics 101)

Calculus for Business and Social Science (Mathematics 105)

SOPHOMORE YEAR

Accounting Concepts I and II (Business Administration 203 and 204)
Principles of Macroeconomics and Microeconomics (Economics 201
and 202)

Statistics (Mathematics 231 and Business Administration 232)
Legal Environment of Business (Business Administration 205)

JUNIOR YEAR*

Management Information Systems (Business Administration 300)*
Management Concepts (Business Administration 301)*
Marketing Concepts (Business Administration 302)*
Business Finance (Business Administration 303)*
Two or three upper-level business or economics elective courses*

SENIOR YEAR

Production and Operations Management (Business Administration
403)*
Business Policy (Business Administration 408)*
Additional upper-level business or economics elective courses*

In summary, all business administration majors must successfully complete: Economics 201 and 202, Mathematics 105 and 231, Business Administration 203, 204, 205, 232, 300, 301, 302, 303, 403, 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.

*NOTE: Business Administration 203, 204, 232, Economics 201, 202, and Mathematics 105, 231 are prerequisites for many upper-level (300 and above) business courses, and junior standing or 60 semester hours credit is required for all upper-level (300 and above) business and economics courses.

Intermodal Transportation Minor: This minor requires that the following six courses (18 hours) be taken in sequence: Business Administration 311, 312, Economics 303, Business Administration 322, 431, and 432. Prerequisites are junior standing (60 semester hours), Economics 201, 202, and Computer Science 101 or the equivalent.

BUSINESS ADMINISTRATION COURSES

105 Introduction to Business (3)

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

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 either the major requirements in business or GPA in business and economics. Students who have completed Business Administration 205 or 306 may not receive credit for this course.

120 Personal Finance (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 either major requirements in business or GPA in business and economics.

203 Accounting Concepts I (3)

An introduction to accounting principles applicable to single proprietorships and partnerships with emphasis on the accounting cycle and the preparation of financial statements.

204 Accounting Concepts II (3)

A continuation of Business Administration 203. Accounting principles applicable to partnerships and corporations with emphasis on accounting for manufacturing activities and the information used in management decision making.

Prerequisite: Business Administration 203.

205 Legal Environment of Business (3)

This course is designed to emphasize the legal environment of business and the pluralistic nature of the economy of the United States. The principal federal and state regulations as well as common law relationships applicable to businesses are presented to provide the student with an understanding of the limitations and consequences of business decisions, as well as the social and ethical responsibilities implicit in decision making.

Topics to be covered include: introduction to law and legal system; white collar crimes and intentional torts; ethics and social responsibility; negligence and product liability; administrative law; law of agency, partnership, corporations and securities; ownership of real and personal property; bailments; overview of real and personal property; and overview of antitrust.

Prerequisite: Sophomore standing.

231 Applied Statistics (3) (Same as Mathematics 231)

Statistical methods with applications to regression, correlation, analysis of variance and associated models.

Prerequisite: Mathematics 105 or 120.

232 Business Statistics II (3)

Advanced statistical analysis with applications in business and economics utilizing relevant computer software. Topics include business applications in descriptive and inferential statistics emphasizing selected topics such as simple and multiple regression, analysis of variance, time series analysis, and non-parametric techniques.

Prerequisites: Mathematics 105 and 231.

260 Special Topics In Business Administration (1-3)

An in-depth treatment of a current area of special concern within the field of business administration.

- 300 Management Information Systems (3)**
Survey of transaction processing systems, management information systems, and decision support systems. Introduction of systems analysis concepts and methodologies for information system design and development. System development projects will be required.
Prerequisites: Business Administration 203, 204, and 232; and Mathematics 231.
- 301 Management Concepts (3)**
This course approaches management as that process of reaching organizational goals by working with and through people and other resources. Organizations are treated as dynamic entities affected by individual and group behavior as well as structural and environmental factors. 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.
Prerequisites: Economics 201 and 202 and junior standing. (Mathematics 105 suggested.)
- 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 financial considerations.
Prerequisites: Business Administration 203 and 204; Economics 201 and 202; and Mathematics 105. (Mathematics 231 suggested.)
- 306 Law For Business Managers (3)**
A course designed to cover the legal issues encountered by business managers. This course will include a thorough examination of fair employment practices (Title VII); affirmative action; OSHA; Workmen's Compensation; unemployment compensation insurance; choice of legal form, i.e., sole proprietorship,

partnership, or corporation; product liability; negligence; and legal aspects of hiring and firing of employees.

Prerequisites: Business Administration 205 and junior standing or permission of the instructor.

307 Personnel Management (3)

Personnel policy, manpower planning, staffing, training and development, compensation administration, and union-management relations.

Prerequisite: Business Administration 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.

Prerequisites: Business Administration 203 and 204.

309 Managerial Accounting (3)

Use of cost data to aid management in planning, performance evaluation, and decision making. The behavioral dimension of management accounting and the use of quantitative techniques will also be covered.

Prerequisites: Business Administration 203, 204, and 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.

Prerequisites: Business Administration 203, 204, 303; Economics 201, 202; and Mathematics 105, 231.

311 Intermodal Transportation (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.

Prerequisites: Economics 201 and 202 and junior standing.

312 Intermodal Logistics (3)

An introduction to logistics management that is concerned with the coordination of physical flow through the firm from raw materials to the delivery of finished goods to the user or consumer. Special emphasis will be placed on the impact of intermodal transportation on logistics systems.

Prerequisites: Economics 201 and 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.

Prerequisites: Business Administration 203, 204, 303; Economics 201, 202; and Mathematics 105, 231.

315 Microcomputers in Finance (3)

This course provides students interested in the study of financial management with a chance to apply the concepts of financial management to business problems. Microcomputers are used as a tool in solving problems in areas such as financial analysis, cash management, financial forecasting and planning, cash budgeting, and capital structure decisions. Software utilized will include a standard spreadsheet package and a financial decision-making package.

Prerequisites: Business Administration 203, 204, 303; Economics 201, 202; and Mathematics 105, 231.

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.

Prerequisites: Business Administration 203 and 204.

317 Intermediate Accounting II (3)

Income measurement, valuation, statement presentation and terminology problems as related to liabilities and stockholders equity; changes in capital; pensions; leases; income taxes; accounting changes and error analysis; cash versus accrual; incomplete data problems; and related contemporary financial accounting issues.

Prerequisites: Business Administration 203, 204, and 316 or permission of the instructor.

320 Marketing Research (3)

A course that establishes the relationship between models, information systems, and marketing decisions. The practical application of behavioral and statistical methods for the purpose of obtaining and analyzing relevant marketing information will also be examined.

Prerequisites: Economics 201, 202; Business Administration 232 and 302; or permission of the instructor.

322 International Business (3)

A study of the environment and operations of international business with emphasis on the nature and scope of international business, the framework of international track transactions, the nation-state and international business, assessing national environments, and managing the multinational enterprise.

Prerequisites: Economics 201 and 202.

NOTE: Students interested in an international business track may want to take International 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.

Prerequisites: Business Administration 302, Economics 201 and 202, or permission of the instructor. (Mathematics 105 suggested.)

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.

Prerequisites: Business Administration 203, Economics 201 and 202, or 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.

Prerequisites: Business Administration 302, Economics 201 and 202.

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. Prerequisites: Business Administration 302, Economics 201 and 202, or permission of the instructor.

333 Purchasing and Materials Management (3)

The planning, organization, operation, and evaluation of the procurement function, and the acquisition and management of materials. Emphasis areas include quality and quantity considerations, supplier selection decisions, pricing policies, legal and ethical implications, and standards and measurement of performance.

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.

Prerequisites: Business Administration 203 and 204.

341 Federal Taxation I (3)

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

Prerequisites: Business Administration 203 and 204.

342 Federal Taxation II (3)

A study of federal taxation as applied to partnerships, corpora-

tions, trusts, and exploration of federal gift and estate taxes.

Prerequisites: Business Administration 203, 204, and 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: Business Administration 203, 204, 303, 306; Economics 201, 202; and Mathematics 105, 231; or permission of the instructor.

380 Real Estate Financing and Investing (3)

Theoretic and pragmatic methods of analyzing real estate investments are considered. Real estate investment opportunities are evaluated in the context of personal and business investment objectives. Topics include closing statements, appraisal techniques, tax implications, mortgage options, and the calculation of investment yield, APR, and the effective rate of interest charged.

Prerequisites: Business Administration 203, 204, 303; Economics 201, 202; and Mathematics 105, 231.

385 Principles of Insurance (3)

Studies the nature and types of risk present in society. The methods of handling risk, basic characteristics, benefits/cost of insurance, and rate setting issues are examined. Several types of insurance including life, health, unemployment, fire, homeowners, automobile, and commercial property are topics of consideration. Government regulations of the industry and contractual clauses are examined as well.

Prerequisites: Business Administration 203, 204, 205, 303; Economics 201, 202; and Mathematics 105, 231.

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 visits to industrial sites in South Carolina. Offered in Maymester only.

Prerequisites: Economics 201 and 202 or permission of the instructor.

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 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. Prerequisites: Economics 201 and 202 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 dean of the school.

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: Business Administration 203, 204, 232, 303; Economics 201, 202; and Mathematics 105, 231.

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.

Prerequisites: Business Administration 301 and senior standing.

403 Production & Operations Management (3)

The planning and control of production and service operations with emphasis on demand forecasting, design of production systems, aggregate planning, inventory management, and quality assurance. Additional topics will include just-in-time production, cellular manufacturing, flexible manufacturing systems, robotics, computer-aided design and manufacturing, and quality circles. Students will use appropriate computer software to gain experience with several decision techniques.

Prerequisites: Business Administration 232, 301; and Mathematics 105, 231.

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: Business Administration 203, 204, 301, 302, 303; Economics 201, 202; and Mathematics 105, 231.

406 Quantitative Methods and Decision Making (3)

Students are introduced to quantitative modeling techniques and to the role quantitative models play in the decision-making process. Emphasis will be placed on the understanding of tools necessary to quantify decision making, with extensive use of computers and computer-assisted solution methods.

Prerequisites: Business Administration 232, Mathematics 105 and 231.

408 Business Policy (3)

A course for senior business administration majors that 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: Economics 201, 202; Mathematics 105, 231; Business Administration 203, 204, 232, 301, 302, 303, and 403; Business Administration 205 and 300 are recommended but not required.

409 Auditing Theory (3)

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

Prerequisites: Business Administration 203, 204, 316, and 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, market analysis, accounting practices, and human resource analysis—which are utilized in conceiving and launching a new business. A new venture simulation, which includes self-assessment exercises and a discussion of research concerning successful entrepreneurial characteristics, is completed by all students.

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.

Prerequisite: Written agreement with instructor.

425 Marketing Management (3)

A course for senior marketing students that 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.

Prerequisites: Business Administration 302, Economics 201 and 202.

429 Commercial Law (3)

A course designed to cover legal aspects of business including contracts, Articles 2, 3, 4, 6, and 9 of the UCC (sales, law of negotiable instruments, bulk sales, and secured transactions), and bankruptcy. Primarily intended for students interested in pre-law, banking, retail sales, and CPA candidates.

Prerequisites: Business Administration 205 and junior standing, or permission of the instructor.

- 430 Advanced Accounting (3)**
Accounting theory applicable to partnerships, branches, business combination and other special topics in financial accounting and reporting.
Prerequisites: Business Administration 203, 204, 316, and 317 or permission of the instructor.
- 431 Transportation Information Systems (3)**
An application course that will provide the transportation student with the opportunity to study and actually use computer-based transportation information and management systems that are currently being used in the transportation industry, e.g. Orion, SHIPS (Shipping Industry Processing Systems), etc.
Prerequisites: Business Administration 300 or Computer Science 101.
- 432 Intermodal Systems Management (3)**
An in-depth analysis of intermodalism with a focus on the port as a linking point for domestic and international air, maritime, rail, and truck transportation.
Prerequisites: Business Administration 311 and 312, and Economics 303.
- 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.
Prerequisites and corequisites: Business Administration 203, 204, and 316; Business Administration 317 (corequisite).
- 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 school. 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 school 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 that 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 Economics (Economics 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 Economics 201, 202, 305, 317, 318, and 400 and Business Administration 232, 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.

NOTE: Economics 201 and 202, Mathematics 105 or 120, and junior standing are prerequisites for all 300- and 400-level economics courses.

Minor Requirements: The minor in economics requires 18 semester hours (six courses), including Economics 201 and 202. The remaining 12 hours are to be selected from the Economics offerings (300 and above) and Business Administration 232.

ECONOMICS COURSES

101 Introduction to Economics (3)

A survey of economics and economic issues. Designed for non-business and non-economics majors. No student who has received credit for Economics 201 or Economics 202 shall receive credit for this course.

201 Principles of Macroeconomics (3)

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

202 Principles of Microeconomics (3)

The problems of the market are presented, including 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.
Prerequisite: Economics 201.

303 Economics of Transportation and Geography (3)

This is a combination of two traditional course offerings intended to provide the economic theory, conceptual foundations, and practical understanding of economics as applied to both transportation and geography.
Prerequisites: Economics 201 and 202.

304 Labor Economics (3)

This course examines the workings and outcomes of the market for labor. It is primarily concerned with the behavior of employers and employees in response to the general incentives of wages, prices, profits, and nonpecuniary aspects of the employment relationship. Topics include the supply and demand for labor, investments in human capital, unions and collective bargaining, and governmental policies affecting labor.

Prerequisites: Economics 201 and 202, and Mathematics 105 or 120.

305 Money and Financial Institutions (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.

Prerequisites: Economics 201 and 202, and Mathematics 105 or 120.

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.

Prerequisites: Economics 201, 202, and 305, and Mathematics 105 or 120. Offered alternate years.

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.

Prerequisites: Economics 201 and 202, and Mathematics 105 or 120.

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.

Prerequisites: Economics 201 and 202, and Mathematics 105 or 120. Offered alternate years.

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.

Prerequisites: Economics 201 and 202, and Mathematics 105 or 120.

- 317 Microeconomic Analysis (3)**
A study of the analytical techniques used in investigating the determination of product and factor prices under different market structures to include analysis of indifference, production theory, and utility concepts.
Prerequisites: Economics 201 and 202, and Mathematics 105 or 120.
- 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.
Prerequisites: Economics 201 and 202, and Mathematics 105 or 120.
- 319 Introduction to Econometrics and Mathematical Economics (3)**
An introductory survey of the use of statistical and mathematical methods in economic analysis.
Prerequisites: Business Administration 232; Economics 317, 201, and 202; Mathematics 231, and 105 or 120.
- 320 Managerial Economics (3)**
The application of economic principles relating to cost, revenue, profit, and competition that aid business decision making and policy formulation.
Prerequisites: Economics 201 and 202; Mathematics 231, and 105 or 120.
- 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: Economics 201, 202, and Mathematics 105 or 120. Offered alternate years.
- 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.

Prerequisites: Economics 201, 202, and Mathematics 105 or 120. Offered alternate years.

360 Special Topics in Economics (3)

An in-depth treatment of a current area of special concern within the field of economics.

Prerequisites: Economics 201, 202, and Mathematics 105 or 120.

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 dean of the school.

400 Senior Seminar in Economics (3)

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

Prerequisites: Economics 305, 317, and 318, and Business Administration 232, or permission of instructor. Designed to be a capstone course, this seminar is required of 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.

Prerequisite: Written agreement 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 school. 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 school prior to registration for the course.

CHEMISTRY

Professors

Marion T. Doig (William Marion Mebane Distinguished
Teaching Chair in Chemistry and Physics)
W. Frank Kinard, *Chair*, Clyde R. Metz

Associate Professors

Gary L. Asleson, Charles F. Beam
Henry Donato, Gary C. Faber

Assistant Professors

James P. Deavor, Frederick Heldrich
Elizabeth M. Martin

The Department of Chemistry at the College of Charleston has a curriculum approved by the American Chemical Society and offers Bachelor of Science degrees in chemistry and biochemistry and a Bachelor of Arts degree in chemistry. In addition, the student may elect to receive a degree that is certified by the American Chemical Society.

The chemistry curriculum is designed to serve the diverse needs of science and non-science majors. Most chemistry majors elect to continue their education by attending graduate or professional schools. For these students, the Bachelor of Science degree is highly recommended. For students planning to attend medical, dental, veterinary, or pharmacy schools, the Bachelor of Science degrees are recommended but these students may find that the Bachelor of Arts program allows more flexibility.

Many upper-level chemistry courses offer topics that are of special interest to students majoring in other science disciplines such as biology, geology, physics, and mathematics. These students should carefully review the prerequisites structure of the chemistry program to prepare themselves to take the upper-level courses.

In addition, the Department of Chemistry offers a survey course that touches on all branches of chemistry for the non-science major. This course sequence, Chemistry 101/101L-102/102L, offers an insight into the way in which chemistry affects all facets of our daily life. This course is often elected by students planning careers in nursing, allied health areas, and non-science related disciplines.

MAJOR REQUIREMENTS

The Pre-Professional Major Program: This program is designed for students who intend to pursue graduate work in chemistry; attend medical, dental, or professional schools; or who plan to enter the chemical industry after graduation. Students who major in 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 Honors 145C and 146C, 221, 231 and 231L, 232 and 232L, 441 and 441L, 442 and 442L, 491, 511, 521, 571, and at least one three-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, however, students who have taken Physics 101-102 before declaring a chemistry major may satisfy this requirement by taking additional related courses.) Mathematics 220 also is required for the B.S. degree in chemistry.

Program schedules giving suggested course sequences for pre-professional chemistry majors are available from the department in Room 314 of the Science Center. All junior and senior chemistry majors are strongly encouraged to attend the scheduled departmental seminars.

NOTE: Students who have taken Honors 145C and 146C will have satisfied the requirements for Chemistry 101/101L-102/102L and 221/221L, but must take sufficient additional electives to meet the 42-hour degree requirement.

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

The Liberal Arts Major Program: In this program, the course requirements in chemistry are intended to provide the student with a strong background in the principal areas of chemistry while permitting a greater flexibility in elective courses than is possible 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 Honors 145C and 146C, 221, 231 and 231L, 232 and 232L, 441 and

441L, 442 and 442L, 491 and at least one three-hour elective from courses at the 300 level or above, exclusive of Chemistry 583. Program schedules giving suggested course sequences for B.A. chemistry majors are available from the department in Room 314 of the Science Center.

Teacher Education Program: Students who major in chemistry can become certified to teach chemistry in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in chemistry, students interested in teacher certification must contact the Coordinator of Certification and Student Teaching, Education Department, 9 College Way, for complete details about the program.

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

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 per week. Chemistry 101 is not open to students who have taken Chemistry 111 or 112.

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

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 per week.

Corequisites and prerequisites: Chemistry 101 is a corequisite

for Chemistry 101L. Chemistry 102 is a corequisite for Chemistry 102L. Chemistry 101 and 101L are prerequisites for Chemistry 102 and 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, three hours per week.

Corequisites and prerequisites: Chemistry 111L is a corequisite for Chemistry 111. Chemistry 111 and 111L are prerequisites for Chemistry 112. Chemistry 112L is a corequisite for Chemistry 112. Students enrolled in Chemistry 111 are urged to take Mathematics 111; those in Chemistry 112 are urged to take Mathematics 120.

111L Principles of Chemistry Laboratory (1,1)

112L A laboratory course 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 per week.

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

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 per week; laboratory, six hours per week.

Prerequisites: 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 per 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 and 231L are prerequisites for Chemistry 232. Chemistry 232L is a corequisite for Chemistry 232.

231L Introduction to Organic Chemistry Laboratory Techniques (1)

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

Corequisite: Chemistry 231.

232L Organic Synthesis and Analysis (1)

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

Prerequisite: Chemistry 231 and 231L. Corequisite: Chemistry 232.

351 Biochemistry (3)

An introduction to the chemistry of the biological compounds. A systematic study of carbohydrates, lipids, amino acids, proteins, nucleic acids, and their components is presented. Metabolism of the biological compounds is studied as are the interrelations among the carbon, nitrogen, and energy cycles. Lectures, three hours per week.

Prerequisites: Chemistry 232, 232L.

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.

354L Biochemistry Laboratory (1)

A laboratory program 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.

Prerequisite: Chemistry 351.

399 Tutorial (3, repeatable up to 12)

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

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

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; spectroscopy; transport processes; and chemical kinetics. Lectures, three hours per week.

Corequisites and prerequisites: Chemistry 441L is a corequisite for Chemistry 441. Chemistry 441 and 441L are prerequisites 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 per week.

Corequisites and prerequisites: Chemistry 441 is a corequisite for Chemistry 441L. Chemistry 442 is a corequisite for Chemistry 442L. Chemistry 441 and 441L are prerequisites for Chemistry 442L.

481 Introductory Research (2)

An opportunity is provided to use the literature and to apply a variety of experimental techniques in the investigation of selected problems in inorganic, analytical, organic, physical, or biochemistry, or in chemical oceanography. A report will be made to the Department of Chemistry 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 Department of Chemistry of work done in 481 and 482, unless approval is given by the director.

491 Chemistry Seminar (1)

A weekly seminar during which recent advances in chemistry are presented by visiting speakers from major Southeastern research universities. Seminar, one hour per week.

Prerequisite: Senior status or permission of the department.

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 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 that aims to provide a balanced view of the theoretical principles involved in present-day inorganic research.

Prerequisites or corequisites: 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, magnetic resonance, radiochemical, and other selected instrumental techniques. Lectures, three hours per week; laboratory, three hours per week.

Prerequisite: Chemistry 221.

522 Environmental Chemistry (3)

An introduction to the chemistry of natural systems with an emphasis on marine and coastal problems. The cycling of

chemical species, the effect of man-made inputs and environmental analytical methodology will be stressed. Lectures, three hours per 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 per week.

Corequisite: Chemistry 522.

531 Advanced Organic Chemistry (3)

An in-depth examination of the major organic reaction mechanisms is followed by an in-depth utilization of spectra for structural assignment. The major concepts of organic chemistry are reviewed along with a review of relevant material already presented in introductory organic chemistry courses. Special topics include heterocycles, organic polymers, synthesis methodology, and the utilization of molecular orbitals, and orbital symmetry for certain organic reactions. Lectures, three hours per week.

Prerequisite: Chemistry 232.

541 Advanced Physical Chemistry (3)

A supplemental course to Chemistry 441 and 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 prerequisite 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.

BIOCHEMISTRY MAJOR

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 would find themselves well-prepared for technical positions in the newly emerging biomedical industries as well as the more traditional chemical, pharmaceutical, health-care, and environmental fields.

Major Requirements: The major requirements for the Bachelor of Science degree in biochemistry are 36 hours of chemistry, 14 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 Honors 145C and 146C, 221, 231 and 231L, 232 and 232L, 351, 352, 354L, 441 and 441L, 442 and 442L, and 491. Biology courses required are 101 and 102 plus eight hours in advanced laboratory courses to be selected from Biology 310, 311, 312, and 321. (Physics 201-202 or its equivalent is required of all B.S. biochemistry majors, however, students who have taken Physics 101-102 before declaring a biochemistry major may satisfy this requirement by taking additional related courses.) Mathematics 220 also is required for the B.S. degree in biochemistry. This degree program follows guidelines suggested by the American Chemical Society and the American Society

of Biochemistry and Molecular Biology for an undergraduate degree in biochemistry. Program schedules giving suggested course sequences for pre-professional chemistry majors are available from the department in Room 314 of the Science Center.

The American Chemical Society is currently developing standards for the certification of graduates in chemistry with an emphasis on biochemistry and this program meets or exceeds the preliminary standards.

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.

BIOCHEMISTRY COURSES

351 Biochemistry (3)

An introduction to the chemistry of the biological compounds. A systematic study of carbohydrates, lipids, amino acids, proteins, nucleic acids, and their components is presented. Metabolism of the biological compounds is studied as are the interrelations among the carbon, nitrogen, and energy cycles. Lectures, three hours per week.

Prerequisites: Chemistry 232, 232L.

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.

354L Biochemistry Laboratory (1)

A laboratory program 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.

Prerequisite: Chemistry 351.

COMPUTER SCIENCE

Professor

James B. Wilkinson

Associate Professors

C. Richard Crosby, *Chair*

Anthony D. Eklund, George J. Pothering

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 by providing the breadth and depth of the discipline.

To too many people computer science means computer programming. Computer science is more than programming; it is a science pertaining to computers and computation. This includes the study of algorithms, the process of computation, the representation and organization of information, and relationships between computers and their users.

Facilities available for the study of computer science at the College include over 200 personal computers; two large multi-user computer systems supporting nearly 100 terminals; and two smaller multi-user systems supporting specialized courses in graphics, artificial

intelligence, and data base management systems.

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.

In addition to the majors in computer science, there are two minor programs in computer science, one intended primarily for business majors and one for other majors.

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 in computer science. These courses are Computer Science 220, 221, 250, 320, 330, and 340. (Core curriculum course descriptions are indicated by an asterisk in the *Bulletin*.)

Bachelor of Science: The student must complete, besides the core curriculum, 15 hours of computer science courses at or above the 300 level for a total of 33 hours. Mathematics requirements for this degree include Calculus through Calculus II (Mathematics 220), two semesters of Discrete Structures (Mathematics 207 and 307), and one other mathematics course taken from the following: Mathematics 216, 231, 245, 303, 323, 431, 445, 450, 451, or 551. Note that some of these mathematics courses have prerequisites other than Mathematics 220 or Mathematics 307.

Bachelor of Science with Concentration in Information Systems: The student must complete, besides the core curriculum, 15 hours of computer science courses at or above the 300 level including Computer File Organization (Computer Science 335), Software Engineering I (Computer Science 360), and Database Management Systems (Computer Science 430). Mathematics requirements for this degree include Calculus through Calculus II (Mathematics 220), two semesters of Discrete Structures (Mathematics 207 and 307), and Mathematics 231. Business Administration (BA) requirements are

Accounting I and II (BA 203 and 204), Management (BA 301), Business Finance (BA 303). Note that BA 303 has Economics 201 and 202 as prerequisites.

MINOR REQUIREMENTS

Minor in Computer Science: Requires the core curriculum for a computer science major, which consists of Computer Science 220, 221, 250, 320, 330, and 340. Mathematics requirements are one semester of Calculus (Mathematics 105 or 120) and one semester of Discrete Mathematics (Mathematics 207).

Minor in Information Systems: Requires 18 hours of computer science courses to include Computer Science 220, 221, 235, 330, 335, and either Computer Science 360 or 430. Mathematics requirements are one semester of Calculus (Mathematics 105 or 120) and one semester of Discrete mathematics (Mathematics 207).

COMPUTER SCIENCE COURSES

A prerequisite for any computer science course is College Algebra (Mathematics 101) or advanced placement in mathematics.

101 Introduction to Computers (3)

An introduction to computer fundamentals with an orientation toward microcomputers. Included are computer terminology, the basics of computer hardware and software, the programming process, and the social implications of a computerized society. A major portion of the course consists of a "hands-on" introduction to commonly used microcomputer software—word processing, file management, and electronic spreadsheet packages. Lectures, three hours per week.

120 Problem Solving and Algorithm Development (3)

A course designed to develop skills in structured problem solving — especially methods for representing problems and techniques for searching for solutions. Extensive work will be done in designing, testing, and evaluating algorithms for carrying out problem solutions. While this course will provide the student with a foundation for computer programming, little attention will be

given to programming. The course is intended for any student interested in becoming more effective at solving problems. Lectures, three hours per week.

***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. Lectures, three hours per week.

Prerequisite: Computer Science 120 or departmental permission.

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

This course further develops material introduced in Computer Science 220 concentrating on the development of elementary data structures and the use of file structures in Pascal. Lectures, three hours per week.

Prerequisite: Computer Science 220. Corequisite: Mathematics 207.

235 COBOL Programming (3)

An introduction to COBOL, the principal programming language for business and other data processing 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 of sequential data files. Lectures, three hours per week.

Prerequisite: Computer Science 220.

***250 Assembler Language Programming (3)**

Introduction to the inner structure of computer central processors and memory, including a discussion of the machine language instruction sequence, machine language, assembly language, and the assembler itself. Students will be required to write programs in assembly language and run them in batch. The course will focus on a single computer system during the semester. Lectures, three hours per week.

Prerequisite: Computer Science 220.

299 Special Topics in Computer Science (3)

A course focusing on a selected topic from the intermediate level of computer science. Such topics include languages not otherwise taught in the computer science curriculum, software and hardware interfacing, system usage, and specific applications programs. This course may be repeated for additional credit. Prerequisites: Computer Science 220 and permission of the instructor.

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

This course develops an understanding of the organization of programming languages, especially the run-time behavior of programs, and introduces the formal study of programming language 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. Lectures, three hours per week.

Prerequisites: Computer Science 221 and Mathematics 207.

***330 Data Structures and Algorithms (3)**

This course applies analysis and design techniques to nonnumeric algorithms that 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. Lectures, three hours per week.

Prerequisites: Computer Science 221 and Mathematics 207.

335 Computer File Organization (3)

An intensive study of the organization and processing of files with emphasis on indexed and direct access files. Topics include access methods, physical and logical characteristics of files, and elementary data base processing. Lectures, three hours per week.

Prerequisites: Computer Science 221 and Mathematics 207.

***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. Lectures, three hours per week.

Prerequisites: Computer Science 221, 250, and Mathematics 207.

360 Software Engineering I (3)

This course includes concepts and theory of software engineering. The focus is on defining and analyzing problems to produce requirements-specification documents. Tools and techniques for producing system specifications will be introduced, with emphasis on structured analysis and design. Lectures, three hours per week.

Prerequisites: Computer Science 221 and Mathematics 207.

361 Software Engineering II (3)

This course continues the topics covered in Computer Science 360 into the implementation of a large-scale project by student teams working from requirements-specification documents and preliminary design documents developed in Computer Science 360. Additional topics to be covered include software quality assurance, testing techniques and strategies, and software maintenance and configuration management. Lectures, three hours per week.

Prerequisite: Computer Science 360.

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 chair.

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. Lectures, three hours per week.

Prerequisites: Computer Science 320, 330, and Mathematics 307.

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. Lectures, three hours per week. Prerequisites: Computer Science 320, 330, and Mathematics 307.

430 Data Base Management Systems (3)

Concepts and structures necessary to design and implement a data base management system (DBMS) 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. Lectures, three hours per week. Prerequisite: Computer Science 330.

440 Operating Systems II (3)

This course will both expand on the foundations established in Computer Science 340 and re-examine 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. Lectures, three hours per week.

Prerequisites: Computer Science 330, 340, and Mathematics 307.

450 Computer Organization (3)

A course designed to introduce the student to principles of computer design and organization at the digital-logic, register-transfer, and conventional-machine levels. Among the topics covered will be combinational and sequential circuits, including the use of integrated circuits in the design of digital circuits; principles of sequential processors; memory organization; and the organization of I/O subsystems. Lectures, three hours per week.

Prerequisites: Computer Science 330, 340, and Mathematics 307.

470 Principles of Artificial Intelligence (3)

A course designed to introduce the principles of artificial intelligence (AI), especially basic techniques for problem-solving and knowledge representation. Among topics covered are produc-

tion systems, search strategies, resolution, rule-based deduction systems, and semantic nets and frames. Examples from major areas of application of these techniques will be discussed and students will be expected to implement some of these techniques in a suitable AI language. Lectures, three hours per week.

Prerequisites: Computer Science 330 and Mathematics 307.

480 Principles of Computer Graphics (3)

An introduction to the fundamental principles of computer graphics with a primary orientation to microcomputer systems. Among the topics covered are basic hardware concepts, line-drawing (vector graphics), two- and three-dimensional transformations, raster graphics, structure of graphics packages, image enhancement techniques, and interactive techniques. Students will be expected to design and implement a simple graphics package as a term project as well as complete several smaller assignments. Lectures, three hours per week.

Prerequisites: Computer Science 330, Mathematics 220 and 307.

490 Special Topics (3)

An intensive investigation of an area of current interest in computer science. Examples of special topics include: Microcomputer Laboratory, Minicomputer Laboratory, Telecommunications/ Networks/Distributed Systems, Systems Simulation, Systems Programming, Computability, and Simulation and Modeling. Lectures, three hours per week.

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.

EDUCATION

Professors

Edward J. Lawton, Charles E. Matthews

Associate Professors

P. Kenneth Bower, J. Frederick Ettline, Robert E. Fowler
Susan J. Schenck, Pamela C. Tisdale, *Chair*
Frances C. Welch, Peter H. Yaun

Assistant Professors

Mary E. Blake, Linda E. Edwards
Margaret Humphreys, Douglas Kennard
Katherine McIntosh, Richard Voorneveld
Alice Wakefield

Coordinator of Certification and Student Teaching

Cissy J. Parades

The Education Department 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 professional growth but also to prepare the individual to serve as a productive member of society.

Approved* teacher education programs are offered through the Education Department in cooperation with other academic departments at the College of Charleston. Teacher education programs are available for majors in elementary education and special education. Furthermore, courses that lead to additional certification in early childhood education and middle school education are offered in combination with approved programs. At the secondary level, approved programs for students with majors in biology, chemistry, classical studies (Latin), English, French, German, history, mathematics, physics, political science, sociology, and Spanish are offered through the Education Department in cooperation with the respective academic departments. In cooperation with the

*Approved by the South Carolina Board of Education in conjunction with the National Association of State Directors of Teacher Education and Certification (NASDTEC).

Department of Physical Education and Health, the Education Department provides a teacher education program for students seeking certification to teach physical education.

All students intending to complete a teacher education program are urged to meet with the Coordinator of Certification and Student Teaching in the Education Department as soon as possible, preferably in the freshman year. Early advising is necessary to ensure that a student's program of study includes the courses required under the minimum degree requirements of the College as well as all requirements of the specific teacher education program.

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 that culminates in an individual's graduation, recommendation for certification, and entry into the education profession.

MAJOR REQUIREMENTS

The Education Department offers majors in elementary education and special education. Practicum experience in area public schools may be required in all education courses. Other requirements are as follows:

Elementary Education Major. The major in elementary education is designed for students who are interested in teaching in elementary schools, grades 1-8. The elementary education major consists of 42 semester hours and includes the following courses: Education 201, 303, 307, 308, 315, 316, 321, 326, 335, 340, 350, 365, 370, and 414.

Special Education Major. The major in special education is designed for students who are interested in teaching children and youth with behavior disorders (emotional handicaps), learning disabilities, or mental retardation (mental handicaps), kindergarten through grade 12, and in institutions. The special education major consists of 36 semester hours and includes the following courses: Education 201, 303, 326, 340, 410, 414, 427, 435, 437, and 411 and 412, or 421 and 422, or 425 and 426.

TEACHER EDUCATION PROGRAMS

The Education Department offers teacher education programs for students who major in elementary education, special education, biology, chemistry, classical studies (Latin), English, French, German, history, mathematics, physical education, physics, political science, sociology, and Spanish. Successful completion of these programs leads to recommendation for South Carolina teacher certification.

Elementary Education Teacher Education Program. This program is designed for students who intend to become certified to teach in elementary schools, grades 1-8. The program consists of all the requirements for the major in elementary education, in addition to the admission, retention, and exit requirements of the teacher education program.

Special Education Teacher Education Program. This program is designed for students who intend to become certified to teach children and youth with behavior disorders (emotional handicaps), learning disabilities, or mental handicaps, in kindergarten through grade 12, or in institutions. The program consists of all the requirements for the major in special education, in addition to the admission, retention, and exit requirements of the teacher education program.

Secondary Education Teacher Education Program. In cooperation with other academic departments, the Education Department provides teacher education programs for students seeking certification to teach in secondary schools, grades 9-12. This option is available for students who major in biology, chemistry, classical studies (Latin), English, French, German, history (certification in social studies), mathematics, physics, political science (certification in social studies), sociology (certification in social studies), and Spanish. Students must complete all the requirements of the major and the admission, retention, and exit requirements of the teacher education program.

Physical Education Teacher Education Program. In cooperation with the Department of Physical Education and Health, the Education Department provides a teacher education program for students seeking certification to teach physical education, kindergarten

through grade 12. Students major in physical education and health and complete the admission, retention, and exit requirements of the teacher education program.

ADDITIONAL AREAS OF CERTIFICATION

Early Childhood Certification. The Education Department provides courses for students seeking early childhood certification (K-3). Students must complete the requirements for the elementary education teacher education program and also take Education 297, 298, 299, and 402.

Middle School Certification. The Education Department provides course sequences for students seeking certification in middle school education (6-8). Students must complete a teacher education program in elementary or secondary education, with the addition of Education 515. Furthermore, there is a 12-hour specialty requirement in one of four subject areas (language arts, mathematics, science, social studies) for all students.

AVAILABLE GRADUATE PROGRAMS

The Education Department currently offers two graduate degree (M.Ed. or M.A.T.) programs of study in the following areas: early childhood education, elementary education, and special education. Requirements include: formal admission to graduate studies and a teacher education program (for M.A.T. students), completion of a program of study consisting of graduate course work, the passage of qualifying comprehensive examination, and completion of an optional research and development project or thesis. For further information refer to the *College of Charleston Graduate Bulletin*.

CRITERIA FOR ADMISSION TO AND RETENTION IN THE TEACHER EDUCATION PROGRAM

1. Students interested in a teacher education program should contact the Coordinator of Certification and Student Teaching, Education Department, during the freshman year to complete a program of study and make sure that courses taken to meet College require-

Education

ments will also meet the requirements for the teacher education program.

2. To be admitted to a teacher education program, the student:
 - a. must have completed at least 60 semester hours of course work that will meet the general degree requirements of the College,
 - b. must have a minimum GPA of 2.50,
 - c. must pass the South Carolina Education Entrance Examination (EEE),
 - d. must be recommended for admission by general education and teacher education faculty, and
 - e. must be admitted one full semester prior to student teaching.
3. Required application form, transcript, results of the EEE, and recommendation forms must be sent to the Coordinator of Certification and Student Teaching, Education Department.
4. The Education Department Admissions Committee meets each semester to review student applications. A personal interview may be required of a candidate before acceptance into the program.
5. Transfer students must have transcripts evaluated by the Office of the Registrar to determine general course equivalance. All education courses and those that might be considered to meet core or professional education requirements will be further evaluated by the Education Department. No more than 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.)
6. The student's progress in the teacher education program will be monitored continuously. Since 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 the Area Faculty Review Committee. Assessment of the student's progress toward the acquisition of basic teaching competency will be made. As a result of the periodic reviews, and

discussions with students who evidence deficiencies, additional course work and/or additional practica may be required. Failure to achieve satisfactory progress as determined by the Area Faculty Review committee will result in the student's dismissal from the teacher education program.

7. Admission to student teaching is contingent upon:
 - a. admission to a teacher education program one full semester prior to student teaching,
 - b. maintenance of a minimum overall GPA of 2.50, and
 - c. maintenance of a minimum GPA of 3.0 in the professional education sequence.

8. Additional course work may be taken in the evenings during the student teaching semester only with the joint approval of the College Supervisor and the department chair. It is not recommended that a course be taken during student teaching, and permission will be granted only in special cases.

9. To teach in the State of South Carolina (and other states) the student must:
 - a. complete an approved teacher education program,
 - b. receive the recommendation for certification from the Education Department, and
 - c. earn a passing score on the National Teacher Examination (NTE) or the State-sponsored Testing Program Examination, and the Test of Professional Knowledge.

Completion of the approved program does not automatically ensure certification recommendation by the Education 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 complete satisfactorily the requirements and activities as described by the Area Faculty Review Committee, substandard performance during student teaching, failure to pass the National Teachers Exam or the State-sponsored Testing Program Exam, or the Test of

Professional Knowledge, or the student's failure to change behaviors which are considered to be impediments to successful teaching.

NOTE: Policies and procedures for all teacher education programs at the College are subject to review by the S.C. State Department of Education to determine compliance with State Regulations and NASDTEC standards.

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, organization and control of schools, and the history of education.

NOTE: Prerequisite or corequisite to all other education courses for those seeking certification.

297 The Young Child (Behavior and Development in Early Childhood) (3)

A study will be made of the physical, emotional, intellectual, and social components of development, their interrelationships, and their effect on later functioning. 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. Students, under supervision, will observe and participate in a laboratory

situation involving young children.

Prerequisite: Education 297.

303 Human Growth and the Educational Process (3)

An introduction to the general principles of life-long human growth and development and their relationship to the educational process. Emphasis on physical, social, intellectual, and emotional development and their interaction with educational variables.

NOTE: A student who has completed Psychology 108 may not receive credit for Education 303.

307 Managing Instruction for Effective Learning (3)

Analysis and application of a variety of teaching models (e.g., Program for Effective Teaching, Cooperative Learning, Discovery/Inquiry, etc.). Demonstration and self-evaluation emphasized.

308 Teaching of Arithmetic in the Elementary School (3)

A study of the modern concepts of elementary school mathematics, materials, and teaching procedures.

Prerequisite: Education 350 or permission of the instructor.

311 Literature for Children (3)

A review of old and new literary materials suitable for elementary school children. The art of story-telling, teaching techniques, various literary forms, and integration of literature with other facets of the curriculum will be emphasized.

314 Educational Psychology (3)

A study of some of the ideas of theorists and psychologists that 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.

315 Individualizing Instruction (3)

An examination of the process of individualizing instruction. Meeting individual student needs will be analyzed as a process that includes (1) defining and selecting objectives, (2) diagnosing student needs, (3) selecting and defining appropriate instructional strategies, (4) developing appropriate tests to assess

learning, and (5) making educational interpretations of test results.

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.

326 Computers for Teachers (3)

An introductory course for pre-service teachers who plan to use computers in the classroom. The course includes both awareness and functional levels of educational computing. Participants are made aware of computer terminology, types and components of computers and the potential use of computers in education. In addition, they learn to evaluate hardware and software.

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, and historical and current issues in reading practices.

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 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.

Prerequisites: Mathematics 101 or 139, and Mathematics 140 or permission of the instructor.

365 Humanities and Social Studies for Teachers (3)

An introduction to the basic content for elementary school social studies programs. Study of the humanities and how they relate to the social studies curriculum. Students will become familiar with materials used in these areas of the curriculum. Emphasis will be placed on integrating the humanities with other areas of the elementary school curriculum.

Corequisite: Education 370.

370 Teaching Elementary School Science (3)

A basic course in science education, providing an overview of the content, methods, and materials in teaching biological and physical sciences in the elementary school.

Corequisite: Education 365.

- 385 Language Arts Through Latin (3)**
Training the audio-lingual method of teaching simple Latin dialogues; strategies for transferring Latin vocabulary to English; and 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).
Prerequisites: Junior standing, plus permission of the tutor and the department chair.
- 400 Senior Paper in Education (3)**
For seniors in early childhood, elementary, secondary, or special education. 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 Student Teaching in the Elementary School (12)**
A course in which students are placed in a local elementary school to observe, teach, and participate during the entire school day for a minimum of 60 days (12 weeks). Weekly on-campus seminars also are required. Students must apply for admission to student teaching one semester prior to enrollment. The deadline for application for fall semester student teaching is the last school day in February. The deadline for application for spring semester student teaching is the last school day in October.
Prerequisites: Admission to the teacher education program and completion of all education courses.
- 401P Student Teaching in the Elementary School (6)**
A course for students who are adding early childhood certification to elementary certification. Students are placed in a local elementary school in an upper grade to observe, teach, and participate during the entire school day for a minimum of 30 days (six weeks). Weekly on-campus seminars also are required.

This course must be taken in conjunction with Education 402, Student Teaching in Early Childhood Education (6). Students must apply for admission to student teaching one semester prior to enrollment. The deadlines are the same as for Education 401. Prerequisites: Admission to the teacher education program and completion of all education courses.

402 Student Teaching in Early Childhood Education (6)

A course in which students are placed in a local elementary school, in a pre-kindergarten, kindergarten, first, second, or third grade to observe, teach, and participate during the entire school day for a minimum of 30 days (six weeks). Weekly on-campus seminars also are required. This course must be taken in conjunction with Education 401P, Student Teaching in the Elementary School (6). Students must apply for admission to student teaching one semester prior to enrollment. The deadlines are the same as for Education 401.

Prerequisites: Admission to the teacher education program and completion of all education courses.

410 Introduction to the Education of Exceptional Children and Youth (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: Education 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 and youth. Includes field experiences.

Prerequisite: Education 410.

412 Educational Procedures for the Learning Disabled (3)

Educational procedures in teaching learning-disabled children and youth. Includes field work with learning-disabled individuals.

Prerequisite: Education 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 youth.
- 421 Characteristics of the Mentally Handicapped (3)**
A study of the social, behavioral, physical, and learning characteristics of individuals with mental handicaps. Includes field experience.
Prerequisite: Education 410.
- 422 Educational Procedures for the Mentally Handicapped (3)**
A study of curriculum, methods, and materials used in teaching individuals with mental handicaps. Includes field experience.
Prerequisite: Education 421.
- 423 Practicum in Instruction of Exceptional Children (3)**
A supervised field experience involving direct contact with exceptional children or youth.
Prerequisite: Permission of the instructor.
- 425 Characteristics of the Emotionally Handicapped (3)**
An introductory study of causes, characteristics, and educational practices associated with emotionally handicapped persons. Includes field experiences with emotionally handicapped persons.
Prerequisite: Education 410.
- 426 Educational Procedures for Teaching the Emotionally Handicapped (3)**
A study of educational techniques, materials, and equipment used in teaching emotionally disturbed children and youth—includes field experiences.
Prerequisite: Education 425.
- 427 Mathematics for Handicapped Students (3)**
A course designed to prepare students to teach mathematics to handicapped students, elementary through secondary school. Topics covered will include numeration, sets, patterns, meas-

urements, fractions, problem-solving, algebra, computation, and geometry.

Prerequisite: Education 410.

428 Curriculum and Instruction for Mildly Handicapped Students (3)

A course designed to prepare students to teach mildly handicapped students, elementary through secondary school. Emphasis will be on the curriculum in language arts, science, social studies, art, music, and vocational preparation and how to implement the curriculum for handicapped students.

Prerequisite: Education 410.

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.

NOTE: This course is cross-listed as Physical Education and Health 432.

Prerequisite: Education 410 or permission of the instructor.

435 Introduction to the Education of Persons with Severe and Profound Handicaps (3)

A study of the learning and behavioral characteristics of persons who are severely and profoundly handicapped (S/PH). The course will acquaint the pre-service teacher with theories, principles, and practices related to the interdisciplinary management of persons with severe/profound handicaps. Students will be given the opportunity to pursue an in-depth study of severe and profound handicaps specifically related to their chosen area(s) of specialization (e.g., behavior disorders, mental retardation).

Prerequisites: Education 410 and 411 or Education 421 or 425.

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: Education 410.

439 Student Teaching in Special Education (6)

439A Student Teaching/Emotionally Handicapped (6)

439B Student Teaching/Learning Disabled (6)

439C Student Teaching/Mentally Handicapped (6)

Courses designed to provide students with an extensive supervised experience in teaching exceptional learners. Each student will be placed in special education settings commensurate with his or her emphasis within special education for a minimum of 60 days (12 weeks). Weekly on-campus seminars also are required. Students must apply for admission to student teaching one semester prior to enrollment. The deadline for application for fall semester student teaching is the last school day in February. The deadline for application for spring semester student teaching is the last school day in October.

Prerequisites: Admission to the teacher education program and completion of all education courses.

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.

Prerequisites: Junior standing or above and permission of the instructor and department chair.

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 chair prior to registration for the course.

510 Communication and Reading in the Content Areas (3)

A study of communication processes and skills, with emphasis on the nature of effective communication, between teachers and students and between teachers and parents. Further study in the nature of the reading process, principles of instruction, and methods and materials for teaching reading in the content areas will be included, with specific attention to teaching initial reading skills for the older non-reader, diagnosing and treating reading

difficulties, and developing critical reading skills. Clinical experiences required.

Corequisite: Education 520.

515 Middle School Organization and Curriculum (3)

An overview of the middle school concept, including (a) historical and philosophical antecedents, (b) conflicting perceptions of middle school, (c) definitions of middle-level education and middle school, (d) characteristics of the emerging adolescent and related implications for curriculum organization, instructional, and evaluation techniques, (e) change factors involved in conversion to the middle school concept, (f) evaluation methods for determining effectiveness, and (g) speculation on the future of the middle school movement.

520 Teaching Strategies in the Content Areas (3)

A study of the instructional process with emphasis on methodology and techniques, and diagnostic/prescriptive teaching in a particular field of specialization applicable to secondary teacher preparation programs. Observation and analysis of a variety of teaching models for assessment of individual teaching effectiveness and professional growth will be included with direct application in a clinical setting.

Corequisite: Education 510.

530 Student Teaching in the Content Areas (12)

A course designed for pre-service teachers seeking secondary or K-12 program certification in a particular field of specialization. Pre-service teachers are placed in a public school setting for intensive and continuous involvement within the context of the total instructional process for at least 60 full days (12 weeks). Weekly on-campus seminars also are required. Students must apply for admission to student teaching one semester prior to enrollment. The deadline for application for fall semester student teaching is the last school day in February. The deadline for application for spring semester student teaching is the last school day in October.

Prerequisites: Admission to a teacher education program and completion of all education courses.

560 Special Topics in Education (1-3)

Study of a particular subject or theme in educational methods of

teaching or content. Specific topics will be listed with the course title when offered, e.g., Special Topics in Education: Multicultural Education.

ENGLISH

Professors

Bishop C. Hunt, Jeffrey L. L. Johnson,
Anna Katona, Nan D. Morrison
Norman Olsen, Jr., *Chair*

Associate Professors

Larry A. Carlson, Dennis M. Goldsberry
Joseph M. Harrison, Caroline C. Hunt, Eugene C. Hunt

Assistant Professors

Paul E. Allen, Jr., Robert S. Burton, Pamela J. Clements
Robert L. Cross, Mary K. Haney
Kenneth M. Jenson, Bret Lott, Eugenie C. Mann,
Shirley L. Moore, Gregory C. Schmitt

The Department of English 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 170 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; three semester hours of early American literature (English 205 or 342 or 343); and three 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.

Minor Requirements: At least 18 semester hours, including English 201 and 202; English 205 or 206; and at least three other courses selected from those at or above the 300 level which are applicable to the major in English. English 101 and 102 are prerequisites for all English courses at or above the 200 level. English 201 and 202 are prerequisites for all courses at or above the 300 level.

For the Minor in Communications see page 351 under Interdisciplinary Studies.

Teacher Education Program: Students who major in English can become certified to teach English in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in English, students interested in teacher certification must contact the Coordinator of Certification and Student Teaching, Education Department, 9 College Way, for complete details about the program.

English as a Second Language (ESL): In an effort to serve those whose native language is not English, the Department of English has developed a series of courses designed to help those individuals improve their basic skills in the use of the English language, both spoken and written. The courses are open to students of the College and to members of the community and are graduated in their degree of difficulty. All students for whom English is a second language should consult with the Department of English's ESL Coordinator before registering for any of these courses. Each course carries three semester hours of credit which will not be applied toward the requirements for graduation.

Humanities Requirements: The following English courses are among those courses that satisfy the humanities requirements: English 201, 202, 203, 204, 205, 206, 212, 301, 302, 304, 306, 307, 311, 312, 313, 314, 317, 318, 319, 320, 321, 323, 325, 327, 328, 335, 337, 338, 340, 341, 342, 343, 344, 345, 350, 360, 370, and 390.

ENGLISH COURSES

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

60 English as a Second Language—Fundamentals of Grammar (3)

The fundamentals of English grammar, stressing speaking and listening skills, with basic practice in sentence construction. Credit hours for this course will not be applied toward degree requirements.

70 English as a Second Language—Sentence Skills (3)

A review of basic English grammar with stress on the most common problems of non-native speakers in written English. Practice in writing correct sentences, building toward well-constructed paragraphs. Admission to the class depends on a placement test in grammar, a writing sample, and permission of the instructor. This course may be taken at the same time as English 80 with permission of the instructor. Credit hours for this course will not be applied toward degree requirements.

80 English as a Second Language—Paragraph Writing (3)

Concentrated practice in paragraph writing with review of English grammar as necessary for preparation to enter English classes with students who are native speakers of English. Admission to the class depends on a placement test in grammar, a writing sample, and permission of the instructor. This course may be taken at the same time as English 70 with permission of the instructor. 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, mechanics, and the fundamentals of research. Essays and short stories are used for stylistic analysis and composition topics.
- 102 Composition and Literature (3)**
Continued study of expository and argumentative writing and of the preparation and writing of research papers. Plays and poetry 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.
- 201 Major British Writers (3)**
Intensive study of major works of representative authors, including Chaucer, Shakespeare, Milton, Swift, and Pope. Emphasis 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 19th or 20th 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 ancient Greek 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 20th 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 17th 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 Debate (3)**
Development of skill in investigative techniques and in logical reasoning in questions of public concern; the presentation of sound evidence in advocating policies; a study of the principles of controlling (influencing) the beliefs of individuals and groups.
- 214 Mass Media (3)**
The social, economic, and political roles of newspapers, maga-

zines, radio, and television, with emphasis on their development, function, ethics, and legal restraints. An introductory course for those considering journalism as a career and those interested as critical readers.

Prerequisites: 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.

Prerequisites: English 101 and 102.

220 Poetry Writing I (3)

A workshop examining the careful use of language in poetry, designed to help students gain insight into their own writing and the craftsmanship of other poets (open to beginners and experienced writers).

Prerequisites: English 101 and 102.

221 Poetry Writing II (3)

A continuation of English 220.

Prerequisite: English 220 or permission of the instructor.

223 Writing Fiction (3)

Short fiction writing workshop for new writers wishing to establish and enhance basic fictive skills—points-of-view, characterization, dialogue, setting, etc. Equal attention will be given to stories turned in for critique and to the development of the student's critical skills.

Prerequisites: English 101 and 102.

224 Advanced Fiction Writing (3)

This workshop will take a more critical look not only at student works but at selected classic and contemporary short story collections. Students will subscribe to a literary journal of their choice. Some attention will be given to proper manuscript preparation in anticipation of submitting for publication.

Prerequisites: English 101, 102, and 223, or consent of instructor.

230 Writing for the Mass Media (4)

Study of and practice in the fundamentals of news, feature, and

editorial writing. Interviewing techniques and various methods of organizing and gathering the news are emphasized, along with the successful completion of writing assignments.
Prerequisite: English 214 or permission of instructor.

290 Special Topics (3)

An examination of a selection of topics designed to supplement or to investigate more fully offerings in the English curriculum. Choice of topics will reflect both student and faculty interests.

301 Shakespeare: The Early Period (3)

302 Shakespeare: The Later Period (3)

303 Modern English Grammar (3)

A study of grammatical analyses, with emphasis upon transformational-generative grammar.

304 Chaucer (3)

Selections from his major poetical works in the original.

305 Advanced Composition (3)

A study of the theory and principles of composition and the application of these principles in the student's own writing.

306 Milton (3)

The poetry and selected prose of John Milton.

307 Introduction to Old English (3)

An introduction to the Old English language with selected readings of prose and poetry from the 7th through the 11th 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-18th century to the present.

- 314 Non-Dramatic Literature of the Renaissance (3)**
A study of poetry and prose of 16th century Britain, with emphasis on political and ethical backgrounds and the poetry of Spenser.
- 317 The Seventeenth Century (3)**
A study of poetry and prose of 17th century Britain; Donne, Herbert, Marvell, Bacon, Browne, Hobbes, Locke.
- 318 The Eighteenth Century (3)**
A study of poetry and prose of 18th century Britain.
- 319 Literary Criticism (3)**
Major critical approaches to literature, in theory and practice, from Aristotle to the present.
- 320 Literature for Adolescents (3)**
A critical study of literature relevant to the adolescent, incorporating major literary genres and appropriate media.
- 321 The Romantic Period (3)**
A reading of six poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.
- 323 The Victorian Period (3)**
A reading of major 19th century British 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 such as Conrad, Joyce, Woolf, Auden, D.H. Lawrence, and Shaw.
- 327 The British Novel: I (3)**
A study of the major British novelists of the 18th century.
- 328 The British Novel: II (3)**
A study of the major British novelists of the 19th century.
- 335 Modern Poetry (3)**
A study of the specific nature and development of 20th century

British and American poetry, limited to selected major figures: Yeats, Eliot, Pound, Hopkins, Frost, Stevens, and Thomas.

- 336 Women Writers (3)**
Study of a representative selection of women's fiction, poetry, and drama, focusing on questions of women's styles, preferred genres, and place in the literary tradition. Readings may vary from year to year.
- 337 British Drama to 1642 (3)**
A study of selected plays from the medieval beginnings of British drama to the closing of the theatres in 1642, Shakespearean plays excluded.
- 338 Modern Drama (3)**
A study of the significant developments in British and American drama from Shaw to the Theatre of the Absurd.
- 339 Advanced Creative Writing (3)**
Prerequisites: English 220, 221 or 223, 224, and permission of the instructor.
- 340 Restoration and Eighteenth Century Drama (3)**
British drama from the reopening of the theatres in 1660 to the end of the 18th century.
- 341 Southern Literature (3)**
A study of the nature and development of Southern literature from the late 18th century to the present.
- 342 Colonial and Revolutionary American Literature (3)**
Intensive study of major writers of the period.
- 343 Nineteenth Century American Literature I (3)**
Intensive study of major writers of the first half of the century.
- 344 Nineteenth Century American Literature, II (3)**
Intensive study of major writers of the last half of the century.
- 345 Twentieth Century American Literature (3)**
Intensive study of major writers since 1900.

347 Writing the Novel (3, 3)

348 A two-semester course for writers with motivation, ambition, and vision necessary to sustain an extended work of fiction. Taught both as a workshop and in private conferences. Students will complete and revise 50 pages of a proposed novel in the first semester, an additional 50-75 pages in the second.
Prerequisites: English 101, 102, either 223 or 224, and consent of the instructor.

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 British 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.)

375 Editing (3)

Principles, concepts, and practice of news and magazine editing, including copy reading, headline writing, makeup and design of pages, picture editing techniques, and effective use of graphics and typography. Credits for this course may not be applied toward the English major.

Prerequisite: English 230 or permission of instructor.

380 Studies in Communication (3,3)

Special studies in oral communication, written communication, or print and broadcast journalism. (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.

385 Photojournalism (3)

Basic principles and practices of photojournalism for newspapers and magazines, including camera techniques, black and

white film and print processing, and evaluation of pictorial communication effects. Credits for this course may not be applied toward the English major.

Prerequisite: English 375 or 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.

395 Special Topics (3)

Subjects to be announced as offered.

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 chair.

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.

495 Field Internship (1-3)

Provides the student minoring in communications with practical experience working with communications-related organizations (newspapers, broadcasting stations, public relations firms,

advertising agencies, magazines). Course may be taken more than once, but no more than three credits may be earned.

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 his or her research (in the first term) and on the drafts of his or her 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

Professors

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

Associate Professors

Douglas D. Ashley (Music History and Piano)
David Cohen (Visiting Theatre/Acting and Directing)
Wilfred Delphin (Piano)
William D. Gudger (Music History/Music Theory)
David M. Kowal (Art History), John N. Michel (Studio Art/Sculpture)
John Olbrych (Theatre/Design),
Willard Oplinger (Choral/Vocal Music)
Michael Phillips (Studio Art/Painting)
Edwin Romain (Piano), Steve Rosenberg (Early Music)

Assistant Professors

Lea Black (Visiting Studio Art/Sculpture)
Frank Cossa (Art History), Willard Cottrell (Choral/Vocal Music)
Barbara Duval (Studio Art/Printmaking)
Tessa Garton (Art History), Mary Holloway (Theatre/Costumer)
Patricia Jenks (Studio Art/Director of Halsey Gallery)
Ike Stoneberger (Theatre/Technical)

The Department of Fine Arts offers an interdisciplinary liberal arts program consisting of the areas of Art, Music and Theatre. Concentrations are available in Art (art 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 who have completed these programs have gone into arts professions ranging from museum and gallery management to professional theatre design work, from careers on the concert stage to work on commissions for major art projects. Fine arts majors have been accepted to major graduate programs in the visual and performing arts, often as fellowship students. Thus, the graduates of the Department of Fine Arts have used their specific fields of study for career development. Other graduates have gone into professions that recognize the importance of skills acquired in a study of the arts; e.g., methods of organizing materials and experiences, creative uses of time and space, ability to assert individual initiative, and willingness to understand the relation of individual units to the structure of a whole project.

The Department of Fine Arts is housed in the Albert Simons Center for the Arts. This well-designed facility includes the Emmett Robinson Theatre, the William Halsey Gallery, and a recital hall. In addition, the studio and art history areas have excellent studios for painting, sculpture, and printmaking as well as an art history slide library and teaching auditorium. The music area has a listening library, practice rooms, and a band/choral rehearsal room as well as studio and office space for the faculty. The theatre area includes an experimental theatre (room 220), scene shop, costume design and construction studio, drafting room, and dressing rooms.

The Department of Fine Arts is actively involved in the annual Spoleto Festival USA and Piccolo Spoleto. Throughout the academic year guest artists come to the department under such programs as the Gian Carlo Menotti Artists-In-Residence Endowment, the Art History Lecture Series, and the Monday Night Recital Series. Additionally, the department has working relationships with such community arts groups as the Charleston Symphony Orchestra, the Footlight Players, the Gibbes Art Gallery, and the Robert Ivey Ballet, which is in residence at the College of Charleston.

Performance opportunities in the Department of Fine Arts include the College Concert Choir, the Madrigal Singers, the Fine Arts Singers, the Charleston Pro Musica, the Concert Band, the College/Community Orchestra, and Center Stage and Off-Center Stage productions. In addition, there is a Visual Arts Club for students interested in studio art.

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 chair.

Art (Studio and History) Concentration. The major requirement totals 36 hours, 18 of which are specified core courses:

	Fine Arts 200	Masters and Styles I (3)
<i>and</i>	Fine Arts 300	Culture and Society (3)
<i>or</i>	Fine Arts 400	Masters and Styles II (3)
	Art 109	Introduction to Art (3)
	Art 118	Fundamentals of Studio Practice (3)

Three hours chosen from:

Art 301	Greek and Roman Art (3)
Art 302	Early Christian and Byzantine Art (3)
Art 303	History of Romanesque and Gothic Art (3)
Art 304	History of Northern Renaissance Painting (3)
Art 305	History of Italian Renaissance Art (3)
Art 306	History of Baroque Art (3)
Art 307	History of European Painting, 1700-1850 (3)
Art 308	Modern European Art (3)

Three hours chosen from:

Art 119	Drawing I (3)
Art 216	Painting I (3)
Art 218	Printmaking I (3)
Art 220	Sculpture I (3)

The remaining 18 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 hours in a specialty area and six hours in one of the areas outside the student's 12-hour specialty.

Art History: 18 additional hours from upper-level fine arts courses chosen with the approval of a departmental advisor.

Music Concentration. The major requirement totals 36 hours with 27 hours in the core curriculum:

	Fine Arts 200	Masters and Styles I (3)
<i>and</i>	Fine Arts 300	Culture and Society (3)
<i>or</i>	Fine Arts 400	Masters and Styles II (3)
	Music 246	Music Theory I (3)
	Music 246L	Music Theory I Lab (1)
	Music 247	Music Theory II (3)
	Music 247L	Music Theory II Lab (1)
	Music 342	Theory and History of Music, 1600 to 1800 (3)
	Music 343	History and Literature of Music in the 19th Century (3)

Three hours chosen from the following:

	Music 131*	Music Appreciation (3)
<i>or</i>	Music 230*	Masterworks of Music Literature (3)
	Music 341	Theory and History of Music to 1600 (3)
	Music 344	Theory and Literature of Music in the 20th Century (3)

*One of these must be taken prior to all other music history courses.

Four hours of applied music, Music 261, excluding Music 261S (Studio) which does not count toward this requirement.

Six additional hours in a concentration as follows:

Voice:	Music 161 Concert Choir (1) Music 461 Applied Music (hour lesson) (2)
Instrumental:	Music 162 Concert Band (1) Music 461 Applied Music (hour lesson) (2)
Theory & Composition:	Music 351 Seminar in Music Composition I (3) Music 352 Seminar in Music Composition II (3)
Music History & Literature:	six hours of history and literature of music at the 300 or 400 level
Piano or Organ: <i>or</i>	Music 461 Applied Music (hour lesson) (2) Music 475 Senior Independent Study in Music Performance (3 or 6)

To complete the 36 hour major in the above concentrations, three hours of electives are to be chosen in consultation with a faculty advisor.

Theatre Concentration. The major requirement totals 36 hours, 30 of which are specified:

	Fine Arts 200	Masters and Styles I (3)
<i>and</i>	Fine Arts 300	Culture and Society (3)
<i>or</i>	Fine Arts 400	Masters and Styles II (3)
	Theatre 176	Fundamentals of Dramatic Art (3)
	Theatre 210	History of the Theatre (3)
	Theatre 240	Costume: Introductory Studies (3)
	Theatre 277	Acting I (3)
	Theatre 281	Stagecraft (3)
	Theatre 378	Principles of Directing for the Theatre (3)
	Theatre 382	Stage Lighting (3)
	Theatre 394	Literature of the Theatre (3)

Six hours of electives to be chosen from the following and planned with a departmental advisor:

Theatre 180 Theatre Make-Up (3)
Theatre 320 Children's Theatre (3)
Theatre 340 Costume Design (3)
Theatre 376 Acting II: Characterization (3)
Theatre 377 Acting III: Style (3)
Theatre 381 Stagecraft II (3)
Theatre 385 Dance from Primitive Times to 20th
Century (3)

or Theatre 386 20th Century Dance (3)

Theatre 387 The Contemporary Theatre (3)
Theatre 388 Dramatic Theory and Criticism (3)
Theatre 389 Play Writing (3)

MINOR IN FINE ARTS

The minor consists of 18 hours in fine arts. There are two options available:

- (1) Any two history and/or theory courses from a particular concentration (art, music, theatre) with four further fine arts courses of the student's choice;
- (2) An interdisciplinary selection of Fine Arts 200, two introductory-level courses, and three further fine arts courses of the student's choice. Students interested in declaring a fine arts minor should speak with the department chair, who will, upon completion of requirements, forward the information to the Registrar for entry on the permanent record of the student.

Humanities Requirements. The following fine arts courses are among those courses that satisfy the humanities requirements: Fine Arts 150, 200, 300, 400; Art 109, 110, 201, 202, 203, 300, 302, 303, 304, 305, 306, 307, 308, 312, 414, 415; Music 131, 230, 233, 246, 247, 337, 341, 342, 343, 344, 347, 348; Theatre 176, 210, 385, 387, 388, and 394.

FINE ARTS COURSES

- 150 Music and the Arts in the Spoleto Festival USA (3)**
An interdisciplinary survey of the performing and visual arts at the Spoleto Festival USA. Guest lectures and demonstrations by Spoleto and Piccolo Spoleto participants. Course work includes attendance at events, written reviews, an oral report, and a daily journal kept by each student. This course will be team-taught by art, music, and theatre faculty. (Maymester only.) This course does not meet the requirement for Fine Arts 200, 300, or 400.
- 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 that will focus on 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)**
A combined visual and historical approach to art from prehistoric to modern. Painting, sculpture, and architecture will be analyzed in terms of technique, form, and expressive content, as well as studied within the context of the historical environment in which they were produced.
- 110 Introduction to Architecture (3)**
A survey of the history of architecture that will analyze architecture in terms of function, structure, and form; will study the major

200

periods; and will develop criteria for quality in architecture. This is an introductory course for which a student need not have had any previous experience in art or architecture.

201 American Architecture (3)

An historical survey of American architecture from the Colonial period to the end of the 19th century.

202 Charleston Architecture (3)

An intensive study of Charleston architecture with special attention given to the various styles, the most distinctive building types, and the physical growth of the city from the time of its founding. Charleston itself will be the primary classroom, but there will also be slide sessions for architectural background and historical comparisons. Maymester only.

Prerequisite: Art 110, Art 201, or permission of the instructor.

203 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 or permission of the instructor.

300 Selected Topics in Art (3)

Special studies of varying topics in 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 or permission of the instructor.

301 Greek and Roman Art (3)

A study of Greek art from the Minoan civilization through the Hellenistic period, and of Roman art from the Republic through the Empire.

Prerequisite: Art 109 or permission of the instructor.

302 Early Christian and Byzantine Art (3)

Christian art from the late Roman Empire through the full development of the Byzantine style and its transportation to Western Europe; emphasis on painting and sculpture in such

major centers as Constantinople, Mt. Athos, Rome, Ravenna, and Venice.

Prerequisite: Art 109 or permission of the instructor.

303 History of Romanesque and Gothic Art (3)

Study of Romanesque and Gothic architecture, sculpture, and painting in Western Europe.

Prerequisite: Art 109 or permission of the instructor.

304 History of Northern Renaissance Painting (3)

Study of the development of painting in Northern Europe during the 15th and 16th 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 (3)

A study of modern architecture from 1885 to the present,

concentrating on the American contributions of Sullivan and Wright, the European modernists—Gropius, Mies van der Rohe, and Le Corbusier—and the post-World War II development.
Prerequisite: Art 109, 110, or 201, or permission of the instructor.

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 also will be included. Works of art and the facilities of the Gibbes Art Gallery will provide the basic resources for the course.

Prerequisites: 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 chair.

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.

Prerequisites: Art 109 and at least one art history course on the 300 level.

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 GPA of at least 2.75 and a fine arts GPA of at least 3.3, with the 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.

STUDIO ART COURSES

118 Fundamentals of Studio Art: Images and Issues (3)

A studio-oriented course for beginning and advanced students that explores the fundamental concepts and content in today's art. Through extensive individual drawing, reading, and discussion, the roots and meanings of our art are confronted in terms of the relationship between images and the techniques that generate these images, and social, economic, political, and aesthetic attitudes. Technique and methods are considered for their basic qualities and differences in painting, graphics, sculpture, and drawing. Art 119, Drawing I, can be taken concurrently with this course.

119 Drawing I (3)

Through the development of visual perception, students explore a variety of objects and environments, using the fundamental elements of drawing—line, shape, form, value, texture, space, and composition—to create images and express individual ideas with a variety of graphic media and approaches. Art 118, Fundamentals of Studio Art: Images and Issues, can be taken concurrently with this course.

216 Painting I (3)

Further study of drawing and painting techniques, with special emphasis on color and composition.

Prerequisite: Art 119.

217 Painting II (3)

Continuation of Art 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 119 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.

Prerequisite: Art 119 or permission of the instructor.

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 of the modeling form in clay and wax.

Prerequisite: Art 220 or evidence of sufficient competency.

229 Drawing II (3)

Continuation of Art 119 with emphasis on the use of the human figure in space as a compositional element.

Prerequisite: Art 119.

316 Painting III (3)

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

Prerequisite: Art 217.

317 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.
- 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, and 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 chair.
- 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 senior, with an overall GPA

of at least 2.75 and a fine arts GPA of at least 3.3. An Application for Independent Study Proposal form must be submitted by the student to the project advisor prior to the beginning of the term and must be approved by the faculty in the area of concentration, as well as by the department chair. Application forms are available in the office of the chair.

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)

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. This course is team-taught by physics and fine arts faculty.

Prerequisite: A working knowledge of high school algebra is assumed.

230 Masterworks of Music Literature (3)

A study of representative compositions by master composers from 1700 to the present. No technical knowledge of music is required, but some familiarity with classical music is helpful. Prerequisite: Music 131 or permission of 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 exercises. Harmonic and Schenkerian analysis of works of Bach and Mozart. Music 246L should usually be taken concurrently.

246L Music Theory I Lab (1)

The study of musical scales, intervals, and key signatures utilizing sight singing, ear training, and keyboard exercises. Laboratory, three hours per week. Should usually be taken with Music 246.

247 Music Theory II (3)

A continuation of Music 246. Chromatic and non-diatonic harmonic studies with emphasis on 19th and 20th century harmonic and analytic practice. Extensive analysis (both small and large-scale forms) of works of Haydn, Beethoven, Chopin, Wagner, Debussy, and Webern. Includes several smaller projects and one formal presentation (paper) of an analysis.

Prerequisites: 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 four-part harmonic dictation. Laboratory, three hours per week.

Prerequisite: Music 246L or permission of instructor. Should usually be taken with Music 247.

- 337 Opera Literature (3)**
A study of selected operas by composers of the 18th to 20th centuries.
Prerequisite: Music 131, 230, or permission of 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 eras. 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 19th century. Listening to and 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, bitonal, and quartal 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, three hours per week.
Prerequisite: Music 247L. Should normally be taken concurrently with Music 341 or 343.

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.

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, three hours per week.

Prerequisite: Music 346L. Should be taken concurrently with Music 342 or 344.

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 cultures 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 chair.

- 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 GPA of at least 2.75 and a fine arts GPA 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.
Prerequisites: Music 352 or permission of the instructor. An overall GPA of at least 2.75 and a fine arts GPA 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 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

- 121 Class Piano I (1)**
Class instruction for beginning piano students with an emphasis on note reading and use of functional (chordal) harmony. Limited enrollment by audition.

- 122 Class Piano II (1)**
 Continuation of Music 121.
 Prerequisite: Music 121, Class Piano I, or permission of the instructor.
- 123 Class Voice (1)**
 The study of the voice for those with little or no previous vocal or musical training. Instruction dealing with interpretation, and vocal technique in English and foreign languages.
- 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, three 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. Laboratory, three hours per week.
 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, half-hour per week plus a weekly seminar. The fee for this course is \$100 per term in addition to regular tuition charges.
 Prerequisite: An audition held at the beginning of each term.

Individual areas of instruction in Music 261 and 461:

- | | | |
|------------------|----------------|---------------------|
| A. Voice | H. Trumpet | N. Percussion |
| C. Private piano | I. French Horn | O. Organ |
| D. Flute | J. Trombone | P. String Bass |
| E. Oboe | K. Violin | R. Recorder |
| F. Clarinet | L. Viola | S. Studio |
| G. Bassoon | M. Cello | U. Classical Guitar |

- 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, three hours per week.
 Prerequisite: Permission of the instructor.
 NOTE: No more than eight credits from any combination of

Ensemble, Concert Band, or Chorus may be applied toward graduation requirements.

Areas of instruction in Music 363 are:

- | | | |
|----------------------|--------------------------------|-------------------------|
| A. Madrigal Singers | E. Woodwinds | J. Jazz Ensemble |
| B. Piano Ensemble | F. College/Community Orchestra | K. Orchestra |
| C. Fine Arts Singers | G. Strings | L. Early Music Ensemble |
| | H. Percussion | |

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, two 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, two 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 \$200 per term in addition to regular tuition charges.
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 eight 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 GPA of at least 2.75 and a fine arts GPA of at least 3.3, and must have permission of the department. For students planning a recital, a preliminary jury must be passed. This jury can be arranged anytime during the semester prior to the recital.

THEATRE COURSES

- 176 Fundamentals of Dramatic Art (3)**
Introduction to the history, literature, principles, and techniques of the theatre.
- 180 Theatre Make-Up (3)**
Instruction in the principles of the art and techniques of make-up so that the actor may use them creatively in the design and execution of make-up which will assist in the development and projection of the character.
- 185 Dance I (3)**
Introduction to the technique 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: Theatre 185 or permission of the instructor.
- 210 History of the Theatre (3)**
A study of the development of the theatre, including a survey of actors, actresses, theatre architecture, and production arrangements.
- 220 Theatre Practicum (1)**
Supervised participation in theatre production. No formal class meetings. May be repeated for credit up to six credits, but no more than three credits may be applied toward graduation. Registration held at time of Center Stage semester auditions.
Prerequisite: Permission of the instructor.
- 240 Costume: Introductory Studies (3)**
Practical and theoretical projects will emphasize special problems related to the design, history, and construction of garments

for the stage. Projects will include basic construction techniques, research into historical styles, and a synthesis of these into design projects. Lecture and laboratory.

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: Permission of the instructor.

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: Theatre 176 and/or permission of the instructor.

281 Stagecraft (3)

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

320 Children's Theatre (3)

To aid the student in formulating a philosophy of creative dramatics for children and to develop flexible plans, such as improvisations, freeing exercises, and the making of a play through discussion and acting improvisations, in order to ready children for dramatization and eventual participation in a play. Prerequisite: Permission of the instructor.

340 Costume Design (3)

An advanced course emphasizing the design and execution of both theoretical and practical costume projects. Included will be a survey of a history of period costumes and manners with a focus on the elements of design. Prerequisites: Theatre 240 or permission of the instructor.

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.

376 Acting II: Characterization (3)

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: Theatre 277 or permission of the instructor.

377 Acting III: Style (3)

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: Theatre 376 or permission of the instructor.

378 Principles of Directing for the Theatre (3)

Basic concepts of the directing process, including script analysis, staging practices, director/designer communications, and rehearsal techniques. The semester will culminate in a program of student-directed scenes.

Prerequisite: Theatre 277 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: Music 352, Theatre 281, or permission of the instructor.

381 Stagecraft II (3)

Advanced stage mechanics, construction, and drafting for the modern theatre. Lectures and laboratories.

Prerequisite: Theatre 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: Theatre 281.

- 383 Scenic Design (3)**
Principles of design, color, and form, as applied to the design of visual elements for the entertainment industry.
Prerequisite: Theatre 281.
- 385 Dance from Primitive Times to 20th Century (3)**
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 (3)**
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: Permission of the instructor.
- 388 Dramatic Theory and Criticism (3)**
A study of theories of drama ranging from classical Greece to the modern theatre. The course will examine meanings of the elements of drama (plot, character, thought, diction, music, and spectacle). Writers to be studied will include: Aristotle, Horace, Castelvetro, Sidney, Boileau, Dryden, Goldoni, Diderot, Nietzsche, Eliot, and Artaud.
- 389 Play Writing (3)**
A study of play writing, including analysis and critique of scripts. Each student will complete a series of exercises and write a one-act play.
Prerequisite: Permission of the instructor.
- 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).
Prerequisites: Junior standing, plus permission of the tutor and the department chair.
- 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 GPA of at least 2.75 and a fine arts GPA 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.

GEOLOGY

Professor

Michael P. Katuna, *Chair*

Associate Professors

James L. Carew, Alexander W. Ritchie

Assistant Professors

A. 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 Earth—the materials that compose it, the nature of its interior, the shape of its surface, the natural processes acting upon it, and its history. The historical aspect sets 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 consulting firms. 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.

At the College of Charleston, students have the opportunity to work closely with professors and to do research utilizing such equipment as a scanning electron microscope/EDAX, X-ray diffractometer, X-ray fluorescence unit, IBM PCs, portable seismic refractometer, magnetometer, and petrographic and binocular microscopes. The department also maintains a well-equipped rock and thin-section preparation laboratory, as well as extensive rock, fossil, and mineral collections.

Students also are provided with the opportunity to take courses and/or conduct research at the College Center of the Finger Lakes Bahamian Field Station on San Salvador Island in the Bahamas.

Major Requirements: The Bachelor of Science in geology requires a minimum of 40 hours in the Department of Geology. The required courses in geology are: Geology 101, 101L, 102, 102L, 201, 202, 203, 204, 210, 230, and 330 or 340, plus an elective. Also required are: Chemistry 111, 111L and 112, 112L; Physics 201, 201L and 202, 202L; Mathematics 111 or (Mathematics 101 and 107), Mathematics 120 and Mathematics 220 or Computer Science 220.

The Bachelor of Arts in geology requires a minimum of 32 hours in the Department of Geology. The required courses in geology are: Geology 101, 101L, 102, 102L, 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; Physics 101, 101L and 102, 102L, or 201, 201L and 202, 202L, or Biology 101, 101L and 102, 102L; Mathematics 111 or (Mathematics 101 and 107). In addition, Computer Science 220 is recommended.

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

Minor Requirements: A minor in geology shall consist of at least 20 credit hours which must include Geology 101 and 101L, 102 and 102L, and 12 additional hours in geology selected to complement the student's major. The courses must be approved by both the student's major advisor and his/her geology advisor.

GEOLOGY COURSES

101 Physical Geology (3)

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, and

the folding and faulting of solid rock; as well as earthquakes, volcanism, and plate tectonics. Lectures, three hours per week.

101L Physical Geology Laboratory (1)

A laboratory course to accompany Geology 101. Laboratory, three hours per week.

Corequisite and Prerequisite: Geology 101 is a corequisite or prerequisite for Geology 101L.

102 Historical Geology (3)

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.

Prerequisites: Geology 101 and 101L.

102L Historical Geology Laboratory (1)

A laboratory course to accompany Geology 102. Laboratory, three hours per week.

Corequisite and Prerequisite: Geology 102 is a corequisite or prerequisite for Geology 102L.

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 Mathematics 107.

202 Invertebrate Paleontology (4)

An investigation of evolutionary thought and taxonomic classification; the origin of life on Earth and its subsequent development. A paleo-biological 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, and 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. Lectures, three hours per week.

Prerequisite: Geology 101, or permission of the instructor.

207 Marine Geology (4)

A study of geological processes at work in the sea. Discussion of the various marine environments ranging from the near-shore 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 one 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 stratigraphic record. Lectures, three hours per week; laboratory, three hours per week.

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

220 Hydrogeology (3)

The interaction of water with the Earth's surface and subsurface: the hydrologic cycle and budget, runoff, hydrographs, soil moisture, aquifer characteristics, principles of ground-water flow, well

hydraulics, and ground-water exploration in various geologic terrains. Lectures, three hours per week.

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

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 geologic problems 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 use 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. Lectures, three hours per week.

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 instructor.

320 Economic Geology (4)

The classification, description, and ore-forming processes of mineral deposits will be discussed. Laboratory exercises include studying mineral deposit sites and evaluating ore grade. Lectures, three hours per week; laboratory, three hours per week.

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. Terrigenous sandstones and carbonate rocks will be emphasized with lesser stress on mud rocks 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. Lectures, three hours per week; laboratory, three hours per week.
Prerequisites: Geology 101 and 102, and Physics 101 or 201, or permission of the instructor.
- 399 Tutorial (3, repeatable up to 12)**
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisites: Junior standing, plus permission of the tutor and the department chair.
- 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.
- 411 Tectonics (3)**
Global Tectonics has revolutionized the earth sciences. This new model of planetary tectonic processes, which has been developed only in the last 20 years, provides an explanation of a wide variety of geologic processes over a wide range of scale, with a degree of accuracy unsurpassed by any previous theory. Lectures, three hours per week.
Prerequisites: Geology 101, 102, 201, and 210 or permission of the instructor.
- 416 Paleoecology (4)**
Interpretation of ancient environments from the study of rocks and their contained fossil organisms. Emphasis will be placed on the recurrent paleobiotopes—paleolithotopes through geologic time and the evolution of community structure. Lectures, three hours per week; laboratory, three hours per week.
Prerequisites: Geology 101, 102, 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.

HISTORY

Distinguished Professor Emeritus

George G. Heltai

Professors

Malcolm Clark, Michael Finefrock, James Hagy
Wayne Jordan, Peter McCandless, Jung-Fang Tsai

Associate Professors

Lee Drago, George Hopkins, Stuart Knee
Amy McCandless, John Newell

Assistant Professors

Alpha Bah, Rosemary Brana-Shute
William Olejniczak, 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 career 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 schools. Furthermore, many businesses like to hire people with a good background in some area of the humanities, such as history.

Humanities Requirements: All history courses *except* 101 and 102 satisfy the humanities requirements.

Major Requirements: The program leading to the Bachelor of Arts in history consists of at least 30 hours in history (exclusive of History 101 and 102), 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 concentration from among the four listed below, with a minimum of 15 hours in that area. In addition, the student must elect at least three hours in each of the areas other than that in which he or she intends to specialize.

AREAS OF CONCENTRATION AND DISTRIBUTION

- I. Western Civilization before 1789
History 213, 231, 232, 233, 311, 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, 341, 363, 364, 365, 367, 368, 381, 382, 383, 384, 391, 392.
- IV. United States
History 202, 203, 204, 205, 206, 271, 290, 291, 292, 293, 294, 295, 296, 305, 330, 331, 332, 333, 334, 343, 344.

NOTE: History 298, 397, 398, 403, and 499 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 not be included with the 30 hours required for the major, and may not be counted for concentration and distribution requirements.

Minor in History: A minor in history consists of a minimum of 18 hours (exclusive of History 101 and 102). At least 12 hours must be in one area of concentration, including either History 398 (Research

Seminar), or History 498 (Senior Paper), or History 403 (Independent Study, resulting in a seminar-length paper). The remaining six hours (to reach the minimum of 18 hours required) are electives which may be taken in any of the four areas of concentration.

Teacher Education Program: Students who major in history can become certified to teach social studies in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in history, students interested in teacher certification must contact the Coordinator of Certification and Student Teaching, Education Department, 9 College Way, for complete details about the program.

The Department of History has adopted the following policy regarding the CLEP examination (College Entrance Examination Board College Level Examination Program) in Western Civilization:

The CLEP examination in Western Civilization will be administered only to re-admitted, returning, and/or transfer students before or during their first semester at the College. Students in their first semester at the College must have the departmental chair's permission to take the examination. Students not taking the examination by the end of their first semester lose that option. After evaluating the CLEP essay examination, the department may require that the student satisfactorily complete as much as two semesters of advanced work in the department before CLEP credit is granted.

Students who have taken Western Civilization (six semester hours or nine quarter hours) at other institutions must take History 101 (Early Modern Europe) in order to fulfill their core curriculum requirement in history.

HISTORY COURSES

With the exception of the 101-102 survey, Department of History course numbers do *not* indicate the level of difficulty of the material covered.

101 Early Modern Europe (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 understand better 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.

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.

202 Society and Culture of Early Charleston (3)

Topics in American social history studied through a focus on society and culture in 18th and early 19th century Charleston. Topics include immigrant groups, demography, mortality, economic and social structure, urban and plantation life, slavery, the role of women, education, religion, fine arts, architecture, and decorative arts.

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.
- 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 that led to American independence; the problems of the Confederation; the formation of the federal union; the emergence of political parties.

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 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.

294 History of the United States: The Response to Industrialism, 1877-1918 (3)

The rise of corporate capitalism; the labor movement; populism; progressivism; urbanization; the new immigration; "Jim Crow" legislation; and America's entry into World War I.

- 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 1920s; 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, the secessionist movement and the Civil War, the disintegration of slavery and the transition to a free labor economy, regional diversification, and the slow process of modernization that continued throughout the 20th 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 the 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 the eve of the 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 times to the present, with emphasis on workers' responses to industrialization and urbanization and the development of the modern labor movement.
- 331 American Jewish History: Colonial Times to the Present (3)**
A study of the major events and personalities in American Jewish history since colonial settlement; the wave of Jewish immigration and development of the contemporary Jewish community.
- 332 American Ethnic History: 1607 to the Present (3)**
American ethnic adjustments and immigration patterns from colonial times to the present. Treated are diverse peoples, the frontier, urbanization, anti-ethnic responses, and post-1945 trends of ethnic militancy and societal accommodation.
- 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 the year of revolt, with succeeding liberalization of regimes; "Spring" in Prague (1968) and fermentation in Poland (1980s).

- 337 The Two World Wars (3)**
The study of the origins of World War I and World War II. Special emphasis is laid on the problems of nationalism, democracy, and industrialization. Socio-political changes between the wars.
- 340 Women in the Western World (3)**
An examination of the ideas, institutions, and events in Western civilization that 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.
- 341 Modern Jewish History: French Revolution to the Present (3)**
Developments in Jewish civilization from 1789 to the present. Topics include societal, economic, intellectual, cultural, political, and diplomatic developments. Treated in this course are international communities, including Israel, remnant communities in the Arab world, Latin America, North and South Africa, Europe, and the United States.
- 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 slave to 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 causes, 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 12th centuries.
- 354 High Middle Ages (3)**
The social, political, religious, and cultural developments in the light of the changing historical environment from the 12th 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**
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 Departments of History and Fine Arts.
- 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 Zoroastrianism, Shi'ism, Sufism, Bahatism, nationalism, OPEC, the Shah, and the Islamic Revolution.
- 367 Pre-Colonial Africa (3)**
An introduction to the pre-colonial 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 19th century southern Africa. African slavery and the slave trade also will 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 on the growth of modern science, modern political theories, the baroque style, shifts in the balance of power, and the rise of absolutism on the continent and constitutional government in England.
- 372 Age of Enlightenment and 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, 1870-1939 (3)**
Political, social, cultural, and diplomatic history of Europe from the unification of Germany to the outbreak of World War II.
- 376 Europe Since 1939 (3)**
Political, social, economic, and cultural impact of National Socialism and war, resistance and liberation; restoration and

reconstruction; influence of the United States and the Soviet Union; cold war, European unification movement, and polycentrism. Changing relations with Africa and Asia. Social and cultural changes.

381 History of China to 1800 (3)

A survey of traditional Chinese history from earliest times to 1800. Emphasis is placed on intellectual development against the background of social, political, and economic transformations.

383 History of Japan to 1800 (3)

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

384 History of Modern Japan (3)

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

391 Colonial Latin America (3)

A survey of Spanish and Portuguese colonial America to 1825. Topics include native populations on the eve of conquest; exploration and conquest by Europeans; the development of multiracial societies; the colonial economies; the institutions of Ibero-American empires; the social, economic, and intellectual roots of revolution; independence movements.

392 Latin America in the National Period (3)

A survey of Spanish and Portuguese America since the wars for independence. Topics include the aftermath of the independence movements, incorporation into the international economy, changing social organization, race relations, the search for political stability, the role of the military, 20th century revolutionary movements, intellectual currents.

395 Topics in Low Country History (3)

Students read and discuss materials dealing with political,

economic, social, or cultural aspects of the Low Country (the tidewater and adjacent islands between Winyah Bay and Florida). The course will consider the European, African, and Caribbean components of Low Country culture. The specific topic of the course will be designated by the instructor. May be taken more than once.

Prerequisite: Permission of the instructor.

396 Seminar in Low Country History (3)

A research seminar focused around a Low Country topic. The specific topic of the seminar will be designated by the instructor. Students write a research paper dealing with some aspect of the Low Country (the tidewater and adjacent islands between Winyah Bay and Florida). The course will consider the European, African, and Caribbean components of Low Country culture.

Prerequisite: Permission of the instructor.

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 chair.

403 Reading and Independent Study in History (1-3)

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.

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 (3)

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

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

LANGUAGES

Professors

Jorge Marbán (Spanish and Italian)

Michael Pincus, *Chair* (Spanish)

Associate Professors

Virginia Benmaman (Spanish), Jeffrey Foster (French)

Carla Lowrey (German), J. Frank Morris (Classics)

Lawrence J. Simms (Classics), Beatrice Stiglitz (French)

E. Paige Wisotzka (French)

Assistant Professors

Pamela DeWeese (Spanish), Nora Erro-Orthmann (Spanish)

José Escobar (Spanish), Herbert Espinoza (Spanish)

Walter Fuentes (Spanish), Simone Guers (French)

Pam Isacco-Niesslein (Spanish), Jozef Modzelewski (German)

Gerard Montbertrand (French), Norbert Scippa (French)

Godwin Uwah (French)

Instructors

Elaine Griffin (Spanish), Dorothy Marbán, Visiting (Spanish)

Stephanie Mignone (Language Laboratory Director)

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 communicate 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 Department of Languages 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 Department of Languages offers major programs in Classical Studies, French, German, and Spanish. The department also offers minor programs in French, German, and Spanish. Specific information about each major or minor 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, and 202 courses meet three times weekly for three semester hours of credit each.

Compact classes: 100 and 200 courses meet daily for six semester hours of credit each.

Spanish Individualized Language Program (ILP): Spanish 101A, 102A, 201A, and 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, and 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.

Teacher Education Program: Students who major in Classical Studies, French, German, or Spanish can become certified to teach foreign languages in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in either Classical Studies, French, German, or Spanish, students interested in teacher certification must contact the Coordinator of Certification, Education Department, 9 College Way, for complete details about the program.

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 (CEEB) 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 six semester hours credit;
 - has fulfilled general education requirement in a foreign language;
 - may enroll in an advanced course in that language.

- 4 — will receive three semester hours credit;
 - has fulfilled general education requirement in a foreign language;
 - satisfactory completion of an advanced level. Three semester hour course may validate an additional three 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 courses and specifically 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.

Humanities Requirements: The following foreign languages courses are among those courses that can satisfy the humanities requirements: Literature 150, 250, 350, 450; Greek 371, 372; Latin 321, 322, 323, 324, 371, 372; Classical Languages, all numbers; French 324, 325, 421, 461, 462, 463, 464, 465, 466, 471, 472, 473; German 324, 365, 463, 464, 465, 466, 470; Spanish 320, 324, 325, 361, 362, 371, 372, 473, 474, 475, 476, 481, 482, 483, and 484. Course numbers 370, 390, 490, 496, and 498 in all language areas do not satisfy the humanities requirements if they deal with language rather than literature, culture, or history.

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 Department of Languages.

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.

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

499 Bachelor's Essay (6)

A year-long research and writing project done during the seminar 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 participating 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.

NOTE: This elective course may not count toward the major or minor in French.

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., German 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 the International Student Exchange Program (ISEP); or by enrolling in College courses listed below especially designed for study abroad. For more information about Study Abroad, refer to page 85 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 the instructor.

NOTE: Course to be recorded by language and place of study, e.g., German 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., Spanish 328: Spanish/Argentina).

Prerequisite: Permission of the 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 chair of the Department of Languages.

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

Major in Classical Studies: Thirty semester hours are required, including a minimum of 18 hours in Greek and Latin beyond the elementary level: 12 hours in the principal classical language selected by the student and six 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, and courses in the culture and civilization of the ancient world (Fine Arts 301; Education 385; History 231, 232, and 361; and Philosophy 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.

Prerequisites: 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 the 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 Completes the introduction to basic Latin grammar, syntax, and vocabulary, followed by an introduction to the reading of Latin literature.

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

NOTE: Latin 202 or equivalent is 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.
Prerequisites: 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 determined by the nature and extent of the reading.
Prerequisites: 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 requirements in humanities, but not in foreign language. No course is prerequisite to any other.

- 124 Classical Civilization (3)**
Greek and Roman civilization from the Minoan period to the age of Constantine. Emphasis will be on history and literature with selected reading in translation of classical authors.
- 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 its 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 areas of 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: The major in French is 30 hours at the 300 or 400 level. 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, or 473. All majors are encouraged to study abroad in a country where French is spoken.

Minor in French: For a minor in French, 18 hours beyond French 202 are required. These shall include 313, 314, 324, and 325. Additional courses shall be selected from the 300 level and above.

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 instruction. Classes meet five times per week for a total of five hours of instruction. Having completed this course, the student cannot 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 culture through practice in the use of the basic language skills and acquisition of vocabulary.

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 per week for a total of five 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.

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.

Corequisite: 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 17th century.
- 325 French Civilization and Literature (3)**
A continuation of French 324, with emphasis on the Enlightenment, the 19th 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 data processing 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.

470 African Literature of French Expression (3)

The evolution of the major genres of the African literature in French south of the Sahara from 1808 to present and a study of the main literary currents of some of the significant works of the major writers.

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.
- 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, the Federal Republic of Germany, the German Democratic Republic, and Switzerland. Today, a knowledge of German has become important for anyone engaged in international commerce, research, and technology.

Major in German: The major in German is 24 hours in German beyond the intermediate level (German 200 or 202), including German 314, 341, 466, and at least one other 400-level course.

Minor in German: For a minor in German, 15 hours beyond German 202 are required. These shall include 314 and at least two three-hour literature courses, one of which must be at the 400 level.

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, and 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 per week for a total of five 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, and oral and written expression.
Prerequisite: 101 is 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 per week for a total of five 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: 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 Culture (3)

Study of cultural history and contemporary culture 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.

365 Introduction to Literature (3)

Designed for those students who have limited awareness of literary genres and concepts, or those whose German is in the intermediate stage. Students read and discuss representative works of prose, poetry and drama, and learn the basics of German literary history.

463 Nineteenth-Century Literature (3)

A survey of literature from the end of the Classical period to the turn of the century, including the major literary movements (Biedermeier, Realism, Naturalism) and important writers of prose, poetry, and drama.

- 464 Twentieth-Century Literature (3)**
A survey of 20th-century prose, poetry, and drama from Expressionism to contemporary movements.
- 465 Contemporary Literature (3)**
A review of current writers and literary trends in the German-speaking countries, including the German Democratic Republic.
- 466 Age of Goethe (3)**
A survey of the major literary figures and trends, such as Classicism and Romanticism, of the period 1770-1830. Students read and discuss in depth several full-length works, including Goethe's *Faust*, as well as representative poetry. Some attention is given to general cultural and historical background of the period, based on excerpted readings from theoretical writings.
Prerequisites: One 300-level course or consent of the instructor.
- 470 The Novelle (3)**
A study of the development of the *Novelle* from Goethe to the present, including a review of criticism and *Novelle* theory and discussion of selected works of this genre.
- 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 structure of Italian with emphasis on acquisition of the basic language skills, reading and listening comprehension, and 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 Language 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 20 countries. Within the United States, Spanish is the second most prevalent language, numbering over 11 million speakers.

Major in Spanish: The major in Spanish is 30 hours beyond Spanish 200, 202, or 202A, 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.

Minor in Spanish: For a minor in Spanish, 18 hours beyond Spanish 202 are required. These shall include six hours from 213, 313, 314; and three hours from 324 or 325. It is recommended that one of the following sequences be included in the remaining nine hours: 361-362 or 371-372.

SPANISH COURSES

100 Elementary Spanish (6)

Introduces the fundamental structure of Spanish with emphasis on acquisition of the basic language skills: reading and listening comprehension, and 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 five 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)

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

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

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

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, and oral and written expression. Credit received in ILP courses is variable (V) 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 per week for a total of five 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 (V) 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.

316 Applied Spanish (3)

A study of Spanish language as relevant to various career areas, such as Spanish for business, medical personnel, law enforcement. Course content will vary from semester to semester and will focus on only one area per semester. Prerequisites: Spanish 200, 202, or 202A, or permission of the instructor.

NOTE: Spanish 316 may be taken only once for credit in the Spanish major or toward the total hour requirement for graduation.

320 Introduction to the Study of Hispanic Literature (3)

A preparatory course for students intending to pursue studies in Hispanic literature. Selected readings will provide the basis for stylistic and textual analysis and understanding of the structure of literary works. The historical development of genres and the technical vocabulary necessary for critical analysis also will be included.

Prerequisites: Completion of Spanish 200, 202, 202A, or permission of the instructor.

NOTE: This course is a prerequisite for Spanish and Spanish American 300- and 400-level literature courses.

324 Spanish Civilization and Culture (3)

Designed to provide greater understanding of the culture and

heritage of Spain. This will 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 from the beginning of Romance poetry through the Golden Age.
Prerequisites: Spanish 313, 314, and 320, or permission of the instructor.
- 362 Introduction to Spanish Literature (3)**
A continuation of Spanish 361, from the beginning of the Bourbon reign through contemporary movements.
Prerequisites: Spanish 313, 314, and 320, or permission of the instructor.
- 371 Spanish American Literature (3)**
A study of the literature of Spanish America from the pre-Columbian era to Modernism.
Prerequisites: Spanish 313, 314, and 320, or permission of the instructor.
- 372 Contemporary Spanish American Literature (3)**
Spanish American literature from Modernism through contemporary movements.
Prerequisites: Spanish 313, 314, and 320, or permission of the instructor.
- 444 Advanced Grammar and Syntax (3)**
Advanced practice with the grammatical structure of Spanish, designed to provide a more refined and sophisticated study of Spanish syntax and usage.
Prerequisite: Spanish 313 or 314, or permission of the instructor.

- 445 Phonetics and Advanced Language Studies (3)**
An introduction to the sound system of Spanish, designed to provide intensive practice in pronunciation, and presentation of other special topics in linguistics, such as dialectology or history of the Spanish language.
Prerequisite: Spanish 313 or 314, or permission of the instructor.
- 473 The Golden Age (3)**
A study of the theatre, poetry, and novel of the age of Lope de Vega, Calderón de la Barca and Miguel de Cervantes. Content may include such masterworks as *Don Quijote de la Mancha*, *La vida es sueño*, *El burlador de Sevilla*; and the poetry of Garcilaso de la Vega, Fray Luis de León, Luis de Góngora and Francisco de Quevedo.
Prerequisites: Spanish 313 or 314, and Spanish 320 or permission of the instructor.
- 474 The Essay in Spanish (3)**
A study of the development of the ideological essay of national identity in Spain from the 18th century to Ortega y Gasset. Important works of representative authors such as Feijóo, Cadalso, Larra, Ganivet, Unamuno, Azorin, and Américo Castro will be analyzed.
Prerequisites: Spanish 313 or 314, and Spanish 320, or permission of the instructor.
- 476 Nineteenth and 20th Century Spanish Literature: Fiction (3)**
A study of the major works of fiction of the last two centuries from the Realistic period to the new wave of the Spanish novel, including authors such as Galdós, Pardo Bazán, Clarin, Unamuno, Baroja, Cela, Goytisolo, and Marsé.
Prerequisites: Spanish 313 or 314, and Spanish 320, or permission of the instructor.
- 481 The Essay in Spanish America (3)**
A study of the development of the ideological essay of hemispheric and national identity in the various Latin American republics from the 19th century to the present. Political, cultural, and esthetic topics are covered. Important works of represen-

tative authors such as Bello, González Prada, Rodó, Vasconcelos, Reyes, and Paz will be analyzed.

Prerequisites: Spanish 313 or 314, and Spanish 320, or permission of the instructor.

482 Spanish American Poetry (3)

Reading and analysis of selected works of poetry from the pre-Columbian era to the present. Representative poets such as Sor Juana Inés de la Cruz, Ercilla y Zueiga, Hernandez, Dario, Mistral, Huidobro, Vellejo, Parra, and Neruda may be included. Prerequisites: Spanish 313 or 314, and Spanish 320, or permission of the instructor.

483 Spanish American Theatre (3)

Reading and analysis of selected dramatic works of the Spanish American theatre from the pre-Columbian era to the present. Representative playwrights such as Sor Juana Inés de la Cruz, Sánchez, Usigli, Villaurrutia, Marqués, Carballido, Solórzano, Wolff, and Diaz may be included.

Prerequisites: Spanish 313 or 314, and Spanish 320, or permission of the instructor.

484 Spanish American Fiction (3)

Reading and analysis of selected novels and short stories from the pre-Columbian era to the contemporary period.

Prerequisites: Spanish 313 or 314, and Spanish 320, or permission of the instructor.

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 (S.I.L.)
FOR CRITICAL LANGUAGES**

The S.I.L. Program offers study of these less commonly taught languages at the elementary and intermediate levels:

Arabic	Hebrew	Modern Greek
Mandarin Chinese	Japanese	Russian
Portuguese		

Self-instruction works if the learner takes major responsibility for teaching himself or herself within the program's structured format. Each homework assignment requires acquisition of knowledge about the language from a textbook as well as intensive practice with accompanying audio-cassettes to develop skill in applying acquired knowledge. These are the FACT and ACT dimensions of language learning. Having prepared each assignment, students participate in a small-group (2-5) tutorial. Here the assigned material can be tried out under the guidance of the tutor, who serves as a model of the language and culture under study. During the tutorials, as FACT and ACT merge, the student acquires command of the language step-by-step. At the end of each semester an Outside Examiner reviews student performance records, conducts a one-on-one examination and assigns a final grade for each student.

On the first day of classes each semester, at the time and place indicated in the class schedule, all those registered for S.I.L. courses meet with their respective tutors to arrange tutorial meeting times (a total of two-and-one-half contact hours per week) and to be assigned classroom space.

S.I.L. courses count toward the graduation requirement in foreign languages. S.I.L. courses may also be incorporated into the International Studies minor program.

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.

LIBRARY

Librarian III

David Cohen, *Director*
Katina Strauch

Librarian II

Katherine Bielsky, Dorothy Fludd, Thomas Gilson
Helen Ivy, Robert Neville, Phillip Powell
Gary Ross, Sheila Seaman, John Schmitt

The library faculty teach a course which develops practical library skills.

101 Introduction to Bibliography and Research Methods (1)

Development of basic techniques for conducting academic research. The focus of the course will be practical library utiliza-

tion and evaluation of library resources. Instruction culminates with the production of a final bibliography. Lectures two hours per week for seven weeks.

For additional information about the library, see page 77.

MATHEMATICS

Professors

Robert Norton, Herb Silverman

Associate Professors

James P. Anderson, William Golightly, *Chair*
Rose Hamm, Gary Harrison, W. Hugh Haynsworth
Katherine Johnston, Robert J. Mignone, Susan Prazak

Assistant Professors

Beverly Diamond, Mary Dowlen, Catherine Kessel
Donald Lewis, Albert Parish, Ewa Wojcicka

Instructor

Hope Florence

The Department of Mathematics offers a major, a minor, 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 Department of Mathematics.

The student who completes a Bachelor of Science with a major in mathematics may choose several alternatives. First, a student may pursue an advanced degree in mathematics or a closely related area such as biometry*, computer science, information science, statistics, or

*The Department of Mathematics 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 this option should contact the chair of the Department of Mathematics in their freshman year. Additional information may be found on page 80 of the *Bulletin* and in the "Departmental Guide to Mathematics Major."

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.

Whatever the student's career plans, the mathematics major should plan his or her course of study as early as possible.

Students interested in majoring in mathematics should obtain a copy of the "Departmental Guide to the Mathematics Major" in Maybank Hall, Room 203. The guide 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 217 by the end of the sophomore year. The entering major should enroll in one of these courses or the prerequisite(s) to Mathematics 120 (Mathematics 111 or 101).

NOTE: The frequency with which courses are offered is determined primarily by student needs and the desire to offer a balanced program for our majors. Following each course description is a code that indicates when the Department of Mathematics plans to offer each course. The code is: F, every fall semester; S, every spring semester; Su, every summer; oF, odd year fall semesters; eF, even year fall semesters; oS, odd year spring semesters; eS, even year spring semesters. The above schedule is subject to change due to student interests and other factors such as availability of faculty and changes in the curriculum. Courses without a code are offered when there is sufficient interest from students and faculty.

Major Requirements: Mathematics 120, 203, 220, 221, 311, 323, and Philosophy 217 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 411, 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 Computer Science 220 or 225 requirement will be waived for students who successfully complete Mathematics 245.

TEACHING OPTION: This option requires Mathematics 216, 303, 329, and 340, 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 Computer Science 220 or 225 requirement will be waived for students who successfully complete Mathematics 245. Students who pursue the Teaching Option can be certified to teach mathematics in secondary schools, grades 9-12. Requirements include admission to and successful completion of the approved teacher education program in mathematics. After declaration of a major in mathematics, students interested in teacher certification must contact the Coordinator of Certification and Student Teaching, Education Department, 9 College Way, for complete details about the program.

APPLIED MATHEMATICS OPTION: This option requires Mathematics 245, either Mathematics 231 or 531, either Mathematics

450 or 460, Mathematics 490, and nine additional hours at the 290-level or above. 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.

Minor Requirements: To obtain a minor in mathematics, the student must complete Mathematics 120, 220, 221, 203, and two additional courses at the 300-level or above excluding Mathematics 320. At least six hours must be taken at the College of Charleston.

MATHEMATICS COURSES

090 Basic Mathematics (3)

A course covering operations with decimals, fractions and signed numbers, algebraic expressions, and solutions and graphs of linear and quadratic equations. Credit hours earned in this course may not be applied toward degree requirements. F, S, Su

100 Fundamentals of Algebra (6)

This course covers the same topics listed under Mathematics 101 but is designed for the student who needs instruction at a slower pace. Background material from Mathematics 090 is discussed as needed. Only three semester hours of this course will be applied toward degree requirements. F

101 College Algebra (3)

A course that emphasizes algebraic functions. Topics include algebraic equations and inequalities, and the properties and graphs of algebraic functions. F,S,Su

NOTE: Either of the sequences Mathematics 101 and Mathematics 107 or Mathematics 100 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 100, 101, or 107. A student who has completed Mathematics 100, 101, or 107 may not subsequently receive credit for Mathematics 111.

104 Elementary Statistics (3)

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

Prerequisite: Mathematics 101 or its equivalent, or a placement score beyond Mathematics 101 in the mathematics placement exam.

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)

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. F,S,Su

Prerequisites: Mathematics 101 or its equivalent, or a placement score beyond Mathematics 101 in the mathematics placement exam.

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. F,S,Su

NOTE: See the note below Mathematics 101.

111 Pre-Calculus Mathematics (4)

A course that emphasizes the function concept. Topics include graphs of functions, the algebra of functions, inverse functions, the elementary functions, and inequalities. F,S,Su

NOTE: See the note below Mathematics 101.

120 Introductory Calculus (4)

The techniques of 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. F,S,Su
 Prerequisite: Mathematics 111 or its equivalent.
 NOTE: See the notes below Mathematics 101 and 105.

139 Concepts in Algebra for Teachers (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. F

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 Teachers (3)

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

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. F,S,Su

Prerequisites: Mathematics 120 and 220, or permission of instructor. Mathematics 220 may be taken as a corequisite.

207 Discrete Structures I (3)

Theoretical concepts applicable to the theory of computing. Topics covered will be from the areas of: formal logic and proofs, sets, matrix algebra, relations and functions, recurrence relations, and graph theory. F, S

Prerequisite: Mathematics 105 or 120.

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. F,S

Prerequisite: 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), or 231.

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 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. F,S,Su

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. F,S

Prerequisite: Mathematics 220.

231 Applied Statistics (3)

Statistical methods with applications to regression, correlation, analysis of variance, and associated models. F,S,Su

Prerequisite: Mathematics 105 or 120.

NOTE: See the note below Mathematics 216.

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 and FORTRAN. eF,eS

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.

Prerequisite: Mathematics 104 and 105 or equivalent.

290 Topics in Introductory Mathematics (3)

This course focuses on a topic of intermediate-level mathematics. Possible topics are: foundations of mathematics, graph theory, combinatorics, nonparametric statistics, elementary number theory.

Prerequisite: Permission of the instructor.

NOTE: Since the content changes, this course may be repeated for credit.

303 Introduction to Modern Algebra (3)

An introduction to algebraic structures. Topics will include groups, rings, and fields. S

Prerequisite: Mathematics 203.

307 Discrete Structures II (3)

A continuation of Mathematics 207, including topics from: combinatorics and probability, algebraic structures (such as Boolean algebras, semigroups, and groups), automata and languages. S

Prerequisite: Mathematics 203 or 207.

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. F

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 calculus.

oS

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. F,S,Su

Prerequisites: Mathematics 221 and either 203 or permission of the instructor.

329 Methods for Teaching Mathematics in Secondary Schools (2)

A course for prospective mathematics teachers. An examination of methods and materials used in secondary schools. The prospective teacher will gain experience by applying the methods learned in the Math Lab. The lab component of this course consists of working under supervision in the Math Lab an average of three hours per week. S

Prerequisites: Junior standing and admission to the approved

secondary education program in mathematics.

Note: A student may not receive credit towards the Pure Mathematics Option or Applied Mathematics Option for Mathematics 329.

- 340 Axiomatic Geometry (3)**
An axiomatic development of Euclidean geometry, with topics from non-Euclidean geometry and projective geometry as time allows. F
Prerequisites: Mathematics 203 and 220, or permission of instructor.
- 399 Tutorial (3, repeatable up to 12)**
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisites: Junior standing, plus permission of the tutor and the department chair.
- 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 Mathematics 311 that will include the study of spaces of continuous functions and an introduction to concepts from measure theory, integration theory, and functional analysis. S
Prerequisite: Mathematics 203 and 311.
- 415 Complex Analysis (3)**
The complex number system, analytic functions, integration, power series, residue theory, analytic continuation, and conformal mapping.
Prerequisite: Mathematics 311.
- 417 Reading and Research (1-3, 1-3)**
- 418** Directed reading in mathematics. Open to qualified seniors with permission of the Department of Mathematics. A student may take this course for one or two semesters, earning one to three hours credit each semester. Credit value in each case will be

determined by the type of problem considered.

Prerequisite: Mathematics 317.

423 Introduction to Partial Differential Equations (3)

Partial differential equations, boundary value problems, Fourier series, and special functions. F

Prerequisite: Mathematics 221 and 323.

431 Mathematical Statistics I (3)

Probability, probability functions, probability densities, mathematical expectation, sums of random variables, and sampling distributions. F

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. oS

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. oS

Prerequisites: Mathematics 203, either Mathematics 231 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. oF

Prerequisites: Mathematics 203, 221, and Computer Science 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 situ-

ations 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. eS

Prerequisites: Mathematics 203, 323, either 231 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. S

Prerequisites: Senior standing and permission of the instructor and department chair.

495 Senior Thesis (3)

Under the supervision of a mathematics faculty member, each student will find a topic or problem of abstract mathematics, explore it in depth, and write a paper synthesizing the work done along with the student's perspective of the relative importance of this topic to mathematics.

Prerequisites: Senior standing, permission of the instructor and department chair.

- 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, and analysis of variance. S
Prerequisite: Mathematics 431.
- 551 Operations Research (3)**
An introduction to probabilistic models in operations research. Topics include queueing theory, applications of Markov chains, simulation, integer programming, and nonlinear programming.
eS
Prerequisites: Mathematics 203, 431 and Computer Science 220 or 225.
-

PHILOSOPHY

Professor

Harry M. Lightsey, Jr.

Associate Professors

James E. Abbott, Martin Perlmutter, *Chair*
Hugh T. Wilder

Assistant Professors

Fredric R. Brandfon, Cheshire Calhoun, Edwin C. Hettinger
Glenn Lesses, Richard Nunan, Dorothea Olkowski

"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 of our world view. Most of us adopt, without realizing that we do, our own society's conventional assumptions about what the world is like. As a result, we tend to take our own picture of the world and our place in it for granted without first asking whether it is the right picture. By asking what reasons there are for accepting one conception of the world over another, philosophy questions conventional wisdom about, for example, the rationality of religion, the benefits of leading a moral life, the desirability of a capitalist economic system, and the possibility of acquiring knowledge. Philosophy also tries to clarify the meaning of those concepts that are fundamental to our understanding of the world, for example, the concepts of moral goodness, religious faith, equality, and truth. Philosophy thus helps us develop an unprejudiced understanding of the nature of morality, religion, art, political life, and science. 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 such 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, develop reasoning skills, and encourage a more reflective understanding of our fundamental beliefs about ourselves and our place in the world.

The philosophy program is designed to serve non-majors 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 that 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), aesthetic, ethical, and political values (280, 301, 315), and the human condition (165, 203, 205). The history series (220, 230, 235, 306, 307, 310) offers an overview of the history of philosophy. The three courses in logic (215, 216, 217) are designed to develop students' reasoning skills in the analysis and evaluation of arguments.

Minimum Degree Requirements: All philosophy courses except Philosophy 215, 216, and 217 satisfy the minimum degree requirements in the humanities. Six semester hours in logic, Philosophy 215, and either Philosophy 216 or 217 satisfy the College's minimum degree requirements in mathematics or logic. This requirement may not be met by a combination of course work in mathematics and logic.

Major and Minor in Philosophy: The department offers a majors program for students interested in pursuing a concentrated study of philosophical traditions. The major also serves those students interested in preparing 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 the following:

- (1) One logic course (215, 216, or 217);
- (2) History of Ancient Philosophy (220) and History of Modern Philosophy (230);
- (3) Six additional semester hours at or above the 200 level;
- (4) Six additional semester hours at the 300 level;
- (5) Seminar in Philosophy (450).

Students interested in a professional career in philosophy should consult with their advisor in choosing philosophy electives. As a general rule, students will be better prepared for graduate work if they take a course in symbolic logic and take additional 300-level courses, especially metaphysics and epistemology.

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, 216, or 217);
- (3) One history of philosophy course (220, 230, 235, 306, 307, or 310);
- (4) Three additional courses in philosophy, two of which must be at or above the 200 level.

Prerequisites: No 100- or 200-level course, except 216 and 217, has a prerequisite. All 300- and 400-level courses have the same prerequisite: either six semester hours in philosophy (other than 215 or 216) or permission of the instructor. The Seminar in Philosophy (450) has the additional prerequisite of junior or senior standing.

PHILOSOPHY COURSES

- 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 that confront humans.
- 102 Introduction to Philosophy: Knowledge and Reality (3)**
An introduction to philosophy through an examination of some of the major problems that arise in the inquiry into the nature of reality and knowledge. Philosophy 102 may be taken before Philosophy 101.
- 110 Nature, Technology, and Society (3)**
An examination of the philosophical problems arising from the impact of science and technology on contemporary society. Topics 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.
- 165 Philosophy and Feminism (3)**
An examination of such philosophical issues in feminism as the nature of freedom and equality, what it is to be a person and to respect others as persons, and whether or not our language encourages or presupposes a demeaning view of women. Specific topics may include equal opportunity, abortion, rape, and marriage.
- 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.
- 180 Philosophy of Art (3)**
A study of introductory issues in philosophy of art, using works presented in Spoleto U.S.A. Issues include theories of art, the place of art in society, and problems of interpretation and evaluation of works of art. (Maymester only.)
- 198 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.
- 205 Existentialism (3)**
A study of existential philosophy, covering such thinkers as Kierkegaard, Nietzsche, Jaspers, Heidegger, Marcel, and Sartre.
- 210 Ethics and the Law (3)**
An examination of the relationship between moral theory and legal institutions, covering issues such as the legal enforcement of morality, the relationship between moral rights and legal rights, and the moral justification of state coercion in general and penal systems in particular.
- 215 Informal Logic (3)**
An examination of logical methods for the analysis of arguments in ordinary language, including 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 minimum degree requirement.

216 Symbolic Logic (3)

A study of the techniques and principles of symbolic logic.

Prerequisite: Philosophy 215 or permission of the instructor.

NOTE: This course does not count toward the humanities minimum degree requirement and may not be taken for credit if credit has been received for Philosophy 217.

217 Accelerated Symbolic Logic (3)

A more comprehensive introduction to sentential logic, predicate logic, and mathematical induction. This course may include further topics as time and interest permit—e.g., set theory, inductive logic, or metatheoretical logic.

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

NOTE: This course does not count toward the humanities minimum degree requirement and may not be taken for credit if credit has been received for Philosophy 216.

220 History of Ancient Philosophy (3)

An examination of the development of the philosophical views of the ancient Greeks, including the Presocratics, Socrates, 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 19th 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 between reason and faith, immortality, the nature of miracles, and the problem of evil.

265 Philosophy of Science (3)

An examination of the methodology and conceptual foundations of the sciences, including such topics as the structure of scientific theory, the relation of theory to experiment, the genesis and development of scientific concepts, and the evolution of scientific theories.

270 Philosophy of Law (3)

A philosophical examination of some fundamental features of a legal system, focusing on such issues as the nature and function of law, judicial decision-making, legal reasoning, legal responsibility, and the relationship of morality, justice, and liberty to a legal system.

280 Aesthetics (3)

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

298 Special Topics in Philosophy (3)

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

PREREQUISITE FOR ALL 300- AND 400-LEVEL COURSES; EITHER SIX SEMESTER HOURS IN PHILOSOPHY (OTHER THAN 215 AND 216), OR PERMISSION OF THE INSTRUCTOR.

301 Ethics (3)

A study of moral theories, such as utilitarianism, Kantian ethics, virtue ethics, and egoism. The concepts of the good and the right, the justification of ethical beliefs, and the origin and nature of morality will also be discussed.

306 Twentieth Century Analytic Philosophy (3)

A study of such major movements in recent Anglo-American philosophy as Logical Atomism, Logical Positivism, and Ordinary Language Philosophy.

- 307 Twentieth Century Continental Philosophy (3)**
An intensive examination of major figures, such as Husserl, Heidegger, Habermas, Foucault, and Derrida; movements such as phenomenology, and deconstruction; or problems such as the subject-object split, representation, the structure of language, and the nature of technology.
- 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 Peirce, 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, and the role and limits of government.
- 320 Metaphysics (3)**
A study of various attempts that 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 the following questions: 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?
- 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)**
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

Religious studies aims to help the student understand religious works of literature, historical developments of religious traditions and practices, modes of religious thought, and varieties of world views 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 also will be considered.

All religious studies courses satisfy the minimum degree requirements in the humanities.

There is a minor in religious studies for those with a serious interest in religion as a focus of inquiry.

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

- (1) Religious Studies 101: Introduction to Religious Studies;
- (2) A course on a religious text. Either Religious Studies 201: Introduction to the Old Testament, or Religious Studies 202: Introduction to the New Testament;
- (3) An interdisciplinary course whose focus is religion. Either Philosophy 255: God, Faith, and Reason, or Anthropology 356: Anthropological Perspectives on Religion, or Sociology 356: Sociological Perspectives on Religion, or Classics 158: Man the Mythmaker;
- (4) A course covering a religious tradition. Either Religious Studies 301: The Jewish Tradition, or Religious Studies 302: The Christian Tradition; and,

- (5) Two additional courses from among those listed above or from the following list of courses:
- Religious Studies 102: Introduction to World Religions
 - Religious Studies 298: Special Topics in Religious Studies
 - History 350: The Age of Reformation
 - History 361: Ancient Egypt and Mesopotamia
 - History 363: Medieval Islamic Civilization
 - Classics 190: Special Topics in Mythology

RELIGIOUS STUDIES COURSES

101 Introduction to Religious Studies (3)

An introduction to the study of religious phenomena such as myth, symbol, and ritual. The concepts of sacred time, sacred space, and sacred history will be discussed along with differing approaches (psychological, sociological, anthropological) to the study of religion. Examples of religious beliefs and practices will be introduced from a variety of religious traditions.

102 Introduction to World Religions (3)

An introductory survey 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 also will 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. The course may be repeated for credit if the content is different.
- 301 The Jewish Tradition (3)**
An introduction to the Jewish religious tradition from the perspective of history and practice. The long history of Judaism will be surveyed in order to understand the development of Jewish beliefs, culture, and institutions. Customary Jewish practice in all periods also will be investigated.
- 302 The Christian Tradition (3)**
A survey of the Christian view of God, humanity, nature, history, and salvation. The history of Christianity will serve as the background and the role of Christianity in America 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 chair.
-

PHYSICAL EDUCATION AND HEALTH

Associate Professors

W.L. Hills, Jr., Richard N. Godsen
Thomas D. Langley, *Chair*, Andrew H. Lewis

Assistant Professors

B. Jean Hamilton, Max D. Kennedy
Deborah A. Miller

The Department of Physical Education and Health is an integral part of the liberal arts education of the College. 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, sociologically, and especially, physiologically. Being made aware of one's capabilities and limitations through physical activity can make a significant contribution to understanding of self. With this in mind, the department offers activity and movement experiences for all students, the handicapped as well as the highly-skilled.

Having knowledge of ways to effect personal change or to continue desirable health behavior through sound health practices should be part of everyone's education. Through its activity and theory courses and its offerings in health, the department contributes to the development of this knowledge for all students and especially for its majors, who will be responsible for conveying this knowledge to others.

The Department of Physical Education and Health offers a major in physical education, a minor in health, and a series of activity courses for the general student body. Students who are interested in majoring in physical education should consult a departmental advisor as soon as possible. This is especially true for those interested in seeking teacher certification. The "Physical Education Majors' Handbook" should be obtained at the first opportunity. The handbook is available through the Physical Education/Health office in the F. Mitchell Johnson Physical Education Center.

General Information: All 100-level physical education and health courses are activity courses intended for the general college student. Physical education and health courses at the 200, 300, and 400 levels are either physical education or health theory courses. The physical education courses are intended for the physical education major, but may be taken on a limited elective basis by non-majors. Courses in health are designed to meet the needs of the health minor and to provide those courses necessary for state teacher certification. These courses are available to any student wishing to minor in health or seeking elective credit.

Courses in physical education activity (100-level) and in physical education theory 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 taken for elective credit are not subject to the eight-hour restriction.

BASIC PHYSICAL EDUCATION

Basic physical education courses are designed for the general student. These are all 100-level courses and represent a wide range of activities. Each student will be required to learn foundational knowledge concerning the biophysical values of activity in addition to individual course requirements concerning skill mastery, rules, history, etc.

BASIC PHYSICAL EDUCATION 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, one hour per week; laboratory, two 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 resistance exercise in the improvement of physical fitness.

116 Beginning Golf (2)

The history, techniques, practice of skills, and rules of golf.
NOTE: Lab fee required.

117 Badminton and Racquetball (2)

The history, techniques, practice of skills, and rules of badminton and racquetball.

118 Sailing (2)

The course will provide the student with instruction in the basic fundamentals of sailing. Attention will also be given to the safe, reasonable operation of sailing craft, as well as instruction in the proper care and maintenance of sailboats.
NOTE: Lab fee required.

119 Beginning Tennis (2)

The history, techniques, practice of skills, and rules of tennis.

120 Special Topics (2)

A course designed to cover a variety of topics not otherwise offered in the basic physical education activity program. Popular activities representing both traditional and non-traditional activities will be offered on a random basis according to interest shown in the activity.

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

Physical education courses are intended for the physical education major, but may be taken on a limited elective basis by non-majors. These courses are technique and theory courses; they are not activity courses. Physical Education and Health 201 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: This series of courses consists of 13 semester hours in physical education and three semesters of health. It must be taken by all students seeking a Bachelor of Science degree with a major in physical education. The courses are Physical Education and Health 201, 201L, 216, 330, 340, and 431. *Core curriculum courses are indicated by an asterisk (*).* (Note the prerequisites for Physical Education and Health 330, 340, and 431.)

Bachelor of Science in Physical Education with Teacher Certification: Includes 18 hours of physical education courses 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. The physical education courses required for certification are indicated by a dagger (†).

Bachelor of Science in Physical Education, Optional Track: Includes 18 semester hours in physical education courses in addition to the core curriculum for a total of 34 semester hours. Physical education majors following this track will have 24-30 hours of electives to complete. Working with a major advisor, the student should select a concentration area in which to complete these elective hours. Courses in the following areas have been selected and courses of study predetermined: recreation, business, sports medicine, and adult health/fitness. The 18 semester hours that must be completed in physical education will be coordinated with the selected concentration area. A

six-semester-hour internship in the concentration area will be included as part of the 18 semester hours.

PHYSICAL EDUCATION COURSES

†*201 Introduction to Physical Education (3)

A required introductory course for physical education majors. Content will include a study of history, principles, objectives, philosophy, current trends and issues, and literature related to physical education. Offered every third semester beginning fall 1989.

†*201L Introduction to Physical Education Laboratory (1)

An introductory course designed to evaluate the student's present level of performance in a variety of knowledge and skill competencies. The areas of evaluation are determined by the department. Offered every third semester beginning fall 1989.

209 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.

†230 Analysis and Conduct of Team Sports Activities (3)

Designed to teach the students how to analyze and conduct team sports activities. Special emphasis will be placed on the role of the teacher in the proper conduct of such activities and the group dynamics and social situations that may arise in the performance of team sports. Offered every third semester beginning fall 1988.

†240 Analysis and Conduct of Lifetime Sports (3)

Designed to teach students how to analyze and conduct lifetime sports activities. Emphasis will be placed on methods for determining students' capacities and teaching techniques appropriate to facilitate the acquisition of the various skills. Offered every third semester beginning spring 1989.

†250 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. Offered every third semester beginning fall 1989.

320 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.

†321 Teaching Physical Education K-12 (4)

The course will cover the use of the systems approach in the development of the physical education program in grades K-12. Emphasis will be placed on curricular design and teaching techniques. Practical experience involving evaluation of teaching techniques will be required. (This course is a prerequisite for Physical Education and Health 410 and Education 530). Offered every fall semester beginning fall 1988.

†*330 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. Offered every third semester beginning spring 1989.

Prerequisite: Biology 202 (Human Anatomy).

***340 Work Physiology (3)**

The major objective of this course is to assist the student in gaining an understanding and appreciation of the physiological and metabolic adaptations accompanying physical work. Offered every third semester beginning fall 1988.

Prerequisite: Biology 201 (Human Physiology).

†350 Management of Intramurals and Recreation (3)

Presentation of principles and practice in planning, conducting, and evaluating intramural and recreation programs in public and private agencies and at all levels of education. The managerial and sociological aspects of each program will be emphasized. Appropriate observation experiences will be provided in selected programs. Offered every third semester beginning fall 1988.

- 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 chair.
- 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.
- †410 Organization and Administration of Physical Education (3)**
A course covering the organization, planning, implementation, and administration of a total program of physical education (grades K-12) and interscholastic activities.
Prerequisite: Physical Education 321. Corequisite: Education 530.
- 430 Sport Science and Rehabilitation (3)**
Designed to introduce the student to the prevention, care, and rehabilitation of sports-related injuries; and prescriptive, exercise, and cardiac rehabilitation. Offered every third semester beginning fall 1989.
Prerequisites: Physical Education 330 and 340.
- †*431 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. Offered every third semester beginning spring 1989.
Prerequisites: Mathematics 104 or equivalent; 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. Offered every spring semester in the evenings only.

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.

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 (Physical Education and Health 216) is a required course for teacher certification within the physical education major.

A minor in health is available to all students, particularly to those in a health-related field. The minor shall consist of 18 semester hours, which include Physical Education and Health 216, 217, 225, 257, 310, and Biology 204.

HEALTH COURSES

†*216 **Personal and Community Health (3)**

A study of principles and problems of personal, group, and community health as applied to everyday living.

217 **Human Sexuality (3)**

The format focuses on providing information necessary for establishing a sound knowledge base on topics including sexual anatomy and physiology, birth control, basic psychological concepts of sexuality, sexual diseases, family planning, and parenting. The information is presented in relation to the decision-making process as applied to understanding one's own and others' sexuality.

- 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.
- 225 Consumer Health (3)**
An examination of the factors involved in the selection and evaluation of health services and products. Emphasis will be placed on quackery, consumer protection laws and organizations, and health insurance considerations.
- 257 Nutrition Education (3)**
A study of food groups and nutrients and their relationship to health, physical activity, aging, and consumer food programs.
- 310 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.
Prerequisites: Physical Education and Health 216 and permission of the instructor.
- 317 Sexual Behavior and Relationships (3)**
A study of contemporary issues in the field of human sexuality, such as sexual motivation, sexual orientation, sex roles, sexual dysfunction and therapy, the nature of sexual attraction, theories of love, critical factors in the maintenance of intimate relationships, and alternative lifestyles.
Prerequisite: Physical Education and Health 217 (Human Sexuality).
- 347 Emergency Preparedness and First Aid (3)**
A study of safety; environmental, psychological and sociological factors in accidents; first aid procedures for illness and injury; and preparations for emergency situations.
- 390 Chronic and Communicable Diseases (3)**
The epidemiology of chronic and communicable diseases—their causes and progression, departures from normal body functioning, relationship of disease to functional ability, preventive and curative aspects of disease.
- 300**

- 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 chair.
- 403 Health Internship and Practicum (6)**
Students are placed in cooperating local agencies in areas of interest (public health, employee wellness, school health, etc.). The practicum is a laboratory class that requires participation in the daily activities of an assigned agency and in on-campus seminars. (Participation in the practicum requires satisfactory completion of 12 semester hours in health and related courses.)
-

PHYSICS

Professor

James Fred Watts

Associate Professors

Donald M. Drost, Robert J. Dukes, David H. Hall
William R. Kubinec, *Chair*

William A. Lindstrom, Laney R. Mills, Giulio Venezian

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 experimental 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 Department of Physics, 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 department has well-equipped labs for undergraduate instruction. Computers are available for instruction and for student use. Major facilities include a photo-acoustic Raman spectroscopy lab and an observatory with a 16-inch telescope.

The Department of Physics 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 must 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, and 411; Mathematics 323 and 423; and 14 additional hours chosen with department approval from Physics 302, 306, 307, 308, 310, 311, 320, 330, 405, 406, 407, 408, 410, 412, 413, and 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 toward 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 Department of Physics.

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 the department, from physics and 200-level engineering courses to form a coherent program. Under special circumstances, with department 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 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.

Teacher Education Program: Students who major in physics with a Bachelor of Arts or Science degree can become certified to teach physics in secondary schools. Requirements include admission to, and

successful completion of, an approved teacher education program. After declaration of a major in physics, students interested in teacher certification must contact the Coordinator of Certification and Student Teaching, Education Department for complete details about the program.

ENGINEERING COURSES*

* A description of the College's Engineering Options appears in the Special Programs section of the *Bulletin*.

110 Engineering Graphics (2)

A course for the introduction of engineering graphics as a problem-solving tool. Areas of study include use of instruments; geometric construction; theory of orthographic points; lines, planes, and solids; sectional views; auxiliary views; dimensioning; isometric drawings; and design drawings. Lecture, one hour per week; laboratory, three hours per week.

112 Introduction to Engineering (3)

Study of engineering curricula, branches of engineering, basic concepts of engineering, professional ethics, the engineer in society, and registration. Introduction to the engineering problem-solving process; engineering analysis and design techniques, including engineering calculations, statistical analysis, scalars, and three-dimensional vectors; vector operations; moments; equilibrium; work and energy; and D.C. circuit analysis. A scientific calculator, the capabilities of which will be specified by the instructor, will be required.

Prerequisite: Mathematics 101 and 107 or equivalent.

205 Statics (3)

A study of forces and force systems and their external effect on bodies, principally the condition of equilibrium of particles and rigid bodies. Includes a study of distributed forces, centroids and center of gravity, moments of inertia, analysis of simple structures and machines, and various types of friction. The techniques of vector mathematics are employed and the rigor of physical analysis is emphasized.

Prerequisite: Engineering 112. Corequisite: Mathematics 220.

206 Dynamics (3)

A continuation of Engineering 205. A study of kinematics of particles and rigid bodies, kinetics of particles with emphasis on Newton's second law, energy and momentum methods for the solution of problems, and applications of plane motion of rigid bodies. Techniques of vector mathematics are employed.
Prerequisites: Engineering 205 and Mathematics 220.

210 Circuit Analysis (3)

A study of D.C. resistive circuits; Kirchhoff's Laws; independent and dependent sources; nodal and mesh analysis; superposition; Thevenin's and Norton's theorems; maximum power transfer; natural response of RC, RL, and RLC circuits; forced response of RC, RL, and RLC circuits; operational amplifiers; sinusoidal analysis and phasors.
Prerequisites: Engineering 112 and Mathematics 220.

PHYSICS COURSES

101 Introductory Physics (3)

A general physics course intended for those students who plan to take only one physics sequence. The math does not go beyond algebra or trigonometry. The material covered is similar to Physics 201 and 202. With permission from the Department of Physics a student may transfer to Physics 202 after completion of Physics 101. To take additional physics courses the same permission may be granted.

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

Prerequisite and Corequisite: Physics 101 is a corequisite or prerequisite for Physics 101L.

102 Introductory Physics (3)

A continuation of Physics 101.

Prerequisite or Corequisite: 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.

Prerequisites and Corequisites: 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 Almanac, the spherical triangle, sight reduction tables, altitude corrections, navigational astronomy, lines of position, complete fixes, and star identification. Lectures, 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; and cosmology. Prerequisites and Corequisites: Physics 129L is a corequisite or prerequisite for Physics 129. A working knowledge of high school algebra is assumed.

129L Astronomy I Laboratory (1)

A laboratory program to accompany Physics 129. Laboratory, three hours per week.

Prerequisite or Corequisite: Physics 129 is a corequisite or prerequisite for Physics 129L.

130 Astronomy II (3)

A continuation of Physics 129. Lectures, three hours per week. Prerequisites and Corequisites: Physics 130L is a corequisite or prerequisite of Physics 130. Physics 129 is a prerequisite for Physics 130. A working knowledge of high school algebra is assumed.

130L Astronomy II Laboratory (1)

A laboratory program to accompany Physics 130. Laboratory, three hours per week.

Prerequisite and Corequisite: 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. This course is team-taught by physics and fine arts faculty. Lectures, three hours per week; laboratory, three hours per week. A working knowledge of high school algebra is assumed.
- 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 (electric fields, A.C. and D.C. currents, and circuits); and modern physics. Lecture, three hours a week; laboratory, three hours a week.
Prerequisite: Mathematics 120 or equivalent or permission of instructor.
- 202 General Physics (4)**
A continuation of Physics 201. Lectures, three hours per week; laboratory, three hours per week.
Prerequisite: Physics 201.
- 205 Intelligent Life in the Universe (3)**
A general survey of the topic, stressing the interrelations between the fields of astronomy, physics, chemistry, biology, geology, and philosophy. Topics include: physical setting for origin and evolution of life, existence of such conditions elsewhere, possible number of extraterrestrial civilizations, possibility of contact, and implications of an encounter.
- 298 Special Topics (1-3)**
An examination of an area in physics in which a regular course is not offered.
Prerequisite: Permission of the instructor.
- 301 Classical Mechanics (3)**
Newtonian dynamics of particles and rigid bodies, relativistic

mechanics, Lagrangian and Hamiltonian mechanics, and waves.

Prerequisites: Physics 202 and Mathematics 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 and Mathematics 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: Physics 202 and Mathematics 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 and one year of introductory physics or one year of astronomy.

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: Mathematics 101 and 107 or equivalents and one year of introductory physics or one year of astronomy.

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.

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

Prerequisites: Geology 101 and Physics 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).

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

403 Introductory Quantum Mechanics (3)

Wave-particle duality; the wave function; general principles of quantum mechanics; systems in one, two, and three dimensions; electron spin; perturbation theory; scattering theory; electro-magnetic radiation; systems containing identical particles; and applications.

Prerequisite or corequisite: Mathematics 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.
Prerequisites: Physics 202 and permission of the instructor.
- 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; and 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 Mathematics 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 Department of Physics 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 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 and 307, Mathematics 323, and either Mathematics 423 or permission of the instructor.
- 415 Fluid Mechanics (3)**
An introduction to fluid mechanics that 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: Mathematics 323 and Physics 301.
- 499 Bachelor's Essay (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

POLITICAL SCIENCE

Professors

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

Associate Professors

Luther F. Carter, David S. Mann
Jack Parson

Assistant Professors

Douglas Friedman, Phil Jos
Alfreda Jane McCullough

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.

Political science majors are employed in a variety of occupations. Graduates are presently pursuing careers in law; business and industry; local, state and federal government; academe; and politics.

Special features of the major include the Political Science Seminars (Political Science 403, 404) for highly qualified advanced students, various special topics courses concerning specific issues of public policy, the opportunity for independent study, the opportunity to participate in international or regional organization models (Political Science 495), and the field internship (Political Science 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 (Political Science 399) and the opportunity in the senior year to undertake a Bachelor's Essay (Political Science 499) also are available.

Facilities: The Department of Political Science maintains a library, consisting of books and journals, in its main office building at 114 Wentworth Street.

Major Requirements: 36 semester hours are required for a major in political science. All political science majors must include a minimum of three 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, 103, and 200. 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.

International Studies 100 and 200 will count as course credit for the political science major. (See the Interdisciplinary Studies section of this *Bulletin* for the International Studies Minor.)

Teacher Education Program: Students who major in political science can become certified to teach social studies in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in political science, students interested in teacher certification must contact the Coordinator of Certification and Student Teaching, Education Department, 9 College Way, for complete details about the program.

Minor Requirements: A minor in political science will consist of a minimum of 18 hours of course work in political science. Political Science 101 is required for the minor.

Students may structure the minor in one of two ways:

1. A general political science minor consisting of 15 hours beyond Political Science 101, with the 15 hours selected from a minimum of two of the five subfields in political science. These subfields are: American Politics, Comparative Politics, International Politics,

Political Thought and Public Law, and Public Administration and Public Policy.

2. A special orientation minor consisting of 15 hours beyond Political Science 101, with 12 hours selected from one subfield and three hours selected from one other subfield.

Graduate Program: The Department of Political Science's Institute for Public Affairs and Policy Studies and the University of South Carolina's Department of Government and International Studies jointly offer a Master's Degree in public administration. The joint program concentrates on public administration and policy analysis. The basis for the program is a strong emphasis in public management designed to train students for increasingly complex responsibilities at the federal, state, and local levels. Urban policy and management provide the focal points of the curriculum and are consistent with the expertise of faculty who staff the program from the two institutions.

GENERAL COURSES

Political Science 101 is a prerequisite for all political science courses above Political Science 200.

- 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. Specific issues covered will vary from semester to semester.
- 103 Global Issues (3)**
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. This course is cross-listed as International Studies 100.

- 200 Comparative Worlds: A Study of Third World Development (3)**
An interdisciplinary course with its focus on the Third World and the problems involved in the efforts of those countries to modernize and develop. This course is cross-listed as International Studies 200.
- 355 Major Issues in Global Studies (2)**
This course will take an interdisciplinary approach to studying the origins, current dilemmas, and future trends of major issues confronting the world community. The course will be divided into two parts: first, general issues such as population, food, resource scarcity, and ecopolitics; second, the interrelation of those issues in major regions of the world. This course is cross-listed as International Studies 350.
- 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 chair.
- 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.
Prerequisite: Permission of the instructor.
- 403 Seminar: Special Topics in Political Science (3, 3)**
404 Deals with special topics in the subfields of political science. Topics change each semester.
- 495 International and Regional Organization (3)**
Investigates the structure, operation, and prospects of international and/or regional organizations such as the United Nations, Organization of African Unity, Organization of American States, Arab League, etc. Includes participation in international or regional organization models.
Prerequisite: Permission of the instructor.
- 497 Field Internship (3, 3)**
498 Designed to provide the advanced student with the opportunity
- 314**

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

205 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 on 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.

306 The Congress (3)

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

307 Judicial Process

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

309 Executive Process: The Presidency (3)

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

310 American Bureaucracy (3)

An evaluation of America's public bureaucracy in terms of its

ability to provide efficient management, public service, and a humane environment for its members.

312 Southern Politics (3)

A comparative study of selected political patterns and trends in the Southern states since World War II.

318 Extremist Politics (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 that affect opinion formation and voting behavior.

370 National Security Policy (3)

An analysis of American security policies and strategies with emphasis on the operations and functions of the institutions involved.

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, China, and Cuba.

- 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 of India and Pakistan, and their impact on the political development of the two nations.
- 353 Developing Countries: Africa (3)**
An examination of the political, social, and economic problems encountered by the independent countries of Africa.
- 360 Modernization, Dependency, and Political Development (3)**
An examination of the major theories of development and their application to the Third World. Domestic and international political, social, and economic factors that promote or retard development in Africa, Latin America, Asia, and the Middle East will be addressed.
- 361 Politics of Protest and Revolution (3)**
A comparative study of protest and revolution in industrialized and Third World countries. The political, economic, and social conditions that give rise to protest and revolution will be examined. Reform movements, revolts, and revolutions, both historical and contemporary, will be compared from a cross-system perspective.

INTERNATIONAL POLITICS COURSES

- 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.
- 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.

- 330 Far Eastern Affairs (3)**
An analysis of political, social, and economic patterns and forces in China, Japan, Korea, and Southeast Asia in recent times. Emphasis will be placed on the impact of Western imperialism and the breakup of colonial empires as well as contemporary problems. United States security interests and involvements in the Far East will also be stressed.
- 335 The Middle East in World Affairs (3)**
An analysis of selected major problems of the post-war Middle East, including colonialism, independence movements, minorities, intra-area relations, economic underdevelopment, and the Arab-Israeli dispute.
- 336 War and Diplomacy (3)**
Diplomatic negotiations in modern state systems will be stressed to bring out component elements involved in the international process. Failures as well as successes will be studied to contribute to an understanding of the causes of war.
- 338 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.
- 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.

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.
- 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.
- 265 Democratic and Anti-Democratic Thought (3)**
This course focuses on democratic theory and its enemies. Students will read a variety of democratic and anti-democratic theorists and, on the basis of these readings, examine the various contending definitions of democracy, discern the value of democracy, and evaluate the arguments of those opposed to democracy. Theorists will include: Rousseau, Marx, Cole, MacPherson, Michels, Mosca, Pareto, Schumpeter, and Spitz.
- 275 Jurisprudence (3)**
The purpose of this course is to study the historical and theoretical development of the concept of law. It will examine problems in the field ranging from general principles on which legal rules are based to analysis of fundamental legal concepts and normative theories.
- 315 Constitutional Law (3)**
Origin and development of the American Constitution and constitutional issues; relationship of English constitutional development to doctrines and principles of American constitutionalism. Offered alternate years.
- 316 Civil Liberties (3)**
A study of the court's interpretation of the basic rights and

freedoms of the individual; emphasis on development and application of the Bill of Rights.

331 International Law (3)

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

365 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.

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.

**PUBLIC ADMINISTRATION
& 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.

340 Urban Policy (3)

This course examines the urban service system, and policy formulation and implementation processes. The potential advantages and disadvantages of citizen participation in local policy implementation are assessed, and the barriers to formulating a national urban policy are identified. The latter half of the course examines specific urban policy areas.

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 titles when listed, e.g., Special Topics in Public Policy: Health Care.)

409 Seminar in Government Finance (3)

The role of fiscal management and planning in the administrative process, budgetary theory and process, and intergovernmental fiscal relations.

410 Seminar in Public Personnel Policy (3)

A review of the history, characteristics, and operational components of public personnel administration. Consideration of contemporary research affecting organizational development in the public and quasi-public domain.

PSYCHOLOGY

Associate Professors

William Bischoff, *Chair*

Mary G. Boyd, Paul W. Holmes, Charles F. Kaiser

Michael M. Marcell, James V. Robinson

Peter J. Rowe, Faye B. Steuer

Assistant Professors

G. David Gentry, Carol C. Toris

The Department of Psychology offers courses in both traditional and newly developed areas of psychological investigation to acquaint the student with the methods of inquiry and body of knowledge that constitute modern psychology. Special topics and independent study courses offer opportunities for both students and instructors to explore individual areas of interest.

The department's program prepares undergraduate majors for careers in human services and psychology-related fields, for graduate programs in psychology and other professions, and for careers in any field in which a liberal arts education is useful. An understanding of human behavior is relevant to any occupation or profession which involves interaction with others.

The department possesses excellent facilities for the study of both human and animal behavior. A laboratory for the experimental analysis of behavior is maintained at 59 Coming Street, and four laboratories and two observation suites are located in the Science Center.

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.

Minor Requirements: Psychology 101, 102, and at least 12 additional hours in psychology.

PSYCHOLOGY COURSES

101 General Psychology (3)

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

102 General Psychology (3)

A continuation of Psychology 101 with an introductory consideration of specific fields of psychological inquiry. Fall, spring.
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. Fall, spring.
Prerequisites: Psychology 101 and 102.

NOTE: This course is not open to psychology majors. A student who has completed Psychology 309 and/or Psychology 322 may not subsequently receive credit for Psychology 108.

- 211 Psychological Statistics (3)**
Elementary statistical techniques and their application to the analysis and interpretation of psychological data. Fall, spring.
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 a week; laboratory, three hours a week. Fall, spring.
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. Fall, spring.
Prerequisites: Psychology 101 and 102.
- 307 Abnormal Psychology (3)**
The psychological aspects of behavior disorders with emphasis on neurotic and psychotic disorders. Fall.
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. Spring.
- 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. Fall, spring.
Prerequisites: Psychology 101 and 102.
NOTE: A student who has completed Psychology 309 may not subsequently 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. Fall, spring.
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. Spring.

Prerequisite: Psychology 211.

316 Systems of Psychology (3)

A study of contemporary psychological theory, including a consideration of Functionalism, Behaviorism, Gestalt Psychology, and Psychoanalysis. Spring.

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. Offered as demand warrants.

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. Fall.

Prerequisites: Psychology 101 and 102.

319 Physiological Psychology (3)

A consideration of anatomical and physiological correlates of behavior. Fall.

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. Fall.

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 formula-

tions. Fall, spring.

Prerequisites: Psychology 101 and 102. Completion of Psychology 309 (Developmental Psychology I) 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. Offered as demand warrants.

Prerequisite: Psychology 211.

324 Experimental Design (3)

The basic principles of experimental design and the interpretation of experimental data. Offered as demand warrants.

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, three hours per week; laboratories, three hours per week. Offered as demand warrants.

Prerequisite: 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. Spring.

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. Offered as demand warrants.

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 non-visual perception are considered. Exposure is given to psychophysical methods and detection theory. Lectures, three hours per week. Offered as demand warrants.

Prerequisites: Psychology 101 and 102.

329 Environmental Psychology (3)

A study of the relationships between human behavior and the physical environment, including a consideration of such topics as the effects of the arrangement of interior spaces, structures of communities, crowding in urban environments, climate, and natural disasters. Opportunity will be provided for student participation in research projects. Offered as demand warrants.

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. Fall.

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. Spring.

Prerequisites: Psychology 310 or equivalent and permission of the instructor.

333 Health Psychology (3)

An examination of psychological variables contributing to disease and the effects of illness and injury on behavior. Examples of topics treated include psycho-physiological disorders, impact of stress, pain mechanisms, medical settings and patient behavior, psychological approaches to prevention and management, and compliance. Fall.

Prerequisites: Psychology 101 and 102.

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. Offered as demand warrants. Prerequisites: Psychology 101 and 102.

336 States of Consciousness (3)

Psychological theory and empirical research concerning the continuum of awareness states. Topics treated include sleep and dreams, hypnosis and self-regulated consciousness, Eastern psychological approaches, drug effects, hallucinatory states, parapsychology, and bimodal consciousness of the brain. Offered as demand warrants. 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 chair.

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 six 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. Lecture, three hours per week. Prerequisite: Open to juniors and seniors with the permission of

the instructor. (No more than six 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. Fall.
Prerequisites: Psychology 101, 102, and 12 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

Professors

George E. Dickinson, *Chair*
Klaus de Albuquerque, Robert E. Tournier

Assistant Professors

Christine A. Hope, Ernest G. Rigney

Sociology is the scientific study of human social behavior. It focuses on the factors that organize and structure social activities, as well as those that 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 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 in which they live, and the social forces that shape their person-

alities, actions, and interactions with others. As a pre-professional program, the sociology major provides a good background for persons entering the human services, criminal justice, law, education, journalism, planning, public relations, or personnel services. Sociology also provides the analytical skills necessary for careers 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 three 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 (230s or 330s), social problems (340s), and social organization (350s). The remaining six hours are electives to be taken in sociology.

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

Minor Requirements: 18 hours of course work including Sociology 101 and 260. Students must take one course from two of the three areas of concentration in sociology: social psychology (230s or 330s), social problems (340s), and social organization (350s). The remaining six hours are electives, which can be fulfilled by taking two additional sociology courses.

While the department does not currently offer a major in anthropology, a student may, within a sociology major, pursue anthropology as an area of concentration. Consult the anthropology section of this *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.

Teacher Education Program: Students who major in sociology can become certified to teach social studies in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in sociology, students interested in teacher certification must

contact the Coordinator of Certification and Student Teaching, Department of Education, 9 College Way, for complete details about the program.

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.
- 252 Population and Society (3)**
An introduction to the basic concepts, theories, and methods of population analysis. In addition, major issues related to population growth will be examined from a problem solving perspective.
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.

339 Special Topics in Social Psychology (3)

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

Prerequisite: Sociology 101 and 231 or permission of the instructor.

340 Medical Sociology (3)

A review of the ways in which illness and health are conceptualized in different societies. Cultural variations in therapies also will be studied. Medical system of U.S. and interaction with non-western medical systems will be discussed. Credit cannot be received for both Sociology 340 and Anthropology 340.

Prerequisites: Sociology 101 and 202 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)

A close examination of the emergence of urban society, contemporary urbanization, and the nature of urban life. Credit cannot be received for both Sociology 351 and Anthropology 351.

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

352 Essentials of Demographic Analysis (3)

An in-depth examination of the principles, assumptions, and methods needed for the formal analysis of population distribution; population structure; and fertility, mortality, and migration.

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.

356 Sociological Perspectives on Religion (3)

A comparative analysis of the social factors influencing the development of religious beliefs, rituals, and organizations. Credit cannot be received for both Sociology 356 and Anthropology 356.

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

357 Political Sociology (3)

A comparative review of non-Western and Western political structures. Theories of state formation, political participation, political change, and protest also studied. Credit cannot be received for both Sociology 357 and Anthropology 357.

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 and Cultural Change (3)

A study of current and historical theories concerning the process of socio-cultural change. Attention given to the techniques involved in the analysis and control of directed cultural and social change. Credit cannot be received for both Sociology 362 and

Anthropology 362.

Prerequisites: Sociology 101, 202, and 360 or permission of the instructor.

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, an introduction to the use and interpretation of descriptive and inferential statistics, and utilization of selected techniques of data collection and analysis.

Prerequisites: Sociology 101 and 202 and six hours of upper-level sociology.

381 Internship (1-6)

An opportunity for students with a strong interest in social services to have a supervised placement in an agency or social service situation.

Prerequisites: Junior standing and permission of the instructor. Course prerequisites may vary depending on the nature of the placement.

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 chair.

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 during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both

the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

URBAN STUDIES

Associate Professor
George Hopkins, *Director*

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 administration, and psychology. The urban studies faculty is drawn from all of the 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 (Urban Studies 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 History.

NOTE: The urban studies curriculum will be undergoing revision during 1987-88 academic year. New majors should consult the director regarding these changes.

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** Mathematics 260: Mathematical Modeling and Public Decision Making (3)

Economics 307: Urban Economics (3)

History 203: American Urban History (3)

Political Science 223: Urban Government and Politics (3)

Sociology 351: Urban Sociology (3)

Urban Studies 201: Introduction to Urban Public Affairs (1)

This course introduces the student to the field of urban public affairs. The student learns about the basic urban functions 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)

Urban Studies 400 is a supervised field learning experience in an urban setting. The student observes and becomes involved in the functions and operations of a private sector, governmental, or community service agency. The weekly seminar provides a forum in which the student, in concert with the faculty coordinator, can integrate knowledge gained in the classroom with that acquired during the field experience. Students must obtain instructor's permission the term before enrolling in this course.

The following courses are prerequisites for the core courses:

Economics 201 and 202 for Economics 307;

Mathematics 101, 104, 105 for Business Administration 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. Each concentration requires 21 hours.

Urban Administration (21 hours): Urban studies majors concentrating in urban administration select two of the following three courses:

Business Administration 203: Accounting Concepts I (3) **or** a suitable course in Fiscal Policy/Budgeting approved by the student's advisor;
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 nine hours from one department:

Business

Administration 204: Accounting Concepts II (3)
303: Business Finance (3)
307: Personnel Management (3)
335: Governmental and Institutional Accounting (3)
406: Quantitative Methods and Decision Making (3)

Economics 304: Labor Economics (3)
317: Microeconomic Analysis (3)
320: Managerial Economics (3)

Political Science 203: Organization Theory (3)
210: Introduction to Policy Analysis (3)
409: Government Finance (3)
410: Seminar in Public Personnel Policy (3)

Sociology 358: Complex Organizations (3)

Urban Studies 399: Special Topics Seminar (3)

This course is designed to study the development and process of policy-making in a specialized field in urban society. Topics,

which change each semester, have included Public Sector Procurement and Dynamics of Historic Preservation.

Urban Studies 401: Independent Study (3)

A study directed by a faculty member on various subjects. Permission 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 urban studies majors concentrating in urban planning select at least 15 hours from the following courses, with no more than nine hours from one department:

Biology 204: Man and the Environment (3)

Economics 317: Microeconomic Analysis (3)

Fine Arts 201: American Architecture (3)

312: Modern Architecture (3)

Geology 205: Urban and Environmental Geology (3)

Political Science 201: Public Administration (3)

224: Urban Community and its Problems (3)

325: Urban Community I (3)

Psychology 329: Environmental Psychology (3)

Sociology 205: Social Problems (3)

352: Human Ecology and Demography (3)

Urban Studies 350: Environmental Policy (3)

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

Urban Studies 399: Special Topics Seminar (3)

See above for course description.

Urban Studies 401: Independent Study (3)

See above for course description.

Urban Government (21 hours): Urban studies majors concentrating in urban government select five of the following courses:

Political

Science

- 104: Comparative State Politics (3)
- 201: Public Administration (3)
- 202: Organization Theory (3)
- 204: Public Management (3)
- 210: Introduction to Public Policy Analysis (3)
- 224: Urban Community and Its Problems (3)
- 263: Criminal Justice (3)
- 306: Legislative Process: The Congress (3)
- 310: American Bureaucracy (3)
- 318: American Political Movements (3)
- 319: Political Parties and Interest Groups (3)
- 320: Public Opinion and Voting Behavior (3)
- 325: Urban Community (3)
- 366: American Political Thought (3)
- 369: Survey Research in Politics (3)
- 409: Government Finance (3)
- 410: Seminar in Public Personnel Policy (3)

And urban studies majors concentrating in urban government take two of the following courses:

- Economics
 - 306: Monetary Policy and Theory (3)
 - 318: Macroeconomic Analysis (3)
 - 325: Economic Development (3)
 - 330: Comparative Economic Systems (3)
- Psychology
 - 308: Psychology of Personality (3)
 - 310: Social Psychology (3)
 - 329: Environmental Psychology (3)
- Sociology
 - 205: Social Problems (3)
 - 332: Collective Behavior (3)
 - 333: Socialization (3)
 - 357: Political Sociology (3)
 - 358: Complex Organizations (3)
 - 362: Social Change (3)

Urban Social Sciences (21 hours): Urban studies majors concentrating in urban social sciences select from the following group of courses:

Nine hours in one discipline including one methods course (designated by *), one theory/survey course (designated by **), and one other course in the same discipline; and 12 hours from the remaining courses with at least two other disciplines represented.

- Economics 304: Labor Economics (3)
 308: Evolution of Economic Doctrines (3)**
 319: Introduction to Econometrics and
 Mathematical Economics (3)*
 325: Economic Development (3)
 330: Comparative Economic Systems (3)
- English 328: The English Novel: II (3)
 344: Nineteenth Century American Literature, II (3)
 345: Twentieth Century American Literature (3)
- History 200: Historiography (3)*
 295: History of the United States, 1918-1945 (3)**
 or History 296
 296: History of the United States, 1945-Present (3)**
 or History 295
 330: American Labor History (3)
- Philosophy 265: Philosophy of Natural Sciences (3)
 315: Political and Social Philosophy (3)
- Political Science 104: Comparative State Politics (3)
 210: Introduction to Public Policy Analysis (3)
 263: Criminal Justice (3)
 319: Political Parties and Interest Groups (3)
 325: Urban Community I (3)
 366: American Political Thought (3)** or Political
 Science 407
 368: Scope and Methods of Political Science (3)*
 407: Modern Ideologies (3)** or Political Science 366
- Psychology 310: Social Psychology (3)
 316: Systems of Psychology (3)**
 324: Experimental Design (3)*
 329: Environmental Psychology (3)
- Sociology/
 Anthropology 260: Development of Social Thought (3)**
 341: Criminology (3)

- 342: Juvenile Delinquency (3)
- 343: Race and Ethnic Relations (3)
- 344: Social Gerontology (3)
- 352: Human Ecology and Demography (3)
- 358: Complex Organizations (3)
- 371: Research Strategy and Techniques in Sociology (3)*

- Urban Studies
- 350: Environmental Policy (3)
(See above for course description.)
 - 399: Special Topics (3)
(See above for course description.)
 - 401: Independent Study
(See above for course description.)

INTERDISCIPLINARY STUDIES
***STUDIA HUMANITATIS* PROGRAM**
A MINOR IN THE HUMANITIES

Norman Olsen, Jr., *Director*, English
John Newell, *Co-Director*, 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 fostering greater coherence throughout the curriculum. Under this program, students can gain an interdisciplinary minor in the humanities. The program, which is funded in part by a grant from the National Endowment for the Humanities, consists of three parts:

Humanities 101, 102, 103

To provide the necessary background for the upper-level courses, the *studia humanitatis* program begins 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 consists of large lecture sections and smaller tutorial groups. Professors from the history, literature, philosophy, and fine arts disciplines are involved in the development and instruction of these courses.

Students taking Humanities 101 and 102 who have not yet completed their English requirements also take special sections of English 101 and 102 respectively. These special sections, labeled English 101H and 102H, have reading and writing assignments coordinated with the topics and assignments in Humanities 101 and 102.

The Western culture courses cover various aspects of Western tradition from classical times to the present through lectures, readings, films, discussions, and written assignments. These courses provide a forum for the discussion of problems that should be the concern of any liberally educated person; provide a general survey of Western culture; and 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 take students back to the ancient world where many vital developments in the humanities took place and where first arose many of the themes that remain the focal point of the humanities to this day. These courses also go beyond traditional history courses by bringing in specialists from other areas of the humanities to discuss developments in philosophy, art, and literature that took place throughout the history of the West. Finally, by being team-taught and interdisciplinary, these courses 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 provide a forum for a dialogue in the humanities and allow students to examine various historical periods from a number of different perspectives.

Humanities Clusters

Students participating in the *studia humanitatis* program take four courses from an approved cluster of related courses, drawn from various disciplines. Doing so, the students fulfill the Minimum Degree Requirement in the humanities through a coherently-related series of courses—no more than two of which are chosen from the same department. Thus, students take a series of courses that gives them a unified picture of a given topic, area, or time period. Depending on the level of the courses elected, such clusters 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 the numbers of interested students dictate. Students 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 are better able to see the relationships among those courses. Also, they are led to explore how their own fields of interest are related to the general study of the humanities. The seminar or tutorial then becomes 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 "*studia humanitatis*" and a notation describing the special field that they have pursued.

COURSE SEQUENCE

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

The introductory segment of the *studia humanitatis* program is a team-taught, interdisciplinary survey of Western culture. There are two lectures and one tutorial each week in which small group discussions allow for greater interaction between professors and students. The social and political background is 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 (Prerequisite: Humanities 101)

103: the Industrial Revolution to the Contemporary World (Prerequisite: Humanities 102)

(Students may not receive credit for both History 101 and Humanities 102 or for both History 102 and Humanities 103.)

Clusters

At present clusters have been established in the following areas:

American Studies

Latin American Studies

Medieval and Renaissance

Women's Studies

Studies

We expect to have additional clusters developed in the near future. For further information, contact the program directors.

Senior Seminar or Tutorial

INTERNATIONAL STUDIES

Thomas Palmer, *Director*, Political Science

The International Studies minor is an elective program which provides a structured course of study designed to acquaint the student with the international community and its problems. In an increasingly interdependent world it seems especially important that undergraduate education provide the means to understand the political, economic, and social nature of other cultures, peoples, and nations. Through the International Studies Program students as early as the freshman year can take appropriate classes toward this goal.

Completion of this minor course of studies poses many academic advantages for the student and, in addition, will provide an important background for individuals planning internationally oriented careers in government, private enterprise or non-governmental institutions.

The Office of International Studies also is responsible for international students attending the College of Charleston and the coordination of arrangements for our students to participate in study-abroad programs.

Requirements for International Studies Minor: The international studies minor requires completion of at least 18 semester hours of study: nine of these hours consist of required courses—International Studies 100 (Global Issues) and International Studies 200 (Comparative Worlds); Study in Third World Development; and Political Science 261 (International Relations—Theories and Concepts). The remaining hours required for the minor are elective in nature and are directed toward a specific field of study, for example, Soviet Studies or Middle East Studies. Determination of elective courses is made by consultation between the student and members of the international studies staff.

International Studies Curriculum: The following courses represent the international studies curriculum at the College. These courses may be taken by students enrolled in the minor or as elective courses by other students.

100 Global Issues (3)

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. This course is usually team-taught in order to bring varied expertise and points of view to the student. International Studies 100 is open to all students, but is primarily for freshmen. This course is cross-listed as Political Science 103.

200 Comparative Worlds: Study in Third World Development (3)

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 also will 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. This course is cross-listed as Political Science 200.

300 Special Topics in International Studies (3)

This course deals on an interdisciplinary basis with specially selected topics in international studies. Formulation of the topic will reflect both student and faculty interest.

350 Major Issues in Global Affairs (2)

This course will take an interdisciplinary approach to studying the origins, current dilemmas, and future trends of major issues confronting the world community. The course will be divided into two parts: first, general issues such as population, food, resource scarcity, and eco-politics; second, the interrelation of those issues in major regions of the world. This course is cross-listed as Political Science 355.

AMERICAN STUDIES

George W. Hopkins, *Coordinator*, 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 18-hour minor in American Studies consists of (1) American Studies 200, an introductory, interdisciplinary, team-taught overview of American culture and society; (2) 12 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.

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 1930s" and the "American Dream: Past and Present." Regardless of the topic, the seminar's purpose always will 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 or permission of instructor. The social science requirement will be waived for students pursuing a humanities "cluster" in American Studies.

JEWISH STUDIES

The Jewish Studies minor is an 18-credit interdisciplinary program with required course work in history and philosophy/religion. Electives may be chosen from many fields, including English, political science, languages and sociology/anthropology. Students will select courses with and have their minor approved by the Jewish Studies Director. Upon completion of the requisite course work, including a three-credit research and writing project culminating in an essay of high quality, the Jewish Studies minor will be certified on the student's transcript by the program director.

There exists within the Jewish Studies program, a unique opportunity for students to be challenged inside and outside the classroom. Language instruction in both Hebrew and Yiddish is available in the Self-Instructional Languages (SIL) Program; Honors seminars on the holocaust, upper-level offerings on the vision of American Jewish writers, and archeological digs in Israel are being added; and research opportunities in Southern Jewish life abound.

Further information about the program is available from the Director of Jewish Studies, Department of History, College of Charleston.

COMMUNICATIONS

Gregory Schmitt, *Coordinator*, English

The objectives of the Minor in Communications program are to:

1. Assure that students in the communications program are among the most literate graduates of the College;
2. Provide students with basic knowledge of written, oral, and film and television communication;
3. Prepare students for the initial stages of a career in communications;
4. Prepare students for graduate study in the areas of journalism, media theory, media history, and media production.

The College offers an interdisciplinary concentration in communications skills consisting of the areas of written, oral, and film and television communication. English 214 is a prerequisite for all communications courses.

Requirements: 18 semester hours, of which nine hours must be from courses at or above the 300 level and which may include three semester hours of internship, supervised by a faculty member trained in the specialized area of communications.

For communications minors, the following courses must be taken before advanced work at the 300 level:

Written

Communication: three hours from the following courses:
English 215, 220, 223, 224, 230; Business Administration 260.

Oral Communication: three hours from the following courses:
English 104, 211, 213.

Film and Television

Communication: three hours from: English 212.

Advanced Requirements:

I. Nine hours from the following areas, or six hours in any one with internship:

Written

Communication: three hours from the following courses:
English 305, 339, 347, 348, 375, 380,
385, 404.

Oral Communication: three hours from the following: English
380, 404.

Film and Television

Communication: three hours from the following: English
380, 390, 404; Languages 370; Theatre
350.

II. Field Internship: one to three semester hours from English 495. Practical experience working with communications-related organizations in consultation with a faculty member and a communications specialist in the area.

Students are requested to declare their communications minor as soon as possible, so that they may be assigned a departmental advisor to set up a sequence of courses in other departments to enhance that communications minor.

GRADUATE STUDIES

The Graduate Studies Office is located in the Thaddeus Street Education Center. Currently, master's degrees are available in early childhood education, elementary education, special education, public administration, and marine biology.

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 wish to take graduate courses but who will not complete a graduate degree at the College of Charleston.

Education

Two graduate degrees in education are offered at the College. The Master of Education (M.Ed.) degree is offered for those students who have professional teacher certification and are seeking to increase their skills and knowledge in educational practices, technology, curriculum, and evaluation. The Master of Arts in Teaching (M.A.T.) degree is designed for students who do not have backgrounds in educational programs and are seeking to gain the skills and knowledge that will enable them to be effective teachers and become certified to teach.

The M.A.T. degree is offered in two areas—early childhood and special education—while the M.Ed. is offered in early childhood, elementary, and special education, and students may choose to specialize in a variety of cognates. In each of these areas the student must complete a Program of Study with an advisor. The Program of Study specifies the courses to be completed toward degree fulfillment.

Graduate students may complete the M.Ed. or M.A.T. programs using either a full-time or part-time approach. Full-time students usually enroll in nine-to-12 hours each semester and complete their Program of Study in one-to-two years. Part-time students usually enroll in one-to-two courses each semester. Most courses are scheduled in the late afternoons and evenings for the convenience of part-time students; however, part-time M.A.T. students will need to be available during the day for practica, some courses, and student teaching.

Public Administration

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 and urban public policy. Degree requirements include completion of 36 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.

Marine Biology

The College of Charleston offers the Master of Science degree in Marine Biology in cooperation with the Charleston Higher Education Consortium. Students in the program use facilities and resources of all the participating institutions (The Citadel, College of Charleston, Medical University of South Carolina, and Marine Resources Research Institute of the South Carolina Wildlife and Marine Resources Department). Student offices and research spaces are provided in the Marine Resources Research Institute and the Grice Marine Biological Laboratory of the College of Charleston, both of which are located at Fort Johnson on Charleston Harbor. The program is research-oriented and a thesis is required of all students. Because of the very broad scope of faculty interests and the variety of facilities, a large number of research and training opportunities is available to students in such areas as biological systematics, marine ecology, oceanography, marine environmental sciences, fisheries biology, mariculture, and marine biomedical sciences.

Graduate assistantships are available to full-time students in education, public administration, and marine biology programs. Information about applications for assistantships is available in the Graduate Studies Office.

Additional information concerning graduate programs at the

College of Charleston is available through the Graduate Studies Office
or from the program directors:

- Dr. Kenneth Bower, **Elementary Education**
- Dr. Richard Voorneveld, **Special Education**
- Dr. Linda Edwards, **Early Childhood Education**
- Dr. Frank Petrusak, **Public Administration**
- Dr. Robert Johnson, **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

Academic Regulations

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 grade of I also signifies that an agreement has been established between professor and student as to the quantity of work remaining to be done, the deadlines established for its completion, and a schedule of meeting times. It is recommended that this agreement be made in writing with both professor and student having a copy.

The student is allowed 60 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 60 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 a 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. Students may petition for withdrawal after the official date through the Office of Undergraduate Studies.

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 a dean in the Office 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 officially withdraw, appropriate arrangements must be made with the offices of the Bursar, Financial Aid, and Residential Life 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 Office 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 will be expected to attend regularly all classes and laboratory meetings of the course in which they enroll, 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 considered grounds for withdrawal from a course with a grade of "WA", which is a failing grade. The professor will first notify the student of excessive absences which, if not corrected, will result in a grade of "WA".

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 a dean in the Office 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 a 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.

Examinations must be taken at the time scheduled (refer to the appropriate copy of "Course Information" or obtain a copy from the Registrar) except when (a) two or more exams are scheduled simultaneously, or (b) the student has three consecutive examinations. Permission to reschedule one exam may be obtained from the Office of Undergraduate Studies with written permission of the instructor. This permission must be obtained *prior* to the first day of the exam period.

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 is 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 12 or more hours and is paying full tuition. However, it should be noted that an academic schedule of only 12 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 declared.

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 average of at least 2.0. In addition, students must maintain a grade point average (GPA) of at least 2.0 for all courses taken in the major department unless stated otherwise in the *Bulletin* description of the course. 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 Average (GPA). 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 GPA for the semester is calculated. To compute the semester GPA, the total number of grade points earned for the semester is divided by the total number of GPA hours carried (that is, the semester hours carried minus the hours courses numbered below 100). For instance, a student who earns 36 grade points while carrying a course load of 15 semester hours would earn a GPA of 2.40 for the semester.

The student's cumulative GPA is also computed at the end of each semester. This is the grade point average the student has earned up to that point at the College. The cumulative GPA 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 courses numbered below 100). For example, a student who has earned a total of 180 grade points over 90 semester hours would have a cumulative GPA of 2.0.

Three-Year Transfer Option. Students readmitted to the College after an absence of three or more years may choose to have their previous College of Charleston record treated as transfer credit if they achieve a GPA of 2.50 or better upon completion of 15 semester hours.

Academic Regulations

Previous work at the College will remain on the students' permanent records; however, only course work completed since readmission will be used to calculate their cumulative GPA. Students choosing this option should request it in writing to the Office of Undergraduate Studies.

NOTE: Students who choose to apply the three year transfer option to their record should be aware that any D course work done prior to readmission will not count toward graduation. For the purpose of calculating GPA for graduation with honors, *all* course work taken at the College of Charleston will be included in that calculation.

Minimum Scholastic Attainment. Students who are enrolled at the College of Charleston must earn a minimum grade point average according to the following schedule:

<u>Cumulative Hours</u>	<u>Cumulative</u>
<u>Earned</u>	<u>Grade Point Average</u>
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 average 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 average back into compliance with the above standards, within the next 15 hours attempted. All 15 hours need not be taken in the immediately ensuing semester. Rather, the deans 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 average is not back in line with the standards above, the student will normally be withdrawn from the College for academic deficiency. Courses numbered below 100 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.

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 deans 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 deans 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 GPA 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 GPA 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 GPA requirements as other students in order to graduate—2.0. This is the GPA 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.

Academic Regulations

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 average.

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 Office of Undergraduate Studies before registration.

Extra Courses. The normal course load for degree candidates in fall and spring semesters 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. Students may take one course only during Maymester. Students may take no more than two courses concurrently during any of the other summer terms without special permission from the director of the Office of Summer Sessions.

Courses Numbered Below 100. Hours of credit are awarded for the successful completion of these courses. However, grades earned in these courses are not averaged into the GPA, 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 Office 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 Office of Undergraduate Studies.
- 2) Secure the signature of the chair of the equivalent departments at the College of Charleston for which course credit is being petitioned.
- 3) Submit a completed form and a written petition to the deans 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 deans may 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 average of 3.95 to 4.00 will graduate *summa cum laude*. Students who earn a grade point average of 3.80 to 3.94 will graduate *magna cum laude*. Students who earn a grade point average of 3.60 to 3.79 will graduate *cum laude*. To be eligible for graduation with honors, at least 90 hours of the course work to be applied to the degree must have been completed at the College of Charleston. For the purpose of calculating GPA for graduation with honors, *all* course work taken at the College of Charleston will be included in that calculation.

College Graduation 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.

GENERAL AWARDS

The Bishop Robert Smith Award, named for the College's first president, is the highest honor a student can receive at the College of Charleston. Up to three recipients, who have demonstrated leadership and academic excellence, are selected annually from the graduating class.

The Septima Clark Award, established in 1981, is a monetary award given each year to a graduating student 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 Alexander Chambliss Connelly Award, established by the late Alexander Chambliss Connelly, is a monetary award made annually to the student of the senior class who has made the most unselfish contribution to the student body and to the College of Charleston. The recipient is chosen by the President and faculty of the College.

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 Eugene C. Hunt Award is a monetary award given annually to graduating and rising senior male minority students who have demonstrated outstanding scholarship, service, and social responsibility.

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.

The Thomas A. Palmer Award is presented annually to the continuing education graduate with the highest academic average.

The Peter Pinckney Award was established by Lucian and Millward Pinckney in honor of their late son Peter, class of '82. The monetary award is presented annually to the member of the student senate who has given the most time and effort to the study body.

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 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, former president of the College, both in the College and the community.

The Lucille Whipper Award is a monetary award given annually to graduating and rising senior women minority students who have exemplified scholarship, service, and social responsibility.

DEPARTMENTAL AND OTHER AWARDS

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

The Alpha Epsilon Delta Harry W. Freeman Academic Excellence Award is presented by Alpha Epsilon Delta Pre-Medical Honor Society in recognition of academic excellence.

The Laura M. Bragg Memorial Award was established through the efforts of Judge and Mrs. James Heyward Furman and their friends in memory and honor of Mrs. Laura M. Bragg. This monetary award is presented annually to an outstanding graduating fine arts student or students chosen by the Department of Fine Arts.

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

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 Harper B. Keeler Political Science Award was established in 1977 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. Recipients of the monetary award are selected by the Department of Political Science.

The Ludwig Lewisohn Prize is named for a distinguished College of Charleston graduate. It is awarded annually to students majoring in any academic discipline who demonstrate superior research and writing potential in topics related to Judaism. The prize is allocated from funds within the Elka and Nathan Yaschik Jewish Studies Program. Recipients are chosen by the Jewish Studies Director in consultation with those faculty submitting their students' work.

The Carl Likes Award was established in honor of Dr. Likes' career. The monetary award goes to an outstanding chemistry student.

The Henry Miller Memorial Award is to be given annually to a graduating senior who has performed outstanding work in French and who intends to pursue a career in this field.

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 the highest honors in the general course in American History.

The Harold A. Mouzon Classical Studies Award was established by John and Elizabeth Mouzon Sadler, '46, in memory of her father, Harold A. Mouzon, class of 1913. The monetary award is presented annually for special recognition of a student working in the area of classical languages.

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 Carrie Pollitzer Education Award is a cash prize 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 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.

William Young Warren Ripley, Jr. Memorial Award was established in 1978 by friends of the Ripley family. It is awarded to the top accounting graduate to assist with his or her expenses in taking the CPA examination for the State of South Carolina.

The Silcox-Keeler Tennis Award, established by an alumnus, honors General George Keeler and Willard Silcox, both outstanding members of the College community and sportsmen. The monetary award is given to the outstanding man and woman tennis players.

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 is named for Dr. Edward Emerson Towell, '34, former Dean of the College. Established by an alumnus of the College, it 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 Wall Street Journal Student Achievement Award is presented annually to an outstanding senior student in the Department of Business Administration and Economics.

The Katherine Walsh Award in English is a monetary award 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 Camille Welborn Memorial Award was established in 1984 by Mr. and Mrs. James H. Welborn in honor of their daughter. The monetary award is given to a sophomore or junior swimmer.

Yearly Class Honors. Class honors are awarded to students who have earned a GPA 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 15 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 GPA of 3.8 (Highly Distinguished) or 3.6 (Distinguished). In neither case may there be a grade lower than C, or an I (Incomplete).



THE BOARD OF TRUSTEES

The Board of Trustees of the College of Charleston is composed of 16 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 16 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

Joe E. Berry, Jr., Chairman
Alton E. Jones, Vice Chairman
John E. Johnston, Jr., Vice Chairman
Allard A. Allston, Vice Chairman
Edward S. Ervin, III, Secretary
James A. Rogers, Chairman Emeritus

Term Ending June 30, 1989

Thomas W. Weeks	Barnwell, S.C.	2nd Judicial Circuit
Allard A. Allston	Darlington, S.C.	4th Judicial Circuit
Fitz-John C. McMaster	Winnsboro, S.C.	6th Judicial Circuit
Martha W. Barnette	Greenwood, S.C.	8th Judicial Circuit
Sara V. Liverance	Anderson, S.C.	10th Judicial Circuit
Peter D. Hyman	Florence, S.C.	12th Judicial Circuit
Alton E. Jones	Hilton Head, S.C.	14th Judicial Circuit
Martha S. Whitener	Union, S.C.	16th Judicial Circuit

Term Ending June 30, 1991

Ashriel I. Mose	Orangeburg, S.C.	1st Judicial Circuit
Edward S. Ervin, III	Sumter, S.C.	3rd Judicial Circuit
Joe E. Berry, Jr.	Columbia, S.C.	5th Judicial Circuit
Ellen Carter Watson	Spartanburg, S.C.	7th Judicial Circuit
Gordan B. Stine	Charleston, S.C.	9th Judicial Circuit
D. Don Caughman	Lexington, S.C.	11th Judicial Circuit
John E. Johnston, Jr.	Greenville, S.C.	13th Judicial Circuit
W. Jennings Duncan	Conway, S.C.	15th Judicial Circuit
Earl E. McLeod, Jr.	Columbia, S.C.	Appointed by Governor

THE BOARD OF VISITORS

Hon. G. Ross Anderson, Jr.	Theodore B. Guerard	Lucille Quattlebaum
Hon. Sol Blatt, Jr.	Sylvia Harvey	Helen S. Riley
Sara Carnell	Peatsy Hollings	Robert V. Royall, Jr.
William J. Dalton	F. Mitchell Johnson	Hon. Alex Sanders
Cartha D. DeLoach	Ira Koger	Walker Solomon
Anne Ervin	Calhoun Lemon	Robert S. Small
Ernest F. Finney, III, Esq.	Hon. Donna Moss	Charles S. Way
Bette Griffith	Hon. Elizabeth Patterson	

THE FACULTY

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

ANDREW L. ABRAMS, J.D., *Assistant Professor of Business and Vice President for Legal Affairs* (1986)
B.A., Furman University; L.L.M., University of Virginia School of Law; J.D., University of South Carolina Law School

PAUL E. ALLEN, M.A., *Assistant Professor of English* (1974)
B.A., Huntingdon College; M.A., Auburn University; M.A., University of Florida

JAMES PHILIP ANDERSON, M.S., *Professor of Mathematics* (1957)
B.S., College of Charleston; M.S. University of South Carolina

ROBERT L. ANDERSON, Ph.D., *Associate Professor of Business Administration* (1979)
B.A., Roanoke College; M.B.A., Ph.D., University of Texas

WILLIAM D. ANDERSON, JR., Ph.D., *Professor of Biology* (1969)
B.S., M.S., Ph.D., University of South Carolina

DOUGLAS DANIELS ASHLEY, Ph.D., *Associate Professor of Fine Arts* (1972)
B. Mus., M.Mus., Ph.D., Northwestern University; Diploma, Conservatory of Vienna

GARY L. ASLESON, Ph.D., *Associate Professor of Chemistry* (1975)
B.A., Gustavus Adolphus College; Ph.D., University of Iowa

Faculty

- ABDUL AZIZ, Ph.D., *Assistant Professor of Business Administration* (1983)
G.I.C., A.M.E., Stanford University; M.A., Ph.D., University of Delhi
- MOHAMMED BAH, Ph.D., *Assistant Professor of History* (1986)
B.A., M.A., Ph.D., Howard University
- 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
- JOSEPH J. BENICH, D.B.A., *Associate Professor of Business Administration*
(1972)
B.S., 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 B. BERRY, Ph.D., *Assistant Professor of Biology* (1979)
B.S., College of Charleston; Ph.D., Duke University
- CHARLES K. BIERNBAUM, Ph.D., *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
- LEA BLACK, M.F.A., *Visiting Assistant Professor of Fine Arts* (1986)
B.S., Philadelphia College of Art; M.F.A., Arizona State University
- 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., *Visiting Assistant Professor of Com-
puter 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

Faculty

- MARY GILBERT BOYD, Ph.D., *Associate Professor of Psychology* (1974)
B.F.A., M.S., Ph.D., University of Georgia
- ROSEMARY BRANA-SHUTE, Ph.D., *Assistant Professor of History* (1982)
B.A., Rosemont College; M.A., Adelphi University; Ph.D., University of Florida
- FREDERIC R. BRANFON, Ph.D., *Assistant Professor of Philosophy* (1985)
B.A., Wesleyan University; M.A., Ph.D., University of Pennsylvania
- ROBERT S. BURTON, Ph.D., *Assistant Professor of English* (1984)
B.A., University of Kent (England); M.A., Ph.D., Indiana University
- 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., *Associate 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* (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., *Associate Professor of Economics* (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., Ph.D., University of Illinois at Urbana.
- DAVID COHEN, M.F.A., *Visiting Associate Professor of Fine Arts* (1987)
B.A., M.F.A., Brandeis University

Faculty

- CLARENCE M. CONDON, III, Ph.D., *Associate Professor of Economics* (1980)
B.A., M.A., University of Toledo; Ph.D., University of South Carolina
- FRANK COSSA, Ph.D., *Assistant Professor of Fine Arts* (1985)
B.A., City University of New York; M.A., Ph.D., Rutgers University
- WILLARD C. COTTRELL, D.M.A., *Assistant Professor of Fine Arts* (1986)
B.A., Westminster Choir College; M.A., Trenton State College; D.M.A.,
University of Illinois
- 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
- KLAUS deALBUQUERQUE, Ph.D., *Associate Professor of Sociology and
Anthropology* (1978)
B.A., California State University; M.S., Ph.D., Virginia Polytechnic
Institute and State University
- JAMES P. DEAVOR, Ph.D., *Assistant Professor of Chemistry* (1983)
B.S., Mercer University; Ph.D., University of South Carolina
- WILFRED DELPHIN, D.M.A., *Associate Professor of Fine Arts* (1979)
B.A., Xavier University; M. M., Southern Illinois University; D.M.A.,
University of Southern Mississippi
- PAMELA DeWEESE, Ph.D., *Assistant Professor of Spanish* (1987)
B.A., University of North Carolina at Greensboro; M.A., Ph.D., Univer-
sity of North Carolina at Chapel Hill
- BEVERLY DIAMOND, Ph.D., *Assistant Professor of Mathematics* (1984)
B.S. University of Prince Edward Island; M.S., Ph.D., University of
Manitoba
- GEORGE E. DICKINSON, Ph.D., *Professor of Sociology/Anthropology* (1985)
B.A., M.A., Baylor University; Ph.D., Louisiana State University
- ROBERT T. DILLON, JR., Ph.D., *Assistant Professor of Biology* (1983)
B.S., Virginia Polytechnic Institute and State University; Ph.D., Univer-
sity of Pennsylvania

Faculty

- MARION T. DOIG, III, Ph.D., *Professor of Chemistry* (1974)
B.S., College of Charleston; M.S., Ph.D., University of South Carolina
- HENRY DONATO, JR., Ph.D., *Associate Professor of Chemistry* (1982)
B.S., College of Charleston; Ph.D., University of Virginia
- MARY DOWLEN, Ph.D., *Assistant Professor of Mathematics* (1982)
B.S., Austin Peay State University; M.S., Ph.D., Florida State University
- EDMUND LEON DRAGO, Ph.D., *Associate Professor of History* (1975)
B.A., University of Santa Clara; M.A., Ph.D., University of California at Berkeley
- DONALD MAURICE DROST, Ph.D., *Associate Professor of Physics* (1970)
B.S., M.S., Ph.D., Louisiana State University
- ROBERT J. DUKES, JR., Ph.D., *Associate Professor of Physics* (1975)
B.S., University of Arizona; M.S., University of Texas at El Paso; Ph.D., University of Arizona
- PHILLIP DUSTAN, Ph.D., *Assistant Professor of Biology* (1981)
B.A., Adelphi University; Ph.D., State University of New York at Stony Brook
- BARBARA DUVAL, M.F.A., *Assistant Professor of Fine Arts* (1982)
B.F.A., Pratt Institute; M.F.A., Yale University School of Art
- LINDA M. DYKES, Ph.D., C.P.A., *Associate Professor of Business Administration* (1984)
B.B.A., Emory University; M.P.A., Ph.D., Georgia State University
- ANTHONY D. EKLUND, Ph.D., *Associate Professor of Computer Science* (1985)
B.S., Loyola College; M.A., Pennsylvania State University; M.S., University of South Carolina; Ph.D., Virginia Polytechnic Institute and State University
- TALAAAT ELSHAZLY, M.S., C.P.A., C.M.A., *Associate Professor of Business Administration* (1979)
B.C., Cairo University; M.S., A.B.D., University of Illinois
- NORA ERRO-ORTHMANN, Ph.D., *Assistant Professor of Spanish* (1987)
B.A., Buena Vista College; M.A., Ph.D., University of Toronto
- JOSÉ ESCOBAR, Ph.D., *Assistant Professor of Spanish* (1982)
B.A., M.A., Ph.D., University of Kentucky

- HERBERT ESPINOZA, Ph.D., *Assistant Professor of Spanish* (1987)
 B.A., M.A., Ph.D., University of California at San Diego
- J. FREDERICK ETTLINE, II, Ed.D., *Associate Professor of Education* (1971)
 B.S., M.Ed., Shippensburg State College; Ed. D., University of Virginia
- GARY CONRAD FABER, Ph.D., *Associate Professor of Chemistry* (1970)
 B.S., Georgia State College; Ph.D., University of South Dakota
- MICHAEL MARTIN FINEFROCK, Ph.D., *Professor of History* (1974)
 A.B., Brown University; M.A., Ph.D., Princeton University
- HOPE MORRIS FLORENCE, M.A., *Instructor in Mathematics* (1978)
 B.A., College of Charleston; M.A., University of South Carolina
- DOROTHY FLUDD, M.L.S., *Librarian II* (1984)
 B.A., Allen University; M.L.S., Queens College; M.A., The City College,
 City University of New York
- JEFFREY A. FOSTER, Ph.D., *Associate Professor of French* (1975)
 B.A., Brooklyn College; M.A., Hunter College; Ph.D., Rice University
- ROBERT E. FOWLER, Ph.D., *Associate Professor of Education* (1978)
 B.A., M.A., Ph.D., University of Florida
- ROBERT C. FRANKIS, JR., Ph.D., *Assistant Professor of Biology* (1984)
 B.S., Niagara University; M.S., State University of New York; Ph.D.,
 Medical University of South Carolina
- EMMA LOUISE FRAZIER, M.S., *Assistant Professor of Computer Science*
 (1981)
 B.S., College of Charleston; M.S., Medical University of South Carolina
- HARRY WYMAN FREEMAN, Ph.D., *Professor of Biology* (1960)
 B.S., College of Charleston; M.S., University of South Carolina; Ph.D.,
 Stanford University
- DOUGLAS S. FRIEDMAN, Ph.D., *Assistant Professor of Political Science*
 (1983)
 B.A., Richmond College; M. Phil., Ph.D., City University of New York
- ALLEN KEM FRONABARGER, Ph.D., *Assistant Professor of Geology* (1984)
 B.S., Missouri School of Mines; M.S., Ph.D., University of Tennessee
- WALTER FUENTES, Ph.D., *Assistant Professor of Spanish* (1987)
 B.A., California State University at Fullerton; M.A., Ph.D., University of
 California at Irvine

Faculty

- TESSA GARTON, Ph.D., *Assistant Professor of Fine Arts* (1987)
B.A., University of East Anglia, Norwich; Ph.D., University of London
- G. DAVID GENTRY, Ph.D., *Assistant Professor of Psychology* (1985)
B.A.E, M.S., Ph.D., Georgia Institute of Technology
- THOMAS GILSON, M.L.S., *Assistant Reference Librarian II* (1987)
B.A., John Fisher College; M.L.S., University of Buffalo
- MYRTLE GLASCOE, Ed.D., *Assistant Professor of Education and Director of the Avery Research Center* (1985)
B.S., Howard University; M.S.W., University of Pennsylvania; Ed.D., Harvard University
- RICHARD N. GODSEN, Ed.D., *Associate Professor of Physical Education* (1974)
B.S., M.Ed., Slippery Rock State College; Ed.D., University of Tennessee
- DENNIS M. GOLDSBERRY, Ph.D., *Associate Professor of English* (1972)
B.A., Utah State University; M.A., Ph.D., University of North Carolina
- WILLIAM LAWRENCE GOLIGHTLY, Ph.D., *Associate Professor of Mathematics* (1972)
B.S., Louisiana Tech University; M.S., Texas A & M University; Ph.D., Clemson University
- KAREN GRADY FORD, Ph.D., *Assistant Professor of Biology* (1985)
B.A., New College of the University of South Florida; M.S., Ph.D., University of California
- LINDA EDWARDS GREENE, Ed.D., *Assistant Professor of Education* (1981)
B.S., Pembroke State; M.Ed., Ed.D., University of Massachusetts
- ELAINE S. GRIFFIN, M.A., *Instructor in Spanish* (1979)
B.A., Kansas State University; M.A., Wichita State University
- WILLIAM D. GUDGER, Ph.D., *Associate Professor of Fine Arts* (1978)
B.A., Duke University; M.A., Ph.D., Yale University
- SIMONE GUERS, Ph.D., *Assistant Professor of French* (1987)
Lettres-Philosophie, Licence-es-Lettres, University of Grenoble, France; Ph.D., City University of New York

- GEORGE EDWARD HABORAK, Ph.D., *Professor of Mathematics and Senior Vice President for Student Affairs* (1971)
A.B., M.A., Boston College; M.A., Wayne State University; Ph.D., Catholic University of America
- JAMES WILLIAM HAGY, Ph.D., *Professor of History* (1969)
A.B., Kings College; M.A., East Tennessee State University; Ph.D., University of Georgia
- DAVID H. HALL, Ph.D., *Associate Professor of Physics* (1975)
B.S., M.S., Carnegie-Mellon University; Ph.D., Washington University
- BARBARA JEAN HAMILTON, M.Ed., *Assistant Professor of Physical Education* (1975)
B.S., M.Ed., Bowling Green State University
- ROSE CONDON HAMM, Ph.D., *Associate Professor of Mathematics* (1975)
B.S., College of Charleston; M.S., University of South Carolina; Ph.D., Auburn University
- MARY KATHLEEN HANEY, M.A., *Assistant Professor of English* (1974)
B.A., St. Francis College; M.A., University of Dayton
- GARY HARRISON, Ph.D., *Associate Professor of Mathematics* (1982)
B.S., Brigham Young University; M.S., Ph.D., Michigan State University
- JOSEPH MORGAN HARRISON, Ph.D., *Associate Professor of English* (1970)
B.A., University of the South; M.A., Ph.D., University of Virginia
- JULIAN RAVENEL HARRISON, III, Ph.D., *Professor of Biology* (1963)
B.S., College of Charleston; A.M., Duke University; Ph.D., University of Notre Dame
- MARK HARTLEY, D.B.A., *Assistant Professor of Business Administration* (1985)
B.B.A., M.B.A., Columbus College; D.B.A., Louisiana Tech University
- MARSHA E. HASS, J.D., *Associate Professor of Business Administration* (1976)
B.A., Clemson University; M.A.T., M.B.A., J.D., University of South Carolina
- JAMES S. HAWKES, Ph.D., *Assistant Professor of Business Administration* (1977)
B.S., University of Richmond; M.B.A., New York University; Ph.D., Clemson University

Faculty

- WILLIAM HUGH HAYNSWORTH, Ph.D., *Associate Professor of Mathematics* (1970)
B.A., University of South Florida; M.S., Ph.D., University of Miami
- FREDERICK J. HELDRICH, Ph.D., *Assistant Professor of Chemistry* (1982)
B.S., Washington and Lee University; Ph.D., Emory University
- SARA A. HELLER, Ph.D., *Assistant Professor of Geology* (1984)
B.S., Dickinson College; Ph.D., West Virginia University
- REBECCA BARNES HERRING, M.Ed., C.P.A., *Associate Professor of Business Administration* (1972)
B.S., M.Ed., University of North Carolina at Greensboro
- EDWIN C. HETTINGER, Ph.D., *Assistant Professor of Philosophy* (1986)
B.A., Denison University; M.A., Ph.D., University of Colorado
- KATHERINE HIGGINS BIELSKY, M.L.S., *Librarian II* (1984)
B.A., Catawaba College; M.A., University of Tennessee; M.L.S., Florida State University
- WILLIAM LEROY HILLS, JR., Ph.D., *Associate Professor of Physical Education* (1973)
A.B., University of South Carolina; M.S., Ph.D., Florida State University
- SAMUEL MIDDLETON HINES, JR., Ph.D., *Professor of Political Science and Vice President for Departmental Affairs* (1973)
A.B., Davidson College; M.A., Ph.D., Duke University
- MARY K. HOLLOWAY, M.F.A., *Assistant Professor of Fine Arts* (1987)
B.A., Simpson College; M.F.A., Virginia Commonwealth University
- CHRISTINE HOPE, Ph.D., *Assistant Professor of Sociology/Anthropology* (1985)
B.A., New College; M.Ph., Ph.D., Yale University
- GEORGE W. HOPKINS, Ph.D., *Associate Professor of History* (1976)
B.A., Miami University; Ph.D., University of North Carolina
- MARGARET HUMPHREYS, M.Ed., *Assistant Professor of Education and Director of the Early Childhood Development Center*
B.A., M.Ed., University of South Carolina
- BISHOP C. HUNT, JR., Ph.D., *Professor of English* (1976)
A.B., Harvard University; B. Litt., Oxford University; Ph.D., Harvard University

- CAROLINE C. HUNT, Ph.D., *Associate Professor of English* (1976)
A.B., Radcliffe College; B.A., M.A., St. Anne's College, Oxford University; Ph.D., Harvard University
- EUGENE CLAYTON HUNT, M.A., *Associate Professor of English* (1973)
B.A., Talladega College; M.A., Northwestern University
- BARBARA G. IMBER, A.B.D., *Visiting Assistant Professor of Philosophy* (1987)
B.A., M.A., A.B.D., University of Texas at Dallas
- PAMELA ISACCO-NIESSLEIN, Ph.D., *Assistant Professor of Spanish* (1985)
B.A., St. Francis College; M.A., Ph.D., University of Pittsburgh
- HELEN A. IVY, M.L.S., *Librarian II* (1982)
A.B., Georgia Southwestern College; M.L.S., George Peabody College
- PATRICIA JENKS, M.F.A., *Assistant Professor of Fine Arts and Director of the William Halsey Gallery* (1986)
B.F.A., University of North Carolina; M.F.A., Clemson University
- KENNETH M. JENSON, Ph.D., *Assistant Professor of English* (1983)
B.A., Texas Lutheran College; M.A., American University; M.A., Ph.D., University of Texas
- DIANE CHALMERS JOHNSON, Ph.D., *Professor of Fine Arts* (1970)
B.A., Radcliffe College, Harvard University; M.A., Ph.D., Kansas University
- JEFFREY LAWSON LAWRENCE JOHNSON, Ph.D., *Professor of English* (1971)
A.B., M.A., Ph.D., Florida State University
- ROBERT K. JOHNSON, Ph.D., *Professor of Biology and Director of Marine Biology Graduate Program* (1986)
A.B., Occidental College; M.S., Ph.D., Scripps Institute of Oceanography, University of California at San Diego
- KATHERINE JOHNSTON, Ph.D., *Associate Professor of Mathematics* (1984)
B.S., M.S., Emory University; Ph.D., Vanderbilt University
- LAYLON WAYNE JORDAN, Ph.D., *Professor of History* (1970)
B.A., Old Dominion College; M.A., College of William and Mary; Ph.D., University of Virginia
- PHILLIP JOS, Ph.D., *Assistant Professor of Political Science* (1986)

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

DEE DEE JOYCE, M.A., *Visiting Instructor of Sociology/Anthropology* (1986)
B.A., Catawba College; M.A., University of Arkansas

PAUL E. JURSA, Ph.D., *Associate Professor of Economics* (1976)
B.A., M.A., Northern Illinois University; Ph.D., University of Texas

CHARLES F. KAISER, Ph.D., *Associate Professor of Psychology* (1972)
B.S., M.A., City College of New York; Ph.D., University of Houston

MURRAY A. KAPLAN, M.B.A., *Adjunct Assistant Professor of Business Administration* (1981)
A.B., Dartmouth College; M.B.A., Amos Tuck School of Business Administration

ANNA KATONA, Ph.D., *Professor of English* (1975)
M.A., University of Debrecen, Hungary; M.A., University of Budapest;
Ph.D., University of Debrecen

MICHAEL P. KATUNA, Ph.D., *Professor of Geology* (1974)
B.A., M.A., Queens College; Ph.D., University of North Carolina

DOUGLAS F. KENNARD, Ph.D., *Assistant Professor of Education* (1984)
B.S. Ball State University; M.A., Ph.D., Ohio State University

MAX DEE KENNEDY, M.S., *Assistant Professor of Physical Education* (1974)
B.S., Newberry College; M.S., University of Colorado

CATHERINE KESSELL, Ph.D., *Assistant Professor of Mathematics* (1986)
B.A., University of Chicago; M.A., University of California, Berkeley;
Ph.D., University of Colorado

WILLIAM FRANK KINARD, Ph.D., *Professor of Chemistry* (1972)
B.S., Duke University; Ph.D., University of South Carolina

EARL OLIVER KLINE, Ph.D., *Professor of Political Science* (1970)
A.B., College of William and Mary; M.A., Vanderbilt University; Ph.D.,
Princeton University

STUARTE. KNEE, Ph.D., *Associate Professor of History and Director of Jewish Studies* (1986)
B.A., M.A., Queens College, City University of New York; Ph.D., New York University

Faculty

- DAVID MARTIN KOWAL, Ph.D., *Associate Professor of Fine Arts* (1979)
B.A., Brandeis University; M.A., Ph.D., University of Michigan
- WILLIAM RICHARD KUBINEC, Ph.D., *Associate Professor of Physics* (1974)
B.E.S., Cleveland State University; Ph.D., Case Western Reserve University
- THOMAS D. LANGLEY, Ed.D., *Associate Professor of Physical Education* (1984)
B.S., M.Ed., Ed.D., University of South Carolina
- EDWARD JOHN LAWTON, Ed.D., *Professor of Education* (1977)
B.A., North Adams State College; M.A., Fairfield University; Ed.D., University of Virginia
- GLENN LESSES, Ph.D., *Assistant Professor of Philosophy* (1986)
B.A., University of Rochester; M.A., Ph.D., Indiana University
- ANDREW H. LEWIS, Ph.D., *Associate Professor of Physical Education* (1983)
B.S., Albany State College; M.S., University of Tennessee; Ph.D., Ohio State University
- DONALD C. LEWIS, Ph.D., *Assistant Professor of Mathematics* (1987)
B.S., M.E., Ph.D., Cornell University
- WILLIAM ALFRED LINDSTROM, Ph.D., *Associate Professor of Physics and Associate Dean of Undergraduate Studies* (1973)
B.S., Auburn University; M.S., Ph.D., Clemson University
- DAVID THOMAS LIVINGSTON, III, Ph.D., *Associate Professor of Business Administration* (1974)
B.S., U.S. Coast Guard Academy; M.B.A., Ph.D., University of South Carolina
- RITA LIVINGSTON, M.A.T., *Adjunct Instructor of History*
M.A.T., The Citadel
- R. BRETLEY LOTT, M.F.A., *Assistant Professor of English* (1986)
B.A., California State University, Long Beach; M.F.A., University of Massachusetts, Amherst
- CARLA L. LOWRY, Ph.D., *Assistant Professor of German* (1977)
B.A., M.A., Ph.D., Louisiana State University
- DAVID S. MANN, Ph.D., *Associate Professor of Political Science* (1977)

B.A., California State University; M.S., University of Southern California; Ph.D., Washington State University

EUGENIE COMER MANN, M.A., *Assistant Professor of English* (1973)
B.A., Columbia College; M.A., Clemson University

JORGE A. MARB'AN, Ph.D., *Professor of Spanish* (1976)
M.Soc. Science, Dr. of Law, University of Havana; M.A., Trinity College;
Ph.D., Emory University

MICHAEL MARCELL, Ph.D., *Associate Professor of Psychology* (1978)
B.A., Centenary College; M.A., Ph.D., Vanderbilt University

ALICE MARKWALDER, Ph.D., C.P.A., *Associate Professor of Business Administration* (1986)
B.S., Illinois State University; M.A.C.C., University of South Carolina;
Ph.D., University of Georgia

ELIZABETH MCKEOWN MARTIN, M.S., *Assistant Professor of Chemistry* (1975)
B.S., Winthrop College; M.A.T., Duke University; M.S., Georgia State University

CHARLES EDWARD MATTHEWS, Ph.D., *Associate Professor of Education* (1974)
B.A., Wake Forest University; M.A., East Carolina University; Ph.D., University of North Carolina

DAVID W. MAVES, D.M.A., *Professor of Fine Arts* (1976)
B.M., University of Oregon; M.M., D.M.A., University of Michigan

AMY T. MCCANDLESS, Ph.D., *Associate Professor of History* (1983)
B.A., Sweet Briar College; M.A., Ph.D., University of Wisconsin

PETER MCCANDLESS, Ph.D., *Professor of History* (1974)
B.A., University of Illinois; Ph.D., University of Wisconsin

ALFREDA J. MCCOLLOUGH, Ph.D., *Assistant Professor of Political Science* (1986)
B.S., University of Arkansas; M.A., Oklahoma State University; Ph.D., University of Missouri

ARTHUR W. MCDONALD, Ph.D., *Professor of Fine Arts* (1982)
B.A., University of Georgia; M.A., University of North Carolina; Ph.D., Indiana University

- KATHERINE MCINTOSH, M.Ed., *Associate Professor of Education* (1975)
B.A., Columbia College; M.Ed., University of South Carolina
- LAWRENCE MCNITT, Ph.D., *Associate Professor of Business Administration*
(1985)
B.A., Andrews University; Ph.D., University of North Carolina
- CLYDE R. METZ, Ph.D., *Professor of Chemistry* (1982)
B.S., Rose-Hulman Institute of Technology; Ph.D., Indiana University
- JOHN NEY MICHEL, M.F.A., *Associate Professor of Fine Arts* (1973)
B.F.A., Atlanta School of Art; M.F.A., Temple University
- ROBERT J. MIGNONE, Ph.D., *Associate Professor of Mathematics* (1981)
B.A., Temple University; Ph.D., The Pennsylvania State University
- STEPHANIE MIGNONE, M.A., *Director of Language Lab* (1985)
B.S., Georgetown University; M.A., University of South Carolina
- DEBORAH MILLER, Ph.D., *Assistant Professor of Physical Education* (1982)
B.S., M.S., University of Illinois; Ph.D., University of Oregon
- LANEY RAY MILLS, Ph.D., *Associate Professor of Physics* (1971)
B.S., B.A., Southwestern at Memphis; M.S., Ph.D., Louisiana State
University
- JOZEF MODZELEWSKI, Ph.D., *Assistant Professor of German* (1987)
B.A., M.A., Wroclaw University, Poland; Ph.D., New York University
- GÉRARD MONTBERTRAND, Ph.D., *Assistant Professor of French* (1987)
B.S., Académie d'Aix-Marseille, France; M.A., Ph.D., Rutgers Univer-
sity
- SHIRLEY L. MOORE, M.A., *Assistant Professor of English* (1974)
B.A., Georgetown College; M.A., North Carolina State University
- WILLIAM VINCENT MOORE, Ph.D., *Professor of Political Science* (1972)
B.A., M.A., Southern Illinois University; Ph.D., Tulane University
- J. MICHAEL MORGAN, Ph.D., *Associate Professor of Economics* (1967)
B.A., Georgia Southern College; M.A., Old Dominion University; Ph.D.,
University of South Carolina
- J. FRANK MORRIS, Ph.D., *Associate Professor of Classics* (1978)
B.A., University of Florida; M.A., Illinois State University; Ph.D., Univer-
sity of Cincinnati

- NAN DANSBY MORRISON, Ph.D., *Professor of English* (1967)
 B.A., Troy State College; M.A., Ph.D., University of South Carolina
- SUSAN JOAN MORRISON, Ph.D., *Assistant Professor of Biology* (1979)
 M.S., Colorado State University; Ph.D., Florida State University
- PAUL T. NELSON, Ph.D., *Professor of Business Administration* (1985)
 B.A., University of Cincinnati; Ph.D., Michigan State University
- ROBERT F. NEVILLE, M.L.S., *Librarian II* (1981)
 B.A., Dickinson College; M.A., M.A.S., University of Maryland
- JOHN HOWLE NEWELL, Ph.D., *Associate Professor of History* (1978)
 B.A., University of Georgia; M.A., Ph.D., Duke University
- ERIC H. NIELSEN, *Executive in Residence, Business and Economics*
 B.S. University of California
- ROBERT M. NORTON, Ph.D., *Professor of Mathematics* (1974)
 B.S., Northeast Missouri State University; M.S., Ph.D., Oklahoma State University
- RICHARD NUNAN, Ph.D., *Assistant Professor of Philosophy* (1984)
 B.A., Vassar College; M.A., Ph.D., University of North Carolina
- ROBERT L. NUSBAUM, Ph.D., *Assistant Professor of Geology* (1984)
 B.A., M.S., University of Kansas; Ph.D., University of Missouri at Rolla
- JOHN ANTHONY OLBRYCH, JR., M.F.A., *Associate Professor of Fine Arts*
 (1979)
 B.A., University of Massachusetts; M.F.A., Brandeis University
- WILLIAM J. OLEJNICZAK, Ph.D., *Assistant Professor of History* (1987)
 B.A., Bradley University; M.A., Ph.D., Duke University
- DOROTHEA OLKOWSKI, Ph.D., *Assistant Professor of Philosophy* (1986)
 B.A., SUNY-Binghamton; M.A., Ph.D., Duquesne University
- NORMAN OLSEN, JR., Ph.D., *Professor of English* (1972)
 B.A. Dartmouth College; M.A., Ph.D., Duke University
- WILLARD LAWRENCE OPLINGER, D.M.A., *Associate Professor of Fine Arts*
 (1971)
 A.B., Oberlin College; B.M.E., Oberlin Conservatory of Music; M.M.,
 University of Arkansas; D.M.A., West Virginia University

- THOMAS ALFRED PALMER, Ph.D., *Professor of Political Science and Director of International Studies* (1970)
B.A., College of William and Mary; M.A., American University; Ph.D., University of South Carolina
- ALBERT E. PARISH, JR., B.S., *Assistant Professor of Mathematics* (1982)
B.S., College of Charleston
- JACK PARSON, Ph.D., *Associate Professor of Political Science* (1980)
B.A., University of Minnesota; M.A., Southern Illinois University; Ph.D., The University of Sussex, England
- MAGGIE THURMAN PENNINGTON, Ph.D., *Professor of Biology* (1962)
B.S., Radford College; M.S., Ph.D., University of Virginia
- MARTIN PERLMUTTER, Ph.D., *Associate Professor of Philosophy* (1979)
B.A., City College of New York; M.A., Ph.D., The University of Illinois
- FRANK PETRUSAK, Ph.D., *Professor of Political Science* (1971)
B.A., M.A., Northwestern University; M.A., Ph.D., Tulane University
- WALTER PHARR, JR., M.A., *Assistant Professor of Computer Science* (1983)
B.A., Mercer University; M.A., University of Virginia
- MICHAEL PHILLIPS, M.A., *Associate Professor of Fine Arts* (1984)
B.A., Ohio Wesleyan University; M.A., New York University
- MICHAEL S. PINCUS, Ph.D., *Professor of Spanish* (1987)
B.A., Union College; M.A., Ph.D., University of North Carolina
- GEORGE J. POTHERING, Ph.D., *Associate Professor of Computer Science* (1978)
B.S., Allentown College; M.S., Ph.D., University of Notre Dame
- PHILIP POWELL, M.A., *Librarian II*, (1984)
B.A., M.S., Illinois State University; M.A., Northern Illinois University
- SANDRA MARY POWERS, M.S., *Assistant Professor of Mathematics and Associate Dean of Undergraduate Studies* (1974)
A.B., Notre Dame College; M.S., Michigan State University
- SUSAN PRAZAK, M.A., *Associate Professor of Mathematics* (1974)
B.A., New York University; M.A., Hunter College
- JOHN H. RASHFORD, Ph.D., *Assistant Professor of Anthropology* (1983)
B.A., Friends World College; M.A., Ph.D., City University of New York

- GEORGE RICHARDSON, M.A., *Adjunct Instructor of History*
M.A., Florida State University
- TERRY RICHARDSON, M.S., *Visiting Associate Professor of Physics* (1983)
B.S., University of South Carolina; M.S., Vanderbilt University
- ERNEST G. RIGNEY, JR., Ph.D., *Assistant Professor of Sociology* (1980)
B.A., Baptist College at Charleston; M.A., University of South Carolina;
Ph.D., University of Illinois at Urbana-Champaign
- ALEXANDER W. RITCHIE, Ph.D., *Associate Professor of Geology* (1982)
B.S., University of North Carolina; M.A., Ph.D., University of Texas
- JAMES VAIDEN ROBINSON, JR., Ph.D., *Associate Professor of Psychology*
(1970)
B.S., University of Southern Mississippi; M.A., Ph.D, University of
Mississippi
- EDWIN ROMAIN, D.M.A., *Associate Professor of Fine Arts* (1979)
B.A., Xavier University; M.M., Southern Illinois University; D.M.A.,
University of Southern Mississippi
- JENNY ROSE, M.Ed., *Early Childhood Development Center* (1986)
M.Ed., College of Charleston
- STEVE ROSENBERG, *Associate Professor of Fine Arts* (1986)
Prix de Virtuosite, Schola Castorum, Paris
- GARY MCCANE ROSS, M.L.S., *Librarian II and Assistant Director of Technical
Services* (1984)
B.S., Cornell University; M.L.S., Syracuse University
- PETER JOHN ROWE, Ph.D., *Associate Professor of Psychology* (1971)
A.A., Manatee Junior College; A.B., University of South Florida; Ph.D.,
University of Georgia
- HOWARD F. RUDD, JR., Ph.D., *Professor of Business Administration* (1984)
B.S., M.B.A., Syracuse University; Ph.D., Texas Tech University
- MARTHA WHICKER RUNEY, Ph.D., *Associate Professor of Biology* (1974)
A.B., Catawba College; M.A., Wake Forest University; Ph.D., University
of South Carolina
- SUSAN JANE SCHENCK, Ph.D., *Associate Professor of Education* (1979)
B.S., M.Ed., Rhode Island College; Ph.D., University of Connecticut

- GREGORY C. SCHMITT, M.A., *Assistant Professor of English* (1984)
B.A., Central Washington State College; M.A., University of Missouri
- JOHN SCHMITT, M.A., *Librarian II* (1984)
B.A., M.A., University of Wisconsin
- NORBERT SCLIPPA, Ph.D., *Assistant Professor of French* (1985)
Licence es Lettres, La Sorbonne, Paris; M.A., Hunter College; Ph.D.,
City University of New York
- SHEILA L. SEAMAN, M.S.L.S., *Librarian II and Assistant Director for Public
Services* (1981)
B.A., Colby College; M.S.L.S., Case Western Reserve University
- RICHARD G. SHAINWALD, Ph.D., *Professor of Business Administration*
(1973)
B.S., Northeastern University; M.B.A., Stetson University; Ph.D., Uni-
versity of Georgia
- IRENE SILVERBLATT, Ph.D., *Assistant Professor of Anthropology* (1983)
B.A., Swarthmore College; M.A., Ph.D., University of Michigan
- HERB SILVERMAN, Ph.D., *Professor of Mathematics* (1976)
A.B., Temple University; M.A., Ph.D., Syracuse University
- LAWRENCE JOSEPH SIMMS, Ph.D., *Associate Professor of Classics* (1971)
A.B., Catholic University of America; M.A., Ph.D., University of North
Carolina
- MICHAEL SKINNER, Ph.D., *Assistant Professor of Education* (1986)
B.S., Bowling Green State University; M.A., Ph.D., Ohio State Univer-
sity
- JAMES WATSON SMILEY, Ph.D., *Professor of Biology* (1971)
B.S., M.S., Ph.D., University of South Carolina
- JAMES F. SNYDER, Ph.D., *Associate Professor of Business Administration*
(1975)
B.A., M.Ed., Bloomsburg State College; Ph.D., University of Georgia
- SUE A. SOMMER-KRESSE, Ph.D., *Associate Professor of Education and Vice
President for Enrollment Management* (1979)
B.S., M.A., University of Minnesota-Duluth; Ph.D., University of Wis-
consin-Madison

- REUBEN M. SPAKE, Ph.D., *Visiting Assistant Professor of Mathematics* (1987)
B.A., M.A., Ph.D., University of California at Davis
- GEORGE G. SPAULDING, *Executive in Residence, School of Business and Economics* (1986)
B.S., University of Toledo
- CHRISTOPHER W. STARR, A.B.D., *Visiting Assistant Professor of Computer Science* (1987)
B.A., College of Charleston; M.S., A.B.D., Medical University of South Carolina
- FAYE B. STEUER, Ph.D., *Associate Professor of Psychology* (1976)
B.A., University of Rochester; M.S., Cornell University; Ph.D., University of North Carolina
- BEATRICE STIGLITZ, Ph.D., *Associate Professor of French* (1979)
B.A., Hunter College; M.A., New York University; M.Ph., Ph.D., City University of New York
- IKE STONEBERGER, M.F.A., *Assistant Professor of Fine Arts* (1986)
B.A., James Madison University; M.F.A., Virginia Commonwealth University
- KATINA PARTEMOS WALSER STRAUCH, M.S., *Librarian III* (1979)
B.A., M.S., University of North Carolina
- THOMAS V. STURGEON, A.B.D., *Visiting Assistant Professor of Political Science* (1987)
A.B.D., University of South Carolina
- MACK TENNYSON, Ph.D., C.P.A., *Assistant Professor of Business Administration* (1981)
B.S., Baptist College of Charleston; Ph.D., University of South Carolina
- GARY TIDWELL, L.L.M., *Associate Professor of Business Administration* (1986)
B.S., B.A., J.D., University of Arkansas; L.L.M., New York University School of Law
- PAMELA COCHRANE TISDALE, Ph.D., *Associate Professor of Education* (1977)
B.A., Wilson College; M.Ed., Ph.D., University of Florida

- Faculty
- CAROL CATHERINE MARIE TORIS, M.A., *Assistant Professor of Psychology* (1981)
B.A., Rutgers University; M.A., University of Virginia
- ROBERT EDWARD TOURNIER, Ph.D., *Professor of Sociology* (1972)
B.A., MacMurray College; Ph.D., Tulane University
- JUNG FANG TSAI, Ph.D., *Professor of History* (1973)
B.A., Tunghai University; M.A., University of Maryland; Ph.D., University of California at Los Angeles
- 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)
N.C.E., Alvan Ikoku College of Education, Nigeria; D.E.F., University of Dakar; C.E.F., Université de Poitiers, France; M.A., Winthrop College; Ph.D., Florida State University
- GIULIO VENEZIAN, Ph.D., *Associate Professor of Physics* (1987)
B.E., McGill University; Ph.D., California Institute of Technology
- 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
- ALICE WAKEFIELD, Ed.D., *Assistant Professor of Education* (1986)
B.S., Ohio State University; M.Ed., University of North Carolina at Charlotte; Ed.D., University of Virginia
- JAMES FRED WATTS, Ph.D., *Professor of Physics* (1970)
B.S., University of Richmond; M.A., Wake Forest University; Ph.D., Virginia Polytechnic Institute and State University
- MARLENE WATTS, M.A., *Adjunct Instructor of History*
M.A., Wake Forest University
- FRANCES CLAYTON WELCH, Ph.D., *Associate Professor of Education* (1979)
B.A., Columbia College; M.A., Ph.D., University of South Carolina
- THOMAS C. WHITE, III, Ph.D., C.P.A., *Associate Professor of Business Administration* (1985)
B.A., B.S., University of Kansas; M.B.A., M.S., Ph.D., Golden Gate University

- CARL WHITNEY, Ph.D., *Assistant Professor of Biology* (1986)
B.S., Iowa State University; M.S., Ph.D., University of British Columbia
- 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., *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., *Associate Professor of French* (1983)
B.A., Hood College; M.A., Universite de Paris—Middlebury College;
Ph.D., Washington University
- EWA WAJCICKA, Ph.D., *Assistant Professor of Mathematics* (1985)
B.S., University of Gdansk, Poland; Ph.D., University of South Carolina
- 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
- B. PERRY WOODSIDE, Ph.D., *Associate Professor of Finance* (1968)
B.A., Furman University; M.B.A., Ph.D., University of South Carolina
- 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

EXECUTIVE OFFICERS OF THE ADMINISTRATION

HARRY M. LIGHTSEY, JR.
President

CONRAD D. FESTA
Senior Vice President for Academic Affairs/Dean of the Faculty

ROBERT LYON
Senior Vice President for Institutional Advancement

GEORGE HABORAK
Senior Vice President for Student Affairs

J. FLOYD TYLER
Senior Vice President for Business Affairs

THOMAS HAMBY
Senior Vice President for Executive Administration

DEPARTMENTS OF THE ADMINISTRATION

ACADEMIC AFFAIRS

Conrad D. Festa, Senior Vice President of Academic Affairs and Dean of the Faculty (1987)
B.A., Wheaton College; M.A., Cornell University; Ph.D., University of South Carolina

Samuel M. Hines, Vice President for Departmental Affairs (1973)
A.B., Davidson College; M.A., Ph.D., Duke University

Sharon F. Pothering, Administrative Assistant II (1984)
B. A., College of Charleston

Cheryl L. Graves, Administrative Support Specialist (1984)

ADMINISTRATIVE SERVICES OFFICE

Elizabeth B. Bullock, Director (1979)

Tina Whitehead, Communications Specialist (1981)

Earl Greene, Copy Specialist (1985)

Cheryl A. Garrett, Administrative Specialist B (1986)

ADMISSIONS

- Donald C. Burkard, Dean of Admissions (1986)
B.A., M.S., St. Bonaventure University
- Otto B. German, Assistant Director of Admissions (1973)
B.S. College of Charleston
- Patricia A. Jones, Student Services Program Coordinator (1973)
B.A. College of Charleston
- Gregory W. Adams, Admissions Counselor (1986)
B.S., College of Charleston
- Suzette Stille, Admissions Counselor (1986)
B.A., Wofford College
- Ellen Burckhardt, Administrative Support Specialist (1986)
- Deloris Van Dyke, Administrative Support Specialist (1987)

ALUMNI AFFAIRS

- Tony Meyer; Director of Alumni Affairs (1954)
B.S., College of Charleston; M.A., Appalachian State University
- Cathy Hill Reinecke, Assistant Director of Alumni Affairs (1986)
B.S., College of Charleston
- Susan Snead, Administrative Support Specialist (1987)
A.B., Nassau Community College

ATHLETIC DEPARTMENT

- John L. Kresse, Athletic Director/Men's Basketball Coach (1979)
B.A., M.A., St. John's University
- Jerry I. Baker, Assistant Athletic Director (1984)
B.A., College of Charleston; M.Ed., University of South Carolina
- Samuel D. Hare, Assistant Basketball Coach (1984)
B.S., College of Charleston
- Marie D. Barnette, Women's Basketball Coach (1984)
B.S., College of Charleston; M.Ed., The Citadel
- Lisa Schweers, Assistant Women's Basketball Coach (1986)
B.S., College of Charleston
- Ralph Lundy, Soccer Coach (1987)
B.S., M.S., Western Carolina University
- 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
- David Berryman, Men's Tennis Coach (1983)
B.B.A., Memphis State University

Administrative Offices

- Amelia Dawley, Women's Volleyball Coach (1984)
B.S., College of Charleston
- Roger B. Hinds, Athletic Trainer (1980)
B.S., Brooklyn College; M.S., Indiana State-Terre Haute
- Marilyn S. McKenzie, Administrative Support Specialist (1974)

BURSAR'S OFFICE

- Leonardo V. Cortez, Bursar (1984)
M.B.A., University of De La Salle; M.A., Loyola House of Studies
(Ateneo de Manila University)
- Dianne P. Dyches, Assistant Bursar (1977)
- Blanche E. Dennis, Administrative Support Specialist (1984)
- Marie F. Collins, Administrative Support Specialist (1961)
- Vera E. King, Data Control Clerk (1979)

BUSINESS AFFAIRS OFFICE

- J. Floyd Tyler, Sr., Senior Vice President for Business Affairs (1970)
B.S., University of South Carolina
- Joel J. Lake, Director, Auxiliary Affairs (1975)
B.S., The Citadel; M.B.A., The Citadel
- Priscilla D. Burbage, Budget Director (1974)
- Christene T. Polutta, Budget Analyst (1983)
- Catherine B. Blackmon, Staff Assistant (1985)
B.S., University of South Carolina

CAREER DEVELOPMENT OFFICE

- Boyce V. Cox, Jr., Dean of Career Development and Placement (1971)
B.A., Wake Forest; M.Div., Duke University
- Susan Rockefeller-Jones, Administrative Assistant (1982)
- Deborah Y. Capers, Job Developer (1986)
- Arnold Eric Prioleau, Coordinator of Cooperative Education and Internships
(1974)
- Michael R. Bosch, Job Developer (1987)

CENTRAL ENERGY OFFICE

- Harry Feller, Plant Maintenance Engineer (1973)

COLLEGE RELATIONS AND SPECIAL EVENTS

- Susan Sanders, Director of College Relations and Special Events (1978)
B.A., Florida State University

Administrative Offices

- Bobbin Huff, Assistant Director for College Relations (1984)
B.A., American University
- Stephen G. Hoffius, Publications Coordinator (1986)
B.A., Duke University
- Christine Stuver, Administrative Specialist (1987)
B.S., Virginia Polytechnic Institute and State University

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
- Hope M. Florence, Director of Math Lab (1978)
B.A., College of Charleston; M.A., University of South Carolina
- Kenneth M. Jenson, Director of Writing Lab (1983)
B.A., Texas Lutheran College; M.A., American University; M.A., Ph.D.,
University of Texas
- Susan T. Ventola, Reading/Study Skills Instructor (1986)
B.A., Middlebury College; M.Ed., Northeastern University
- Lynn P. Hagen, Administrative Support Specialist (1981)

COLLEGE STORE

- Ralph Conrad, College Store Manager (1973)
- Margaret F. Hamby, Assistant Manager (1986)

COMPUTER SERVICES

- Marchia K. Moore, Interim Director (1983)
B.S., Clemson University; M.A., Central Michigan
- Carol D. Chatman, Data Coordinator (1983)
- Claude F. Cross, Software Technician (1987)
- Wallace A. Daponte, Computer Operator (1981)
- Deborah L. Doscher, Information Resources Coordinator (1983)
- Sue L. Dowd, Systems Programmer (1986)
B.S., College of Charleston
- Debra P. Evans, Administrative Specialist (1981)
- Diane I. Griggs, Computer Programmer (1986)
B.S., College of Charleston
- Nancy S. Kruger, Programmer Analyst (1983)
- Tina S. Lacey, Computer Programmer (1987)
A.A., Trident Technical College
- Pierre E. Lauzon, Computer Programmer (1987)
B.S., College of Charleston

- Betty J. Munford, Key Entry Operator (1982)
Janice D. O'Neill, Programmer Analyst (1982)
Claudette M. Pelchat, Computer Operator (1987)
Debra F. Pitre, Operations Manager (1984)
Robert D. Richardson, Computer Operator (1987)
Lynn D. Todd, Programmer Analyst (1984)
B.A., Newcomb College of Tulane University; M.A., University of South Carolina
Lisa B. Weaver, Computer Programmer (1985)
B.S., College of Charleston

CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

- Abbie F. Smith, Dean (1983)
B.A., University of Wichita; M.A., Wichita State University; Ph.D., University of Kansas
Maxine Smith Martin, Student Services Program Coordinator (1973)
B.S., Hampton University; M.A., Atlanta University
Jean Moorman, Administrative Specialist (1985)
A.A., Gulf Coast Community College
Judith Sawyer, Administrative Specialist (1987)
B.A., Hollins College

CONTROLLER

- Joseph E. Bolchoz, Jr., Controller (1972)
B.S., Baptist College; M.A. Central Michigan University
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 (1972)
Phyllis Singleton, Data Control (1979)
A.B., Palmer College
James Pooser, Loan Officer (1977)
Barbara Pittillo, Student Payroll (1979)
Rena Mitchell, Accounts Payable (1984)
B.S. Wilberforce University
Kathy Rutledge, Accounts Receivable (1978)

Administrative Offices

Madeline Patz, Administrative Assistant (1985)
Daphne Stephens, Payroll Supervisor (1973)
Doris Noriega, Payroll (1984)

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
Timothy Zwart, Psychologist III (1987)
B.A., Calvin College; M.A., Ed.D., Western Michigan University
Robin H. Armstrong, Administrative Specialist (1986)
Kings College

CUSTODIAL SERVICES DIVISION

Larry B. Deery, Director (1973)
Leroy Bennett, Supervisor Custodial Services (1970)

DEVELOPMENT OFFICE

Karen K. Abrams, Director of Special Gifts (1986)
B.A., Furman University
Teresa C. Farris, Director of Corporate and Foundation Relations (1982)
B.A., University of South Carolina
Murray Kaplan, Director of Planned Giving (1985)
B.A., Dartmouth College; M.B.A., The Amos Tuck School of Business
Administration
Paul Y. DuPont, Accountant (1985)
B.S., University of North Carolina at Chapel Hill; C.P.A.
Paula Ruth, Accounting Technician (1987)
Treva Simpson, Administrative Support Specialist (1985)
Adriana Link, Administrative Support Specialist (1987)
Vanessa Lumpkin, Administrative Support Specialist (1987)

EARLY CHILDHOOD DEVELOPMENT CENTER

Margaret W. Humphreys, Director (1980)
M.Ed., University of South Carolina
Cynthia Moser, Master Teacher (1984), M.Ed., Winthrop
Peggy Fitzgerald, Master Teacher (1985), M.Ed., College of Charleston
Ann Whittemore, Master Teacher (1984), M.Ed., Lesley College
Jennie Rose, Master Teacher (1986), M.Ed., College of Charleston

ENROLLMENT MANAGEMENT

- Sue A. Sommer-Kresse, Vice President for Enrollment Management (1980)
B.S., M.A., University of Minnesota; Ph.D., University of Wisconsin-Madison
- Nancy D. Bostick, Administrative Specialist (1985)
B.A., Winthrop College; M.P.A., University of South Carolina

GRADUATE STUDIES

- Samuel M. Hines, Vice President for Departmental Affairs (1973)
A.B., Davidson College; M.A., Ph.D., Duke University
- Gale G. Hill, Student Development Specialist (1979)

GROUNDS OFFICE

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

THE HONORS PROGRAM AND THE GOVERNOR'S SCHOOL

- Rose C. Hamm, Director (1975)
B.S., College of Charleston; M.S., University of South Carolina; Ph.D., Auburn University
- Julie A. Kresch, Assistant Director (1984)
B.A., College of Charleston
- Sharroll E. Qunell, Administrative Support Specialist (1986)
A.S., Parkland College

HOUSING OFFICE

- Demetria N. Clemons, Director of Student Housing (1984)
B.A., College of Charleston; M.Ed., The Citadel
- Rebecca Grant-Richardson, Assistant Director of Residence Services (1974)
B.A., College of Charleston; M.Ed., The Citadel
- Terry Eby, Student Services Specialist (1987)
B.A., University of North Carolina at Wilmington
- Solveig Heintz, Administrative Support Specialist (1986)

INSTITUTE FOR PUBLIC AFFAIRS AND POLICY STUDIES

- Jack Parson, Director, Institute for Public Affairs and Policy Studies Associate
Professor of Political Science
Ph.D., The University of Sussex, England

Administrative Offices

- Frank Petrusak, Director, Master of Public Administration Program Professor of Political Science
Ph.D., Tulane University
- Janet Key, Assistant Director, Master of Public Administration Program; Director, Public Management Assistance Program
M.P.A., College of Charleston
- Jackie Elberhart, Administrative Specialist

INSTITUTIONAL ADVANCEMENT OFFICE

- Robert E. Lyon, Senior Vice President for Institutional Advancement (1984)
B.A., University of Tennessee
- Jerry J. Nuss, Assistant to the Senior Vice President (1975)
B.A., United States Naval Academy; M.A., Stanford University
- Frances A. Rosier, Administrative Support Specialist (1985)

INSTITUTIONAL RESEARCH AND CAMPUS PLANNING

- Monica R. Scott, Director (1980)
B.A., M.P.A., Pennsylvania State University
- Wendy S. Baughman, Statistician (1985)
B.A., M.S.P.H., University of South Carolina
- Mary A. Youngblood, Administrative Support Specialist (1987)

INTERNATIONAL STUDIES

- Thomas A. Palmer, Director (1984)
B.A., College of William and Mary; M.A., American University; Ph.D., University of South Carolina
- Mary Dean Richards, Assistant Director (1985)
B.A., College of Charleston
- Rose Varner, International Programs Coordinator and Foreign Student Advisor (1974)
Shaw University, College of Charleston
- Margaret Bonifay, Administrative Support Specialist (1985)

LEARNING RESOURCES CENTER

- Virginia Tormey Friedman, Director (1984)
B.A., College of Staten Island, CUNY; M.L.S., Pratt Institute
- Joan Mack, Media Resources Coordinator (1985)
B.S., South Carolina State College
- Michael Johnson, Electronics Technician (1982)
A.S., Trident Technical College

- Scott Ross, Audio Visual Specialist (1985)
B.A., College of Charleston
- Jill Conway, Administrative Specialist (1984)
B.A., Richmond College

LIBRARY

- David Cohen, Director of Libraries (1982)
B.A., M.A., University of Pennsylvania; M.L.S., Drexel University;
Ph.D., 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
- 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
- Joan Graf, Administrative Support Specialist (1984)
- Katherine F. Higgins, Assistant Cataloger (1984)
B.A., Catawba College; M.A., University of Tennessee; M.L.S., Florida
State University
- Helen A. Ivy, Head, Marine Resources Library (1982)
A.B., Georgia Southwestern College; M.L.S., George Peabody College
- Philip Powell, Reference Librarian (1984)
B.A., M.S., Illinois State University; M.A., Northern Illinois University
- John Schmitt, Head, Reference Department (1984)
B.A., M.A., University of Wisconsin
- Thomas Gilson, Reference Librarian (1986)
B.A., John Fisher College; M.L.S., University of Buffalo
- Dorothy Fludd, Reference Librarian (1984)
B.A., Allen University; M.L.S., Queens College; M.A., City University of
New York (CUNY)

MAIL SERVICE

- LaMont Meyers, Supervisor, Mail Services (1980)
B.A., College of Charleston

MAYMESTER AND SUMMER SESSIONS

- Barbara J. Gauf, Assistant Director (1982)
B.S., College of Charleston
- Kimberly M. Price, Administrative Support Specialist (1986)

OFFICE OF THE PRESIDENT

- Harry M. Lightsey, Jr., President (1986)
B.S., Clemson University; D.V.M., University of Georgia; L.L.B., University of South Carolina School of Law
- Thomas Hamby, Senior Vice President, Executive Administration (1970)
B.S., George Washington University
- Andrew L. Abrams, Vice President for Legal Affairs (1986)
B.A., Furman University; J.D., University of South Carolina School of Law; L.L.M., University of Virginia
- Daniel S. Dukes, IV, Acting Vice President for Special Projects (1984)
B.A., M.P.A., College of Charleston
- J. Eric Forsberg, Internal Auditor (1974)
B.S., College of Charleston
- Robert E. Gillis, Director of Human Relations (1986)
B.S., M.S., Southwest Missouri State University
- Elizabeth H. Williams, Special Assistant to Senior Vice President for Executive Administration (1987)
B.A., University of South Carolina
- Betty L. Craig, Administrative Assistant (1970)
B.A., University of Kentucky
- Trudy A. Goski, Administrative Specialist (1986)
- Albertha G. Mack, Administrative Specialist (1986)

PERSONNEL

- M. B. Bond, Director of Personnel (1972)
A.S., Palmer College
- Barbara A. Mitchell, Personnel Assistant (1977)
- Barbara W. Green, Administrative Specialist (1979)
A.S., Trident Technical College
- Andria D. Stevens, Administrative Specialist (1987)

PHYSICAL PLANT

- James W. Shumate, Director of Physical Plant (1987)
B.S.C.E., University of Mississippi
- James B. Miller, Deputy Director of Physical Plant (1987)
B.S.B.A., S.E. Missouri State University
- Thomas F. Kicklighter, Jr., Facilities Engineer (1987)
B.S.C.E., Clemson University
- Wilford B. Hoats, Superintendent of Maintenance (1973)
- Mary K. Colacicco, Administrative Assistant (1973)
- Aurelia Allen, Administrative Specialist (1972)

PUBLIC SAFETY OFFICE - 792-4196

James H. Goss, Deputy Chief (1982)
B.S. Criminal Justice, State University of New York at Buffalo
Edward E. Jackson, Captain (1981)
Charlotte A. Wilson, Administrative Assistant (1972)

PURCHASING OFFICE

David H. Sadler, LCPPO, Director of Procurement (1975)
Anne D. Perry, Procurement Support (1977)
John A. Jordan, Material Support (1972)
Saundra W. Green, Administrative Support (1974)

REGISTRAR'S OFFICE

William A. Anderson, Registrar (1987)
B.A., University of Georgia; M.A., Roosevelt University
Sheila M. Amos, Administrative Support Specialist (1986)
B.A., College of Charleston
Eleanor S. Weiters, Data Control Clerk (1979)
Annice E. Harrison, Administrative Support Specialist (1983)
Laurie Walton, Data Control Clerk (1986)
Christopher Gilliard, Data Control Clerk (1986)
B.A., Benedict College

STERN STUDENT CENTER AND STUDENT ACTIVITIES

Robin Hardin, Director (1979)
B.S., Clemson University; M.Ed., Oregon State University
Bill King, Assistant Director, Director of the Swimming Pool, Swim Team Coach
(1977)
B.S., M.A., East Carolina University
Jane Tiencken, Program Director (1984)
B.S., College of Charleston; M.A., East Carolina University
Mark Friedrich, Night Manager (1984)
B.A., University of Tennessee; M.S., Indiana University
Norma Luden, Staff Assistant (1980)

STUDENT AFFAIRS OFFICE

George Edward Haborak, Senior Vice President for Student Affairs (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 FINANCIAL AID AND VETERAN'S AFFAIRS

- Donald R. Griggs, Director of Student Financial Aid and Veterans' Affairs (1986)
A.A.S., Chesterfield-Marlboro Technical College; B.A., Coker College;
M.Ed., University of South Carolina
- Cheri L. Callahan, Financial Aid Counselor (1984)
B.A., U.S.C., Coastal Carolina College
- Robert E. Matheny, Veterans Affairs Coordinator (1981)
B.S., College of Charleston
- Willie Mae Thompson, Student Development Specialist (1974)
A.A., Trident Technical College
- Susan C. Hayse, Administrative Support Specialist (1984)
B.A., Eastern Kentucky University

STUDENT HEALTH SERVICE

- James G. Simpson, Director (1980)
M.D., Medical University of South Carolina
- 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
- Frederica C. Gause, Registered Nurse (1986)
R.N., Greenville General Hospital School of Nursing

UNDERGRADUATE STUDIES

- William A. Lindstrom, Associate Dean of Undergraduate Studies (1973)
B.A., Auburn University; M.S., Ph.D., Clemson University;
- Sandra M. Powers, Associate Dean of Undergraduate Studies (1974)
A.B., Notre Dame College; M.S., Michigan State University
- Susan Schenck, Coordinator of the Learning Disability Program (1979)
A.A., Rhode Island Junior College; B.S., M.Ed., Rhode Island College;
CAGS, Ph.D., University of Connecticut
- Connie Wyman, Administrative Support Specialist (1979)
B.S., Northwestern University
- Jan Bernard, Administrative Support Specialist (1983)

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 expended annually by the Foundation directors for the exclusive benefit of the College of Charleston. The Foundation supports scholarships, faculty enrichment programs, and athletic grants-in-aid.

GIFTS AND BEQUESTS

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

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. 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 the weekend of May commencement. At this time, the formal business of the organization, including 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 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 College of Charleston 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 News", sponsors an Alumni Fest in the fall, promotes alumni gatherings in various cities throughout the country, and helps with class reunions and homecoming celebrations.

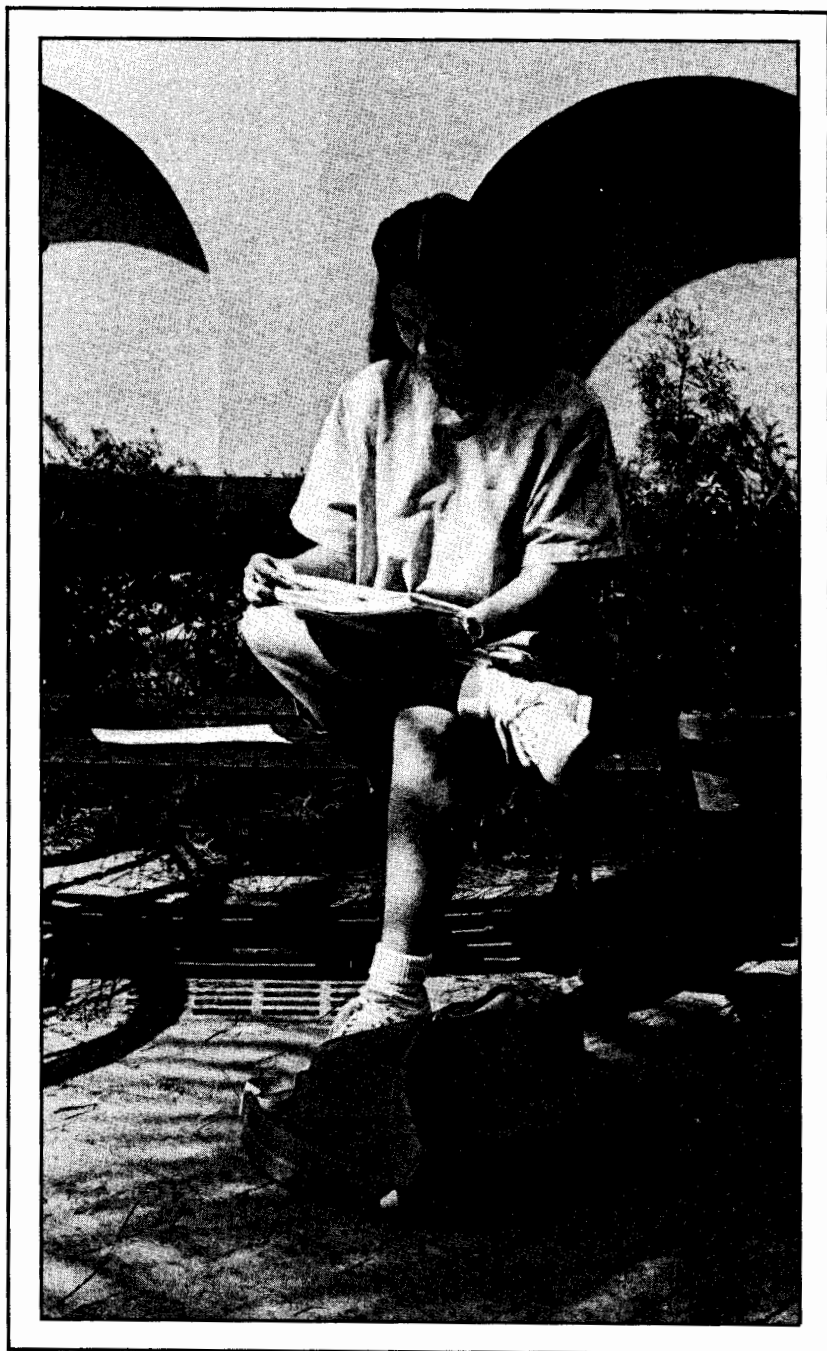
The Old Timers, those alumni whose classes have been gradu-

ated 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 1987-1988:

President: Robert M. Hollings, '36; President-Elect: Sylvia Craver Harvey, '58; Past President: Margaret Ehrhardt James, '67; Vice Presidents: Daniel C. Coleman, '76 and Marion T. Doig, III, '65; and Executive Secretary: Tony Meyer, '49.

Committee members: W. Ely Brooks, '41; Demetria Noisette Clemons, '75; M. Lorrie Droze, '80; Kenneth S. Gustafson, '75; Frances Sokol Halio, '54; Mariana Ramsay Hay, '82; John M. Jordan, Jr., '62; Elizabeth Jenkins Love, '39; John F. Martin, '82; Roberta Smoak McCue, '71; Laurie E. Minges, '83; Dorothy Moorer Rigsby, '45; Willard A. Silcox, Jr., '65; H. David Singleton, '87; and J. David Watson, '76.



INDEX

- Absence
 from class, 358
 from final examinations, 359
Academic Regulations, 356
Accreditation, 1
Administrative Offices
 of the College, 394
Admissions, 20
Advance Room Deposit, 31
Advance Tuition Deposit, 22
Advanced Placement
 Examinations, 27
Advising, Academic, 67
Air Force ROTC, 82
 Scholarship, 49
Alcohol Policy, 56
Alumni Association, 407
American Studies Program, 347
Anthropology, 110
Application Materials, 20
Art, 194
Architectural History, 200
Athletics, 63
Attendance Policies, 358
Auditing Courses, 34
Avery Research Center, 93
Awards, Prizes, 365
 Scholarships, 36

Bachelor of Arts Degree, 96
Bachelor of Science Degree, 96
Bachelor of Science with
 Dentistry, 101
Bachelor of Science with
 Medicine, 101
Biochemistry, 156
Biology, 116
Biometry, Cooperative
 Program, 80
Board of Trustees, 372

Board of Visitors, 373
Business Administration, 128
Business and Economics
 School of, 127

Cafeteria Fees, 31
Calendar, 4
Campus Ministry, 76
Career Development Services,
 72
Center for Continuing Education,
 89
Charleston, City of, 52
Charleston Higher Education
 Consortium, 82
Chemistry, 148
Class Rank, 360
Classical Studies, 247
Classics, 250
Clubs and Groups, 60
Code of Student Conduct, 56
College Activities Board, 58
College Level Examination
 Program (CLEP), 27
College of Charleston
 Foundation, 406
College Fees, 31
College Skills Lab, 69
College, The, 52
Communications Minor, 350
Community Service Program, 87
Commuter Students, 53
Computer Science, 158
Concurrent Enrollment, 25
Concentrations & Minors, 98
Continuing Education, 25, 89
Cooperative Education (CO-OP),
 87
Cooperative Programs, 80
Counseling Center, 71

- Courses of Instruction, 109
 - (also see individual department titles)
- Credit for Work at
 - Another Institution, 364
- Credit Hours, 359
- Degrees Offered, 14
 - Requirements for, 96
 - Second Bachelors Degree, 100
 - Specialized Degree Program, 101
- Dentistry, Bachelor of Science with, 101
- Departmental Honors Program, 83
- Dismissal for Academic
 - Deficiency - see Minimum Scholastic Attainment and Readmission
- Dormitories - see Residence Hall, 53
- Drama, 198
- Dropped Courses, 357
- Early Childhood Development Center (ECDC), 94
- Economics, 143
- Education, 166
 - Graduate Programs, 169, 352
- Employment Assistance, 73
- Engineering Courses, 303
- Engineering Transfer Programs, 80
- English, 182
- Evening School - see Continuing Education
- Experience Learning
 - Opportunities, 87
 - Courses, 88
- Extra Courses, 363
- Faculty, 15, 373
- Faculty Honors List, 370
- Federal Student Assistance, 47
- Fees and Expenses, 31
- Final Examinations, Absence
 - from, 359
- Financial Aid, 35
- Financial Obligations, 34
- Fine Arts, 194
- Fraternities, 62
- French, 240, 251
- Full-Time Status, 359
- General Education
 - Development Test (GED), 26
- Geology, 219
- German, 256
- Governor's School, 89
- Grade Point Average (GPA), 360
- Grading System, 356
- Graduate Studies, 352
- Graduate Schools, information
 - on, 74
- Graduation Awards, 365
- Graduation Requirements, 360
- Graduating with Honors, 365
- Grievance Procedure, 56
- Greek, 240
- Grice Marine Biological
 - Laboratory, 78
- Guaranteed Student
 - Loan Program, 48
- Handicapped
 - Advising, 69
 - Benefits for, 49
- Health (also Physical Education and Health), 299
- Health and Immunization
 - Record, 22

- Health-Related Professions, 82
- Health Service, 76
- High School Requirements, 20
- History, 226
- History of the College, 16
- Honor Graduates, 365
- Honor Societies, 59
- Honor System, 55
- Honors Program, 83, 103
 - Departmental Honors, 83
- Housing, 53
 - Off-Campus, 54
- Housing Fees, 31
- Human Relations, Office of, 74
- ILP (Individualized Language Program), 242
- Independent Study Courses, 79
- Individualized Language Program (ILP), 242
- Institute for Public Affairs and Policy Studies, 94
- Interdisciplinary Studies, 343
- Intermodal Transportation Minor, 130
- International Students
 - Admission, 28
 - Advising, 68
 - Services for, 68
- International Studies, 346
- Internships, 87
- Intramurals, 64
- Italian, 240
- Jewish Studies Program, 349
- Languages, 240
- Latin, 240
- Learning Disabled Program, 75
 - Advising Program, 69
- Learning Resources Center, 78
- Leave of Absence, 364
- Library Resources, 77, 268
- Linguistics, 268
- Loans, 46
- Major Requirements, 96
- Marine Biological Laboratory, 78
- Marine Biology
 - Graduate Program, 118, 353
- Mathematics, 269
- Maymester/Summer Sessions, 91
- Meal Plans, 31
- Medicine, Bachelor of Science with, 101
- Minimum Degree Requirements, 98
- Minimum Scholastic Attainment, 361
- Minors and Concentrations, 98
- Music, 194
- Non-Credit Programs, 90
- Non-Degree Students, 90
- Nursing, Cooperative Program, 81
- Off-Campus Housing, 54
- Overseas Study, Travel and Employment, 84
- Overview of the College, 13
- Parking, 55
- Pell Grant, 47
- Performance Organizations, 65
- Philosophy, 281
- Physical Education and Health, 291
- Physics, 301
- Placement, Level of, 100
- Political Science, 311
- Pre-professional Degree Programs, 151

- B.S. with Dentistry, 101
- B.S. with Medicine, 101
- President's Message, 12
- Prizes and Awards, 365
- Probation, 362
- Psychology, 322
- Public Administration
 - Graduate Program, 353
- Publications, Student, 63

- Readmission, 28, 362
 - Three-Year Transfer Option, 30, 360
- Refunds, 33
- Regulations, Academic, 356
- Religious Activities - see
 - Campus Ministry
- Religious Studies, 289
- Repeating a Course, 363
- Requirements for Degrees, 96
- Residence Halls, 53
- Room Fees, 31
 - advance deposit, 31
- ROTC, Air Force, 82
- Russian, 240

- Scholarships, 36
 - awards, 365
- Scholastic Aptitude Test (SAT), 21
- SEA Semester, 88
- Self-Instructional Foreign
 - Language Program (SIL), 267
- Semester Hours, 359
- Service Fraternity, 60
- Sexual Harassment
 - Policy, 57
- SIL Program, 267
- Skills Lab, 69
- Sociology, 329
- Sororities, 62

- Spanish, 240, 260
- Special Programs, 79
- Special Resources, 77
- Special Students - see
 - Non-Degree Students
- Specialized Degree
 - Programs, 101
- Spoletto Festival USA, 66
- Stern Student Center, 57
- Student Activities
 - and Organizations, 57
- Student Code of Conduct, 56
- Student Government
 - Association (SGA), 58
- Student Grievance Procedure, 56
- Student Life, 52
- Student Publications, 63
- Student Rights and
 - Responsibilities, 55
- Student Union for Minority
 - Affairs (SUMA), 59
- Studia Humanitatis* Program, 343
- Studio Art, 194
- Study Abroad Programs, 84
 - credit for, 364
- Summer Sessions/Maymester, 91
- Supplemental Educational
 - Opportunity Grants (SEOG), 48

- Teacher Certification, 169
- Theatre, 198
- Three-Year Transfer Option, 30, 360
- Transcript Charge, 33
- Transfer Students, admission
 - and placement, 24
 - Three-Year Transfer Option, 360

- Transient Student Status, 364
- Trustees, Board of, 372
- Tuition (see College Fees, 31)
 - advance deposit of, 22

- Upward Bound Program, 92
- Urban Studies, 336

- Veterans' Benefits, 49
- Visitors, Board of, 373
- Visiting Students, 26
- Visits to the College, 20
- Vocational Rehabilitation
 - Benefits, 50
- Volunteer Service, 87

- Washington Center Program, 88
- Withdrawal from the College,
 - 358
 - from courses, 357
- Work-Study Program, 48

- Yearly Class Honors, 370