The purpose of this catalog is to provide students and their academic advisors with a general description of Furman University along with detailed information regarding the curricula offered by Furman. Because educational processes change, the information and educational requirements represent a flexible program which may be altered at any time by Furman University.

The provisions of this catalog do not constitute an offer for a contract which may be accepted by students through the process of registration and enrollment at Furman. FURMAN UNIVERSITY RESERVES THE RIGHT TO CHANGE, WITHOUT NOTICE, ANY FEE, PROVISION, POLICY, PROCEDURE, OFFERING, OR REQUIREMENT IN THIS CATALOG AND TO DETERMINE WHETHER A STUDENT HAS SATISFACTORILY MET FURMAN’S REQUIREMENTS FOR ADMISSION OR THE AWARD OF A DEGREE.

In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, Furman University is committed to providing equal access to university programs and facilities to otherwise qualified students and to providing equal opportunity for all employees and applicants for employment regardless of disability. Furman University offers equal opportunity in its employment, admissions, and educational activities, in compliance with Title IX and other civil rights laws.

A fully searchable electronic version of this catalog is available through the Furman web site at www.furman.edu/catalog.
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Introducing Furman

Furman University is a selective, independent, coeducational liberal arts college of 2,600 students located at the base of the Blue Ridge mountains on a 750-acre campus in Greenville, South Carolina. Furman provides a distinctive undergraduate education encompassing the humanities, fine arts, social sciences, mathematics and the natural sciences, and selected professional disciplines. Furman emphasizes engaged learning, a problem-solving, project-oriented and research-based educational philosophy that encourages students to put into practice the theories and methods learned from texts or lectures. The university is committed to liberal learning within a moral and ethical context.

History

Furman University is named for Richard Furman (1755-1825), a prominent pastor in Charleston, South Carolina, who was president of the nation’s first Baptist Convention and a leader in Baptist higher education.

The university traces its roots to two academies established in the early nineteenth century: the Greenville Female Academy, a part of the Greenville Academy, was chartered in 1820; the Furman Academy and Theological Institution for men was founded in 1826 by the South Carolina Baptist Convention in Edgefield, South Carolina.

During its early decades, the Furman Academy moved first to Stateburg, then to Winnsboro, South Carolina. In 1850, the school was chartered as Furman University and moved to Greenville. Eight years later its theological department became the Southern Baptist Theological Seminary, which eventually moved to Louisville, Kentucky. Between 1920 and 1932 the university included a law school, but for most of its history Furman has operated as a liberal arts college. In 1854, the Greenville Baptist Female College opened on the campus of the Greenville Academy. It was governed by Furman’s board of trustees until 1908, when it acquired its own board. In 1916, it became the Greenville Woman’s College.

Furman was accredited in 1924 by the Southern Association of Colleges and Schools, and during that same year the university became a beneficiary of The Duke Endowment established by James Buchanan Duke. In 1933, Furman and the Greenville Woman’s College were coordinated under a single president and board.

Furman broke ground for a new campus five miles north of Greenville in 1953, and five years later held its first classes on the present site. Furman received a chapter of Phi Beta Kappa in 1973. In 1992, formal ties with the South Carolina Baptist Convention ended, and the university became independent. Today, Furman ranks among the leading liberal arts institutions in the nation.

Mission and Scope

The primary mission of Furman as a liberal arts institution is to provide a distinctive undergraduate education encompassing humanities, fine arts, social sciences, mathematics and the natural sciences, and selected professional disciplines.

In addition to its primary emphasis on undergraduate education, Furman offers graduate programs in education and chemistry. The university also provides a continuing education program for the larger Greenville community.

At the heart of the undergraduate program are the general education requirements. The requirements ensure that all undergraduates will be introduced to the major methods of inquiry that characterize liberal study. In accordance with the traditional assumptions of liberal education, both out-of-class and in-class experiences are designed to develop the whole person — intellectually, physically, socially, emotionally, and spiritually.

Furman seeks highly motivated students with inquisitive minds, varied perspectives, a sense of personal integrity and moral responsibility with the potential to be leaders and to make future contributions to society. The preponderance of Furman students plan to enter professions such as education, law, and medicine; about 40 percent of
the graduating class go directly into graduate or professional schools.

**Purpose and Aspirations**

Founded by Baptists and grounded in Judeo-Christian values, Furman challenges students, faculty, and staff to grow both in knowledge and in faith. The university values excellent teaching and close student-faculty relationships. Small classes, individual instruction, empathetic advising, and personal attention promote active learning and cultivate intellectual curiosity.

The university encourages its students to engage ethical issues and to explore spiritual concerns. Furman manifests its respect for the ethical and spiritual dimensions of human experience in many ways. Within the curriculum, these dimensions are often integral to academic disciplines and form the basis for classroom discussions. Outside the classroom, the ethical and spiritual dimensions are expressed in an active chaplaincy and a program in church-related vocations, an array of vital student religious organizations, and a nationally recognized community service program.

Furman aspires to be a diverse community of women and men of different races, religions, geographic origins, socioeconomic backgrounds, personal characteristics, and interests. This diversity reflects values the university hopes to embody: openness, honesty, tolerance and mutual respect, civic responsibility, global awareness, and bold intellectual inquiry. These values foster a critical examination of inherited assumptions, even as they protect freedom of expression and the open exchange of ideas.

In sum, Furman University aspires to be a diverse community of learning, harmonious in its differences, just and compassionate in its transactions, and steadfast in its commitment to an educational program of the highest quality.

**An Engaged Approach to Liberal Learning**

In recent years, Furman University has been evolving into a new type of liberal arts institution that offers students more opportunities to learn by doing. While grounding its curriculum in the humanities, fine arts, and sciences, Furman offers courses in fields that are more professionally oriented: business administration, accounting, education, health and exercise science, and music performance. In addition, Furman emphasizes education outside the traditional classroom, providing opportunities for students to put into practice the theories and methods learned from texts or lectures. For example, Furman has become a national leader in undergraduate research and collaborative research projects involving students and professors.

Engaged learning takes other forms at Furman. A significant number of Furman students participate in internships. Others serve as teaching apprentices on campus or in elementary and secondary schools. A large number enroll in study abroad programs sponsored by the university while many work as volunteers for social service agencies or other helping programs in the Greenville community. For many Furman students, these out-of-class opportunities become life changing experiences.

By supplementing classroom instruction with opportunities for collaborative research and off-campus learning, Furman aims to give students greater responsibility for their education, to develop their self-confidence, and to sharpen their leadership skills.

**Expected Educational Outcomes**

Furman nurtures a commitment to independent thought and lifelong learning. By providing students with a broad exposure to the liberal arts, it seeks to produce graduates grounded in the traditional sources of knowledge yet capable of devising new solutions to problems in their chosen fields. Every Furman graduate should have:

- the ability to read and listen with comprehension and to write and speak with clarity and precision
- a sense of the context — physical, biological, historical, social, ethical, and spiritual — within which life proceeds
• an understanding of the central themes and ideas of Western civilization and an appreciation of cultures outside the Western tradition
• the ability to make informed moral judgments and to appreciate the ambiguities that enliven all action and choice
• an appreciation of the aesthetic dimension of human expression
• an exposure to the methodology and insights of the social sciences
• knowledge of the basic principles and procedures of one or more of the natural sciences
• a demonstrated proficiency in mathematics
• the understanding of and ability to use information technology
• the knowledge of a foreign language and its literature
• the understanding in depth of a chosen discipline — its scope, methodology, and application — and the opportunity to explore an interdisciplinary concentration
• the capacity for continuing self-education necessary to deal with change.

Accreditation

Furman University is accredited to award bachelor’s and master’s degrees by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033. Their offices can be reached by telephone at (404) 679-4501.

Furman is a member of the Southern University Conference, Association of American Colleges and Universities, and South Carolina Association of Colleges, and is on the approved list of the American Chemical Society. The program in music is accredited by the National Association of Schools of Music. The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education.

Assets

Furman University has assets of approximately $650,000,000 including endowment funds. It is one of the beneficiaries of The Duke Endowment, which was created by the late James Buchanan Duke.

Campus and Buildings

Furman University is situated in the scenic Carolina foothills, only five miles from Greenville, which offers the advantages of a city with a metropolitan population of nearly one-half million.

Since 1958, Furman has occupied a beautifully designed 750 acre campus with a 30 acre lake and an 18 hole golf course. A rose garden, Japanese garden and many fountains add to the beauty of the campus.

Most of the major buildings on campus are faced with handmade Virginia brick and many have columned porches adding a traditional architectural flavor to the latest in educational facilities.

First to be noted by visitors is McAlister Auditorium, site of many university and community sponsored performances. Adjoining it, the Homozel M. Daniel Music Building provides modern studios and performance rooms for Furman’s noted music department. Nearby, the Thomas Anderson Roe Art Building has a gallery for traveling exhibits and facilities for multimedia art instruction.

James C. Furman Hall, which has been completely renovated in the last two years, contains classrooms and seminar rooms for the humanities, a language resource center, media center and several computer laboratories. John L. Plyler Hall of Science and Richard W. Riley Hall for Computer Science and Mathematics contain highly sophisticated scientific instrumentation.

The Furman University Libraries consists of the James B. Duke Library, the Maxwell Music Library, and the Ezell Science Reading Room. The James B. Duke Library, located at the center of campus, was constructed in 1957 with funds provided largely by the Duke Endowment.
Expanded and renovated in 2004, the library includes group study rooms, media viewing rooms, and a 24-hour study and computing area. The library collection contains over 1.3 million items including 400,000 books, over 15,000 print and online journals, 140,000 U.S. government documents and maps, and 800,000 microform documents. The library also provides access to over 100 research databases through its website. The Maxwell Music Media Center and Library brings together print, audio, and digital music resources in a facility built in 1998. Located in the Nan Trammell Herring Music Pavilion, this facility includes individual listening stations, a computer lab with MIDI capabilities at each station, and a multimedia seminar room. The music library collection consists of over 15,000 books and scores, 3,000 compact disks, and 55 current periodicals. The Ezell Science Reading Room houses specialized journals in the natural sciences, including Biology, Chemistry, Earth and Environmental Sciences, and Physics. Located in Plyler Hall, it contains over 30,000 volumes.

A landmark of the campus is the Bell Tower, a gift from the family of Alester Garden Furman and replica of the tower of the Main Building on the former men's campus in downtown Greenville. Its 48-bell carillon honors the late John Edwards Burnside, class of 1917.

The University Center serves as a hub of student activities, complete with campus store, post office, food court, and meeting rooms and the Herman W. Lay Physical Activities Center provides for an extensive curriculum in health and exercise science, as well as a full program of recreational and intramural sports.

Recent additions to the campus are Herman N. Hipp Hall, an academic building; North Village, an apartment style residential complex; the Hartness Welcome Center for campus visitors and prospective students; and the Younts Conference Center.
Academic Programs

Academic programs at Furman University prepare qualified students to enter graduate and professional schools or to go directly into such fields as business, teaching and public service.

Degrees

Courses are offered leading to the award of the Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Liberal Arts, Master of Arts, and Master of Science degrees. See the Academic Regulations section of this catalog for specific requirements leading to the award of each degree.

The Bachelor of Arts degree is awarded in the following major subjects: accounting, art, Asian studies, biology, business administration, classics, communication studies, earth and environmental sciences, economics, education, English, French, German, Greek, information technology, health and exercise science, history, Latin, mathematics, mathematics-economics, music, philosophy, political science, psychology, religion, sociology, Spanish, theatre arts and urban studies.

The Bachelor of Music degree is available to students who wish a greater specialization in music than the Bachelor of Arts provides. It is awarded with majors in performance, church music, music education and music theory.

The Bachelor of Science degree is awarded to students who desire a greater concentration in science or mathematics than the Bachelor of Arts affords. It is conferred in the following major subjects: biology, chemistry, computer science, computer science-mathematics, earth and environmental sciences, health and exercise science, information technology, mathematics, mathematics-economics, neuroscience, physics, pre-engineering and psychology.

The Bachelor of Liberal Arts, designed for students in the Division of Continuing Education, offers majors in accounting and business administration.

The Master of Arts degree is awarded in education. The Master of Science degree is awarded in chemistry.

Academic Advising

Every student is assigned an academic advisor with whom the student meets regularly to plan a program based on interests, aptitudes, and educational goals. The student has the final responsibility for making decisions about his or her academic program and for ensuring that degree requirements are satisfied.

The role of the advisor is to offer informed advice about course selections, provide information about co-curricular and extracurricular educational opportunities such as study abroad, internships, and undergraduate research, and refer the student to campus support services as appropriate.

General Education

To acquire the breadth in educational experience which characterizes liberal education, develop intellectual discipline, discover their interests and build a foundation for specialization, students must complete certain general education courses in six broad subject areas: fine arts, fitness and wellness, humanities, mathematics, natural sciences and social sciences. Students typically focus on these courses during their freshman and sophomore years.

Asian-African Studies

Asian-African courses emphasize major dimensions of experience from the non-Western two-thirds of humanity. By offering students knowledge of Asian and African civilizations, these courses provide them with fresh perspectives on their own cultural heritage and helps them toward a broader and deeper understanding of a rapidly changing world. See the Academic Regulations section of this catalog for more information.
Cultural Life Program

The Cultural Life Program is designed to supplement the educational experience offered to Furman students. The program includes a broad selection of cultural events throughout the year — plays, lectures and concerts. See the Academic Regulations section of this catalog for more information.

Major Field of Study

All students select a major subject in which they normally complete at least six to eleven courses.

Interdisciplinary Majors

Students may pursue an established interdisciplinary major in one of the following areas: Asian studies, computer science-mathematics, mathematics-economics, neuroscience or urban studies. Many of the pre-professional curricula also have an interdisciplinary foundation. See the Academic Regulations section of this catalog for more information.

Individualized Curriculum Program

Students who have educational goals outside of majors offered at Furman may propose an individualized curriculum program. Students approved for the program select courses under the supervision of a faculty committee and the student’s advisor.

Individualized programs should be consistent with the broad purposes of Furman’s liberal arts philosophy. See the Academic Regulations section of this catalog for more information.

Concentrations

While all Furman students are required to successfully complete a major in order to receive a bachelor’s degree, students may choose to supplement their major by concentrating on a specific topic from the perspective of different academic disciplines. To assist this effort, the university has identified certain groups of existing courses, the focus of each group being a specific area deemed appropriate for an academic concentration.

A concentration typically consists of 16 to 24 semester hours (four to six courses) of related course work. Furman offers interdisciplinary concentrations in Ancient Greek and Roman Studies, Black Cultures in the Americas, English for Speakers of Other Languages, Environmental Studies, Latin American Studies and Women’s and Gender Studies. A listing of courses and requirements for each concentration is included in the Interdisciplinary Studies section of this catalog.

Ancient Greek and Roman Studies

Ancient Greek and Roman Studies refers to those disciplines which study the culture, civilization and heritage of Greece and Rome from roughly the Bronze Age (3000-1000 B.C.) to the fifth century A.D., and those parts of the Mediterranean basin, Europe, Africa and Asia where these ancient civilizations either originated or spread. The concentration includes disciplines that deal with ideas and themes that originated in the classical world and profoundly influenced later thinkers and institutions.

Black Cultures in the Americas

The concentration provides students with critical, theoretically informed engagements with the complex, ever-changing cultures, histories, politics, and status of the diverse peoples of African descent who live in and help shape the various societies of the Western hemisphere. More specifically, it enables students to explore the complexity of black life and the ways in which race, gender, social class and sexual identities are constituted not in isolation but by and through each other, the larger white “mainstream,” and other immigrant formations.

English for Speakers of Other Languages

English is the “lingua franca” of the twenty-first century. It has become the international language of business, science, technology, and travel and is the most widely learned second language in the world today. The concentration in English for Speakers of Other Languages will provide
students with the opportunity to gain essential background knowledge, expertise and experience relevant not only for working with and assisting foreign nationals and immigrants both personally and professionally, but also for adult literacy development in the United States, teaching English overseas as a foreign language or in America as a second language.

Environmental Studies
Many of the problems that will face humanity in the 21st century will be environmental. The expanding human population and dwindling supplies of oil, water and arable land could de-stabilize economic, political and social institutions.

The concentration in Environmental Studies offers a program of study that teaches participating students how the Earth functions as a system and supports life; how the growing human population is transforming this Earth system; the complex relationships between culture (social, political, religious, and economic systems) and the environment; and that solutions are constructed in this social context. The concentration also provides a course experience in which students discover the interdisciplinary nature of environmental problem solving and work in teams to address environmental issues.

Latin American Studies
Latin American Studies offers students a concentration that complements their major and provides a broad perspective on Latin America. Topics of study include, but are not limited to literature, politics, history, society, ecology and the environment.

Some courses are grounded in problem solving; others are oriented toward critical thinking.

Women’s and Gender Studies
Women’s and Gender Studies is a mode of inquiry that attempts to distinguish among the various forces that shape gender roles. As such it treats an important dimension of human experience often ignored in conventional curricula. Courses in Women’s and Gender Studies examine women in different historical and modern societies and the ways in which political, social and economic factors affect their status and outlook.

Off-Campus Programs
The university offers a number of programs off-campus. The Washington, D.C., internship program is offered during spring and summer terms. Through formal agreements with other universities, Furman offers students the option of participating in the Civil War era studies program at Gettysburg College; participating in the United Nations Semester program sponsored by Occidental College; spending a fall term at the Duke University Marine Laboratory in Beaufort, North Carolina; or participating in the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, Massachusetts, sponsored by the Associated Colleges of the South.

Participation in an off-campus study program is voluntary on the part of the student. Such releases as the University might promulgate must be signed in order to participate.

Study Abroad Programs
Furman offers to qualified students a number of credit programs for study abroad. These range from short term study during the winter term to full term programs of more than three months’ duration. Participants are accompanied by Furman faculty members who coordinate and direct the programs. All credits and grades earned overseas are granted on the same basis as those earned on campus.

English, Political Science, History, and Economics and Business Administration cooperatively sponsor a fall term program in England, with resident study in London and Stratford-upon-Avon. Modern Languages and Literatures offers a fall term program in each of three centers — Madrid, Paris and Bonn, Germany — and Asian Studies offers a program in China as well. All participants in these programs enroll in three courses for which they can earn up to 12 semester hours, and each
program includes a field study of the host country with a period of time for independent travel.

Winter term travel study opportunities consist of regular programs in the Middle East, Russia, Africa, Belize, Costa Rica, Ecuador, and Chile. Typically, students in these programs enroll in two courses for which they can earn up to 8 semester hours. Spring term study abroad opportunities include travel study in Latin America and study at a center in Paris in the same format as fall term.

Qualified students may also spend a term or more studying in a variety of affiliate programs. Credit earned in these programs is typically treated as transfer credit. Opportunities for study in Australia and New Zealand exist through Furman’s association with Australlearn, a consortium of 19 Australian and New Zealand universities. Students may also arrange to spend a term as exchange students at Kansai Gaidai University in Japan, Rijksuniversiteit Gröningen in The Netherlands, and Rhodes University in South Africa. In cooperation with the University of Georgia, art students may spend a term in Cortona, Italy, while students in mathematics may study in Budapest. Furman also offers opportunities for internships or study in Edinburgh, Scotland and Northern Ireland.

As a member of the Associated Colleges of the South (ACS), Furman also provides opportunities for students to participate in ACS programs based in Latin America or to participate in consortial programs, such as the British Studies at Oxford program sponsored by Rhodes College. Students are also encouraged to consider junior year abroad programs offered by accredited schools and institutions such as the Institute of European Studies with which Furman is affiliated. Students interested in any of these affiliate programs should consult the Director of International Education.

Participation in study abroad programs is voluntary on the part of the student. Such releases as the university might promulgate must be signed in order to participate.

Independent Study and Research

An integral part of the educational program at Furman is the opportunity for independent study and research. Independent study courses allow students, with faculty assistance, to develop their own goals and their own learning activities to study subject matter and topics that may not be part of a department's regular course offerings. Independent study opportunities are offered in every academic department.

Research projects offer students an opportunity to engage in original scholarship activity, usually in collaboration with a faculty member. The Furman Advantage Research Fellowship program supports a select group of students who undertake full-time research projects or creative activity during the summer. Students sometimes engage in off-campus research. In the past, students have conducted off-campus projects at such places as the Centers for Disease Control and Prevention, University of Cambridge, Medical University of South Carolina, Oak Ridge National Laboratory, and the Reedy and Saluda River basins.

Internships

Furman strongly supports programs which allow students to apply their in-class learning to a work experience. An active internship program provides opportunities throughout the academic year and during the summer for students to integrate theory with practice and to explore future career possibilities.

Internships may be developed through academic departments or through the Internship Program Director. Positions will be directly related to majors and may be either part-time or full-time. Recent internships have included positions at museums, government offices, business and financial institutions, hospitals and clinics, social service agencies and media companies.

Teacher Education Program

The Teacher Education program offers a major in education with preparation for teaching certification in grades 2-6 or a non-teaching major
for those who wish to work with children or youth in settings other than schools. Students seeking certification on the secondary level or in grades PK-12 (languages) major in the academic discipline related to the teaching field and complete a sequence of pre-professional courses in education. The elementary and secondary programs of certification are completed on the graduate level during the fall of the fifth year. Graduate hours accrued during the post-baccalaureate year may be applied toward a master’s degree. Certification programs in music education and physical education may be completed in four years. Additional areas of certification are offered in early childhood, special education, and TESOL and are completed on the graduate level.

Other Professional Programs

Graduates of Furman’s programs in music and business administration are prepared to begin entry level professional positions. Graduates who are prepared to do so may wish to continue their studies in graduate school. Students in the Bachelor of Music program may prepare to be music educators, performers or church musicians. Students in business administration may prepare for careers in such areas as accounting, marketing and banking.

Pre-professional Programs

Furman offers programs which prepare students for professional studies in law, theology, engineering and industrial management as well as health fields such as medicine, dentistry, veterinary medicine, optometry, nursing, occupational therapy, pharmacy, physical therapy, and physician assistant, among others. Of course, Furman prepares students to enter any professional program that is based on a liberal arts education.

Pre-ministry

Furman provides opportunities for students who wish to prepare for the various aspects of Christian ministry. No particular major is required, although students interested in church related vocations frequently major in religion.

Various courses, internships and engaged learning experiences help students explore their interest in and fitness for religious vocations. Counseling and guidance are offered through the Chaplains Office.

Pre-medical

Pre-medical and pre-dental students may pursue either of two programs. They may complete all requirements for a bachelor’s degree at Furman, or they may enter a medical or dental school after their third year at Furman; that is, after they have completed at least 96 semester hours at Furman. Students in both programs, however, are advised to take a fairly standard group of courses: two in biology, four in chemistry, two in mathematics, two in physics and two in English. Those who complete all their degree requirements at Furman may major in any subject they wish, as long as they complete the courses listed above. Those who enter medical or dental school after their third year at Furman may qualify for an undergraduate degree from Furman when they have successfully completed their first year in an accredited medical or dental school. Those interested in a career in veterinary medicine, optometry, osteopathy or podiatry generally complete the same courses as pre-medical and pre-dental students. Students interested in these programs should contact the health professions advisor and review Furman’s Health Career Planning Guide carefully.

Pre-law

The Association of Law Schools, to which most law schools belong, lists two objectives of undergraduate education for law students: first, the student should learn to reason logically; second, the student should learn to express thoughts clearly and concisely both orally and in writing. Both objectives are consistent with the liberal arts education Furman seeks to provide all students. Consult with the pre-law advisor for more information.

Pharmacy, Physical Therapy, Physician Assistant, and Nursing

Dual-degree programs (three years at Furman plus two years at a professional school) can be arranged for these health fields as well as others.
Such programs require that the student complete at least 96 semester hours at Furman, completing general education requirements, prerequisites for the professional school, and core requirements for a major. Early planning for these dual-degree programs is a must. It is essential to obtain Furman’s Health Career Planning Guide from the health professions advisor early in the student’s academic career to ensure the program will be a good fit for the student’s goals.

Engineering
Furman cooperates with Auburn University, Clemson University, Georgia Institute of Technology, North Carolina State University, the University of South Carolina and the University of Georgia in dual-degree programs in engineering, in which a student can qualify in approximately five years for a degree from both institutions. Students in this program may major in either pre-engineering or physics. Students interested in engineering should review the Furman University Dual-Degree Program in Engineering available from Physics.

Forestry and Environmental Studies
A student may obtain a dual degree in five years from Furman and Duke University’s Nicholas School of the Environment and Earth Sciences. Students interested in this program should consult a faculty member in Biology.

ROTC
Furman maintains a general military science program of the Senior Division, Reserve Officers’ Training Corps. The first two years of ROTC comprise the basic course; the last two years, including a five-week summer camp, comprise the advanced course. All students may take military science courses for elective credit. The ROTC program is open to both women and men, and scholarships are available. Successful completion of the basic and advanced programs leads to a commission in the U.S. Army, Active or Reserve forces.

Academic Calendar
The academic year at Furman consists of three terms. The fall and spring terms are 12 weeks long. The winter term is eight weeks. During the fall and spring terms a student usually takes 12 semester hours (three courses); during the winter term, 8 semester hours (two courses). Depending on the nature and level of the course, class meetings are scheduled up to five times a week, Monday through Friday. Typically, class periods are 50 minutes in fall and spring terms and 75 minutes in the winter term.

Summer Study
Furman operates two sessions each summer, the first for six weeks; the second, four weeks. Undergraduates may enroll in up to two courses during the first session and one during the second session. The summer sessions enable students to accelerate their degree program, enrich their program, or substitute for courses not completed during the academic year. For more information about summer at Furman, consult the web site: www.furman.edu/summer.

Continuing Education
Continuing Education offers a program that leads to the Bachelor of Liberal Arts degree. The program consists of general education courses, elective courses and major courses. Majors are available in accounting and business administration. For further information, consult the Director of Continuing Education or visit on the web at www.furman.edu/conted.

Graduate Studies
Furman University offers two graduate degrees. The Master of Science degree is offered in chemistry, while the Master of Arts degree program, offered through Education, includes concentrations in a variety of areas.

For further information, contact the Director of Graduate Studies or visit on the web at www.furman.edu/gradstudies.
Student Life

A Furman education includes social, physical, cultural and spiritual growth as well as intellectual development. The leadership of the Association of Furman Students, the chaplains, and Student Services staff work together to help students grow.

Association of Furman Students

The Association of Furman Students (AFS) is Furman’s student government organization. AFS consists of various branches, each serving the student body in its own way. The Furman University Student Activities Board (FUSAB) coordinates a wide array of social events for students to enjoy. The Residence Life Council (RLC) serves as the primary liaison between students and university housing striving to create a strong community among residents in campus housing. The Religious Council consists of a representative from each official religious organization and promotes inter-faith dialogue and events. The Recreational Sports and Intramural Councils oversee the creation and funding of all intramural and club sports teams. The AFS Council is the coordinating body of Furman’s student government.

AFS Council is comprised of representatives from each of the different branches of the student body. Each class is represented by a President, Secretary/Treasurer and two Senators. The Executive Officers consist of the President, Vice President, Secretary and Treasurer. A Parliamentarian is also appointed to serve on the Council.

In addition to fulfilling its role as the coordinating body of AFS, the Council functions as the primary liaison between the faculty, administration, trustees and student body. All undergraduate students are members of the association which is funded through a student government fee. Typically, two open forums are held by the President of each class (one in the fall and one in the spring) open to any member of their respective class. AFS executive officers along with the class officers will attend these forums to help answer any student concerns. The AFS Council conducts its business each Monday evening in open meetings. Student Services staff serve as advisors to AFS.

Activities and Programs

Student Activities & the University Center

The University Center is the focal point for students to become involved in campus life. Whether joining an organization, attending a movie or simply meeting a friend for coffee, students can always find something that suits their needs at the University Center.

The Student Activities program at Furman concentrates on student-centered programs. The Director of Student Activities & the University Center coordinates many campus programs and advises the Furman University Student Activities Board (FUSAB).

FUSAB plans and produces a wide array of social, cultural and recreational programs each year, including concerts, comedians, movies, lectures, dances, special events and more. FUSAB also produces a yearly activities calendar and date book and offers discount tickets to various concerts and events in the Greenville area. Students are selected each fall for membership in FUSAB.

The University Center provides extensive recreational and extracurricular activities for students. In addition to meeting rooms and student gathering spaces, the University Center is home to a vast number of student organizations, including AFS, FUSAB, Student League for Black Culture, student publications, the campus radio and television stations, and others. The PalaDen Food Court, post office, university bookstore, Tower Café and an information center are also located in the University Center, as are offices for the Vice President for Student Services, Student Services Coordinator, Director of Student Activities & the University Center, University Center Coordinator for Reservations & Volunteer Services, Director of Leadership Programs, Director of Career Services, and Director of Multicultural Affairs.
Heller Collegiate Educational Service Corps
More than one quarter of the Furman student body works as volunteers in local community agencies through the Heller Collegiate Educational Service Corps (CESC). CESC’s year of service to others culminates with May Day Play Day, a campus-wide celebration for the many people that CESC has worked with during the year. Volunteers are always welcome and needed.

Leadership Programs
Through Leadership Programs, students find opportunities to develop their leadership and human relations skills. Students interested in leadership education and development may apply for the Leadership Edge Program during their freshman year and participate in specially designed training programs during their sophomore, junior and senior years. At each level, students broaden their understanding of leadership concepts and are taught how to put these concepts into practice. In the spring, outstanding student leaders are recognized at an Awards and Recognition Night.

The biggest challenge today’s leaders face is developing the kind of teamwork that fosters innovative problem solving and enhances productivity. The PEAK Performance Ropes Course teaches confidence, goal setting, cooperative decision-making and team synergy. Students interested in experiencing PEAK Performance, the Adventure Challenge Course at Furman, should contact the Director of Leadership Programs.

Multicultural Affairs
The mission of Multicultural Affairs is to facilitate the creation of an educational environment in which diversity is understood, embraced and celebrated.

Multicultural Affairs strives to improve the quality of life on campus by implementing comprehensive educational, cultural and service programs to promote multicultural awareness and respect for diversity. Programs include orientation activities, mentor programs, the Multicultural Seniors Banquet, and heritage month celebrations for Asian and Hispanic culture. The diversity training model adopted by the campus from the National Coalition Building Institute (NCBI), “Building Community Through Unity” works to break down barriers within the Furman community.

The Director of Multicultural Affairs advises the Student League for Black Culture (SLBC) and the Furman University Gospel Ensemble. The purpose of SLBC is to encourage Black awareness through the promotion of Black culture. Programs include a speakers bureau, community service, Black Awareness Month events and social activities.

The Gospel Ensemble is a non-denominational organization whose purpose is to perform Christian music in the African tradition. The ensemble presents three major concerts and various campus and local performances each year.

Student Media
Students publish The Paladin, the weekly newspaper; Echo, the literary magazine; and Bonhomie, the yearbook. They also manage WPLS-FM, an educational radio station and FU2, the campus television station. Any student may compete for editorial positions through the Student Communications Board. All publications are available at no cost to students.

Athletics

Intercollegiate Athletics
Furman’s intercollegiate athletic program consists of nine women’s sports: basketball, cross country, golf, soccer, softball, tennis, indoor and outdoor track and volleyball and eight for men: baseball, basketball, cross country, football, golf, soccer, tennis and track. All sports compete in Division I of the National Collegiate Athletic Association (NCAA). Furman is a member of the Southern Conference and the athletic program has a national reputation for its competitive excellence.

Recreational Sports
Recreational Sports at Furman is composed of Intramural Sports and Club Sports programs. The Intramural Sports program offers 20 activities for men and women, ranging from soccer, basketball,
and softball to swimming and tennis. Men and women participate together in such sports as softball and sand volleyball. The Club Sports program provides opportunities for students to compete against other universities in activities such as powerlifting, fencing, lacrosse, Aikido, team handball, rugby, soccer, triathlon, ultimate frisbee and baseball.

**Herman Lay Physical Activities Center (PAC)**

Furman has exceptional facilities for physical activities. In the PAC, students will find courts for handball, racquetball and paddleball; a 32-foot climbing wall; a swimming pool with separate diving pool; a gym for basketball, volleyball or badminton; a dance studio; and a fitness center with a variety of exercise options, including treadmills, stationary bicycles, rowing ergometers, free weights and other weight machines.

**Cultural Opportunities**

Through the combined facilities of the university and the Greenville community, students may attend lectures, plays, concerts, recitals, art exhibits and other cultural programs.

Exhibits of works by Furman art students and faculty and touring exhibits are displayed in the Thomas Anderson Roe Art Building gallery.

Three or four plays a year, ranging from classical to modern, from musical review to mystery thriller, are presented in the Furman Theatre.

The Furman University Band, Furman Singers, Furman Chorale, Furman Chamber Choir, Furman Orchestra, Furman Jazz Ensembles, Woodwind and Brass Ensembles, Opera Theater, Greenville Chorale, Greenville Symphony Orchestra and master classes offered by guest artists offer valuable training and experience to students interested in music.

**Student Organizations**

**Honor Societies**

Furman’s chapter of Phi Beta Kappa, the oldest scholastic honorary in America, known as Gamma of South Carolina, accepts candidates for Bachelor of Arts and Bachelor of Science degrees who have completed at least 95 semester hours in liberal arts courses. Students are eligible for election, on the basis of qualifications set by the chapter in accordance with the regulations of the national organization.

Phi Eta Sigma is a national scholastic honor society for college freshmen, founded in 1923. Its goal is to encourage high scholastic attainment among freshmen in institutions of higher learning.

Organized in 1916, Pi Kappa Lambda is the national honor society in music. The Furman chapter, Gamma Beta, was chartered in 1970. Seniors and juniors with a minimum residence of six terms at Furman who are outstanding in musicianship and scholarship qualify for membership.

Organized in 1904, the Quaternion Club is an undergraduate-alumni club for men. Undergraduate membership, limited to juniors and seniors, is based on character, ability and loyalty to the institution.

Founded in 1938, Senior Order is an organization for senior women who have shown outstanding abilities in their college careers and have rendered service in the college community. Membership is limited to no more than 15 students.

Omicron Delta Kappa is composed of junior and senior men and women who have shown qualities of character, leadership, scholarship and service to the university and its constituents. Omicron Delta Kappa’s main concern is leadership and service. Furman’s chapter sponsors the Babb and Reid awards to the outstanding female and male members of each class.

Kappa Delta Pi is an honor society that recognizes outstanding achievement among students in the Teacher Education Program. The Xi Epsilon chapter was installed at Furman in 1977. Also open to graduate students in education, membership is based on overall academic record, performance in the Teacher Education Program and potential for significant contribution to education.
Alpha Sigma Lambda is the national honorary society in Continuing Education, recognizing students who achieve academic excellence while facing the competing interests of home and careers. Furman’s chapter, Gamma Theta, was chartered in 1982.

Among other national honor societies are Alpha Epsilon Delta, pre-medical; Alpha Kappa Delta, sociology; Chi Beta Phi, science; Eta Sigma Phi, classics; Lambda Pi Eta, communication studies; Omicron Delta Epsilon, economics; Phi Alpha Theta, history; Phi Sigma Iota, foreign language; Phi Sigma Tau, philosophy; Pi Gamma Mu, social science; Pi Mu Epsilon, mathematics; Psi Chi, psychology; Sigma Delta Pi, Spanish; Sigma Pi Sigma, physics; and Sigma Tau Delta, English.

**Departmental Clubs and Professional Fraternities**
Membership in departmental clubs and professional fraternities is by invitation, based on student interest. Organizations at Furman include the American Chemical Society, student affiliate chapter; Art Students’ League; student chapter of the Association for Computing Machinery; Beta Chi, biological sciences club; Furman Theatre Guild; Kappa Delta Epsilon, national professional education sorority; Le Salon Francais; Mu Phi Epsilon, national professional music fraternity; Phi Mu Alpha Sinfonia, national professional music fraternity; Philosophy Club; Society of Physics Students; Spanish Club; and the Political Science Club.

**Sororities and Fraternities**
Approximately 35 percent of Furman students join the university’s eight sororities and eight fraternities.

The eight sororities include Alpha Delta Pi, Alpha Kappa Alpha, Chi Omega, Delta Delta Delta, Delta Gamma, Delta Sigma Theta, Kappa Delta, and Kappa Kappa Gamma. The seven fraternities: Kappa Alpha Order, Kappa Alpha Psi, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu, and Tau Kappa Epsilon.

New students must attain a grade point average of at least 2.00 and earn at least eight credit hours before being allowed to pledge a Greek organization. Student Services staff serve as advisors to the Furman Panhellenic and Inter-Fraternity Councils.

**Religious Life**
Furman encourages students to engage ethical issues and explore mature spirituality. The chaplains provide Christian ministry to the Furman community and nurture campus religious life, offering pastoral care and prophetic witness. They encourage an ecumenical spirit that affirms the diversity of religious traditions represented on campus. Stressing a collegial approach, the chaplains view ministry as a cooperative effort of clergy, students, faculty and staff.

Church affiliation and participation are encouraged. An ecumenical service of worship, led by the university chaplains, faculty and students, is held each Sunday evening at 5:00 p.m. (unless otherwise noted) in the Charles Ezra Daniel Memorial Chapel. A Roman Catholic Mass is held at 6:30 p.m.

Complementing the leadership of the two university chaplains, campus ministers offer leadership to their groups and are available for pastoral care and counseling. Campus religious organizations include: Baptist Collegiate Ministry, Canterbury (Episcopal), Clubhouse, Cooperative Student Fellowship, Exploration of Vocation and Ministry, Fellowship of Christian Athletes, Gospel Ensemble, Orthodox Christian Fellowship, Habitat for Humanity, Interfaith@Furman, InterVarsity Christian Fellowship, Koinonia, Lutheran Student Association, Mere Christianity Forum, Muslim Student Association, Newman Fellowship (Catholic), Orthodox Christian Fellowship, Presbyterian Westminster Fellowship, Reformed University Fellowship, Wesley Fellowship (United Methodist) and Young Life. They provide opportunities for service and fellowship and seek to create an atmosphere conducive to spiritual growth. Religious Council, composed of group representatives, the secretary of religious affairs for the Association of Furman Students, and the chaplains, promotes mutual understanding and cooperation among the various groups.
Student Services

Career Services
Career Services strives to equip students with the knowledge and skills necessary to make plans and decisions related to career goals. The office is organized into two functional areas: Career Guidance and Employer Relations. Career guidance services include individual counseling, career assessments, occupational information and graduate school guides. Seminars and workshops on topics such as resume writing, interviewing skills and job search strategies are offered regularly. Employer relations programs are designed to match Furman students with organizations seeking to hire full-time, permanent employees. Programs include on-campus interviews, Career Fair, Shadow Program, mock interviews, and online job postings among others. Services are available to students and alumni at no cost.

Commuter Services
Approximately 200 Furman students live off campus, and they are urged to participate fully in all extracurricular activities. Ample parking is available and post office boxes can be obtained in the University Center. Commuters may purchase food at the PalaDen in the University Center or in the dining hall.

Counseling Center
The Counseling Center offers counseling and mental health services to help students cope with college life. Counselors are available to assist students with a variety of concerns ranging from relatively mild distress to more serious psychological disorders. Services provided by the Counseling Center staff include individual counseling, support groups to enhance coping skills, mental health consultation, and educational programs on topics related to mental health and personal development. All professional services are offered on a confidential basis by appointment.

Dining Services
All resident students are required to subscribe to a meal plan. See the Expenses section of this catalog for more information.

Missed meals may not be made up. Students who have an extraordinary situation that requires them to miss meals regularly during the term should consult with the food service director to discuss their options. Meal plans and identification cards are non-transferable. Students may not pass, loan or sell their meal plan or identification card to anyone. Transfer of a meal card may result in disciplinary action as set forth in The Helmsman, the student handbook.

The dining hall is open throughout the academic year except during university breaks.

Disability Services
In compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, Furman is committed to providing students equal access to university programs and facilities regardless of disability. Information about university procedures related to accommodations under ADA may be obtained from the Disability Services Coordinator.

Health Services
Consisting of an outpatient clinic and inpatient overnight facilities, the Earle Infirmary is the home of Health Services for Furman undergraduates. Open 24 hours a day, seven days a week when residence halls are open, the infirmary is staffed by one full-time nurse practitioner, four full-time nurses, five part-time nurses, one full-time medical secretary and a team of part-time physicians.

Doctors’ clinic hours are Monday through Friday, 8:45 a.m. to 11:45 a.m, while Nurse Practitioners are available from 8:00 a.m. to 4:00 p.m. Monday through Friday. Doctors may be consulted through the nursing staff at all other hours when residence halls are open. Referrals to specialists or hospitals are made by the university physicians, and families will be notified in case of serious illness or accident. If hospitalization is required, the attending physician will make arrangements. Information about medical insurance is available in the Expenses section of this catalog.
When the residence halls are closed, medical needs are the responsibility of the individual student. In emergencies, call Public Safety at 294-2111.

**Housing**

Residence halls and apartments are more than just places to study and sleep; they are communities where students learn to live with people of different values, behaviors and beliefs.

The university offers a variety of housing accommodations for approximately 2,430 students. There are five traditional, single sex residence halls. Co-educational housing is available for freshmen in Blackwell, Poteat, and McGlothlin halls. Co-educational housing is available for sophomores, juniors, and seniors in Geer, Judson, Manly and McBee halls. Men and women are housed on alternating floors or wings. Other housing options available for juniors and seniors include four lakeside cottages and North Village apartments, which house men and women in units designed for four people. Although a few single rooms on campus are available, most students are housed in double rooms. Rooms may be re-configured to accommodate three people comfortably and safely if necessary.

In traditional residence halls, students are not permitted to visit on hallways or in the rooms of students of the opposite sex except during visitation hours, which are scheduled for 10 a.m. to 2 a.m. daily. In co-educational halls, visitation regulations are the same as in other residence halls, and the staffs in both buildings are specially trained to offer activities that encourage healthy interaction between women and men. Students residing in North Village and other campus apartments follow a self-regulated visitation program.

University Housing staff communicates with new students about roommates, room assignments and policies. University Housing regulations and expectations covering care of property, maintenance, safety and social conduct are published in Furman’s student handbook, *The Helmsman*.

All students, except those married or living at home with a parent or guardian, must live in university housing for their entire undergraduate career. A number of fourth-year students will be permitted to live off-campus each year by participating in a lottery process. The number residing off-campus will fluctuate based on projected enrollment, participation in study abroad programs, and numerous other variables.

**Orientation**

To help new students familiarize themselves with what most likely will be a new way of living and to acquaint them with the various facilities and services on the campus, Furman conducts a five day orientation session. Orientation days include academic placement testing and advising. Student Services staff coordinates the planning of orientation.

**Veterans’ Affairs**

Eligible veterans and dependents may certify their standing at Furman University through Academic Records.

**Student Rights and Regulations**

**Educational Records**

Furman University provides students’ access to their educational records in accordance with the Family Education Rights and Privacy Act. Students wishing to inspect their records may do so by going to the appropriate office and presenting their identification cards. Furman complies with all federal and state statutes regarding the confidentiality of student records. Students are guaranteed opportunities to challenge the accuracy of files or records. Requests for hearings should be made through Student Services.

**Student Identification Cards**

When students first arrive on campus, they will receive a non-transferable identification card which will be used throughout their enrollment. The card entitles students to all university services and programs. A fee is charged to replace lost identification cards.
Student Conduct
An institution, like an individual, has a character developed out of its accumulated experience and expressed in its purpose, goals and values. Furman’s character is reflected in part in the regulations which govern its students. Elements which have helped shape those regulations include the size of the college, its co-educational status, the diversity of its student body, the liberal arts tradition, and the university’s commitment to academic excellence.

Students who enroll at Furman must understand and accept these boundaries. The university maintains a regulation against the possession or consumption of alcoholic beverages in the campus living and learning environment and the possession or use of illegal drugs. Furman students are required to be honest in their academic work and to obey fire safety and traffic regulations. Other regulations prohibit disorderly assembly or disorderly conduct, vandalism, falsification of records, theft, financial irresponsibility, unauthorized entry and the unauthorized use of university facilities, possession of firearms and fireworks, and misuse of nontransferable identification cards. Students may keep automobiles on campus provided the vehicles are properly registered and traffic laws are obeyed.

Furman is not a sanctuary where students may escape the responsibilities imposed by law upon all citizens. The university does not condone the violation or attempted violation of federal, state or local laws. Alleged violations may be referred to the appropriate officials and the appropriate university official or judicial body. Regulations governing student conduct at Furman are ultimately the responsibility of the University President. Students are expected to follow the rules set forth in this catalog and in Furman’s student handbook, *The Helmsman*. Violators of university regulations are subject to penalties which range from a reprimand to suspension or expulsion.

Since Furman is a private institution, it reserves the right to refuse re-enrollment to a student whose personal or academic adjustment has been unsatisfactory. Acceptance for one term does not necessarily imply acceptance for succeeding terms. The university reserves the right to amend its rules, policies and procedures at any time.
Admissions

Furman welcomes applications from students who seek to enroll as freshmen after graduating from high school or to transfer from regionally accredited colleges and universities. It also accepts applications for special admission, including non-degree and transient students.

Admission is selective and based primarily on previous academic performance. Neither academic record nor ability is in itself sufficient qualification for admission of any candidate. The university reserves the right to deny admission to any student who in the judgment of the Admissions Committee may not benefit from Furman’s educational program or whose presence or conduct may be detrimental to that program.

Candidates for undergraduate admission should make initial contact with the Office of Admissions, Furman University, 3300 Poinsett Highway, Greenville, South Carolina 29613-0645. Admissions will provide necessary application materials.

Freshman Admission

Typically, candidates for admission must have graduated from a regionally accredited high school prior to enrollment at Furman. The Admissions Committee uses the following criteria in its decisions:

*High school record.* A strong college preparatory course of study is required. At minimum, it must include four years of English, Algebra I and II, geometry, three years of social studies, at least three years of natural sciences, and two years of the same foreign language. Students should have four or more academic credits each year on an advanced or honors level. An official transcript is required. Quality of courses and grades are the two most important factors in admission.

*Standardized test scores.* Applicants should request their SAT I, ACT or TOEFL scores from the appropriate testing agency prior to the application deadlines. Candidates for admission are required to submit a standardized writing score from either the SAT or ACT as well.

*Essay.* Two essays are required. Specific topics and word limits are listed on the admissions application and website.

*Extracurricular activities.* All prospective students should provide information about their activities outside the classroom.

Freshman applications are available through the Admissions web site at [www.engagefurman.com](http://www.engagefurman.com). Furman accepts only the Common Application.

Early Decision Plan for Admission

It may be advantageous for a candidate for freshman admission to apply under the Early Decision Plan. Students applying under Early Decision indicate that Furman is their first choice and submit their application by November 15. Candidates are informed of the university’s admission decision on December 15. Admitted students learn of any financial aid award soon thereafter.

To reserve a class space for the fall, Early Decision candidates must submit a $400 non-refundable enrollment deposit and signed commitment no later than January 15. These candidates are required to immediately withdraw applications submitted to all other institutions at this time.

Early Decision candidates whose applications are deferred receive consideration in the Regular Decision Plan application process. They are required to have their high school submit a transcript of their grades for the first semester of their senior year by February 1.

Regular Decision Plan for Admission

Students applying under Regular Decision must submit their application no later than January 15. Candidates are informed of the university’s decision on March 15. Admitted students learn of any financial aid award in early April.
Furman observes the national candidate’s reply date of May 1; therefore, students choosing to enroll must submit a $400 non-refundable enrollment deposit and signed commitment to enroll no later than May 1.

Special Freshman Admission

Students admitted to Furman as freshmen typically enroll after graduating from a regionally accredited high school following four years of study. Occasionally, admission is offered to qualified candidates whose educational backgrounds are different from those of most students. These candidates include: early admission candidates (who wish to enroll after three years of high school without graduating), early high school graduates (who have fewer than four years of high school or are younger than most freshmen), and home schooled students. Candidates under any of these special categories are judged on an individual basis by the Admissions Committee.

Early admission candidates or early high school graduates should be students of unusual academic promise and personal maturity. Candidates must have a minimum unweighted grade point average of at least 3.50 on their high school work and SAT I scores of at least 670 verbal and 600 math, or a composite ACT score of at least 29 to be considered. An interview with a member of the admissions staff is strongly advised.

Home schooled students should submit all the materials described in the Freshman Admission section and an outline of topics or curriculum covered in the secondary school experience.

Advanced Placement and International Baccalaureate Exams

Students may receive credit for Advanced Placement (AP) courses by submitting scores from the accompanying exams directly to Furman. Typically, credit for one course at Furman is awarded for each exam on which a student scores four or higher (three or higher for Mathematics BC). For International Baccalaureate (IB) courses, credit for one course at Furman is typically awarded for each examination with a score of six or higher. Consult the Academic Records web site at www.furman.edu/registrar for more specific information on AP and IB exam equivalencies.

Transfer Students

Students may transfer to Furman from other regionally accredited colleges. The Admissions Committee uses the following criteria in its decisions:

College courses previously enrolled and grades earned. This is the most important factor for transfer applicants. An official transcript must be received by the application deadline.

High school record. Transfer candidates are required to submit an official high school record. Courses and grades from high school are considered for transfers with less than one year of college at the time of application.

Standardized test scores. Standardized test scores are required unless a student has earned 32 or more transferable semester hours or has reached his or her 21st birthday.

Transfer applications are considered for all regular terms (fall, winter and spring). Application review for fall term begins January 15. First offers of admission are delivered March 15. Applications for fall term are considered until all available spaces are filled. (All spaces are typically filled by mid-spring.) Accepted students who wish to enroll must submit a non-refundable enrollment deposit of $400 by May 1 or by the deadline in their acceptance letter, whichever is later.

Transfer students may apply for winter term by completing the application for admission by November 15, with notification of decision by December 15. For spring term, students must apply by January 15, with notification by February 12.

After approval for admission, Academic Records will correspond with the student concerning
courses for which credit will be transferred, minimum number of credit hours required for graduation, and general education requirements that remain to be completed. The department chair in which the student plans to major determines the specific courses required in the major program.

Credit for courses taken at other regionally accredited colleges or universities transfer to Furman provided a satisfactory grade (C- or better in a traditionally graded course) was earned and the courses are equivalent to courses offered at Furman or would otherwise fit into the liberal arts curriculum at the university.

International Students

The Admissions Committee considers the following criteria in its decisions:

Secondary school record. All applicants should send official transcripts.

Standardized test scores. Scores from TOEFL, SAT I or ACT should be sent to Furman by the testing agency. Candidates for admission are required to submit a standardized writing score from either the SAT or ACT as well.

Personal Statement. A writing sample of 300 to 500 words is required.

Certificate of Finances. Limited financial assistance is available for international students. All applicants must submit the Certificate of Finance, which demonstrates the amount of funding a student is able to provide toward his or her educational expenses.

In addition to the documents above, all transfer students should submit an official college transcript and Dean’s Statement. Deadlines for international students are the same as for other new students, freshmen and transfers.

Non-Degree Students

A non-degree student is one who already has a bachelor’s degree from a regionally accredited college and is not seeking a degree from Furman. Each applicant for admission as a non-degree student is required to submit a transcript of college work, including date of graduation. Admission is based on quality of college work and available space. Non-degree students must reapply for each term in which they wish to enroll. Financial aid is not available to non-degree students.

Transient Students

A transient student is one who is working toward a degree at another accredited college and seeks to earn credit at Furman. Each applicant for admission as a transient student must submit a transcript of college work and a statement from the other institution reflecting that the student is in good standing. Admission is based on available space. Financial aid is not available to transient students.

Re-admission

Following an absence from Furman of one or more regular terms, a student who desires to re-enter must apply for re-admission. The Associate Academic Dean reviews the application. If approved, the student must meet the requirements for graduation and the minimum academic standards effective at the time of re-admission.
Expenses

Application Fee

A non-refundable application fee of $40 must accompany the student’s initial application for admission.

Enrollment Deposit

To reserve a place in the university, all new students who plan to enroll at Furman must submit a non-refundable enrollment deposit of $400. This payment is not covered by scholarship or financial aid. It will be held until the student graduates or leaves at the end of an academic year.

Entering freshmen must submit the enrollment deposit by January 15 if they are in the Early Decision Program or by May 1 if they are in the Regular Decision Program. Transfer students must submit the deposit by May 1 or by the deadline in their acceptance letter, whichever is later. The enrollment deposit establishes eligibility for new students to receive registration materials.

Basic Fees

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<tr>
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<th>Fall &amp; Spring terms</th>
<th>Winter term</th>
<th>Annually</th>
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<tbody>
<tr>
<td>Tuition</td>
<td>$10,632.00</td>
<td>$7,088.00</td>
<td>$28,352.00</td>
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<td>Up to 16 and 12 hours respectively</td>
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<td>Room:</td>
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<td>Residence hall double occupancy</td>
<td>1,488.00</td>
<td>992.00</td>
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<td>North Village 2 bedroom apartment</td>
<td>1,692.00</td>
<td>1,128.00</td>
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<tr>
<td>North Village 4 bedroom apartment</td>
<td>1,812.00</td>
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<td>Board:</td>
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<tr>
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<td>150/100/150 meals per term</td>
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<td>60/40/60 meals per term (seniors only)</td>
<td>200/135/200</td>
<td>622.00</td>
<td>1,664.00</td>
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<tr>
<td>Food Points per term</td>
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Special Fees

Applied Music, individual instruction:
Two lessons per week—noncredit 420.00 280.00 1,120.00
One lesson per week—noncredit 210.00 140.00 560.00

Applied Music, group instruction:
Two lessons per week—noncredit 204.00 136.00 544.00

Group Medical Insurance

Lab Fee (per course) 50.00 50.00
Late Enrollment 100.00 100.00
Association of Furman Students 108.00 72.00 288.00
University Center fee 75.00 50.00 200.00

For 2007, summer session undergraduate tuition costs will be $669 per credit hour.
Laboratory Fee

Students in certain courses that require special instructional supplies, materials, or equipment are required to pay a non-refundable fee of $50 per course. The fee is charged in most Art, Biology, Chemistry, Computer Science, Earth and Environmental Science, Health and Exercise Science, Military Science, Physics, and Psychology courses as identified in this catalog and selected courses in Interdisciplinary Studies, Music and Theatre Arts.

Room and Board Fees

All students, except those married or living at home with a parent or guardian, must live in university housing throughout their entire undergraduate career at Furman.

The basic double room rate is $3,968. Other housing options, such as single rooms and apartment style living, cost more depending on a student’s specific housing assignment. Students are responsible for paying the rate that coincides with a specific housing assignment, regardless of the origin of the assignment.

All resident students are required to subscribe to a meal plan. Furman offers five different meal plans. First year students are required to subscribe to the unlimited plan which provides unlimited access to the dining hall and 340 food points. Students entering their second year must subscribe to at least the 125/85/125 meals per term plan, while students in their third year are required to choose at least the 75/50/75 meals per term plan. All other resident students may select from any of the five plans. Commuting students may purchase a meal plan, but are not required to do so.

Food Points offer “points” that may be used on a $1 per point basis to purchase any item sold in the dining hall, PalaDen Food Court, Tower Café, Einstein Bagels or Sidelines. Food Points, which are stored on the student ID card, expire at the end of the academic year and are not refundable for cash.

Students enrolled in off-campus independent study courses may request a 50 percent reduction in board charges for any period of more than ten days that they are required to be off-campus.

General Fee Policy

The university reserves the right to change tuition and other charges at the beginning of any term if such change is judged necessary by the Board of Trustees. In recent years, Furman has seen a rapid increase in expenses. While every effort is made to keep operating costs low, it is probable that fees for academic years subsequent to this year will be increased as costs rise.

Payment of Fees

Fees must be paid in full to begin enrollment. For all students, fees are payable prior to the start of each term for all students:

<table>
<thead>
<tr>
<th></th>
<th>Resident Students</th>
<th>Commuting Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>By August 25, 2006</td>
<td>$13,884.00</td>
<td>$11,052.00</td>
</tr>
<tr>
<td>By December 8, 2006</td>
<td>9,098.00</td>
<td>7,210.00</td>
</tr>
<tr>
<td>By February 16, 2007</td>
<td>13,647.00</td>
<td>10,815.00</td>
</tr>
<tr>
<td>Total</td>
<td>$36,629.00</td>
<td>$29,077.00</td>
</tr>
</tbody>
</table>

Statements are mailed in August, November, and January.

The university also offers the Furman Ten-Month Payment Plan. The plan, administered by Educational Computer Systems, Inc., allows for ten equal payments beginning in May prior to enrollment. Whether through this plan, a local bank, or any other source, arrangements must be completed in time for payments to be received according to the schedule above.

Students who register for any term after Enrollment Day will be assessed a $100 late registration fee.

Comprehensive Fee Policy

Furman assesses a comprehensive tuition fee for all students enrolled for up to 16 credit hours in the fall or spring terms and up to 12 credit hours
in the winter term. Students may request an exception to be charged on a per course basis by completing an application through the Associate Academic Dean. The request must be submitted to the Associate Dean no later than the last day of the drop-add period for the term in question. Students who are financially independent, who have documented financial, medical or learning difficulties, or who have earned at least 96 semester hours no later than September 1 are eligible to request an exception to the comprehensive tuition fee.

Refund Policy

The university is committed to expense based upon the enrollment anticipated at the beginning of each term. Enrollment at Furman is considered a contract binding students and their parents for charges for the entire term. Refunds are granted in certain cases, as follows:

Withdrawal from the University. Students who withdraw from the university may receive a partial refund in accordance with the tuition schedule below. Enrollment Day is considered the first day of classes for the purpose of computing refunds. The date of withdrawal is established by the Vice President for Student Services.

Furman offers tuition insurance through A.W.G. Dewar, Inc. to extend the refund policy for students who must withdraw from the university for medical reasons. In cases of withdrawals due to accident or illness, the plan provides a 100 percent refund throughout the term. The refund amount is 60 percent in other withdrawal cases as defined in the plan.

Course Withdrawal. Because tuition is normally assessed on a comprehensive basis, no refunds are issued when a student withdraws from one or more courses while remaining enrolled at the university. However, a student who seeks to withdraw from a course may apply to the Vice President for Student Services for a prorated refund if the withdrawal is for documented medical reasons. In addition, a student who has been granted an exception from the comprehensive fee structure in a given term will receive a prorated refund for withdrawal from a course.

The following schedule describes the time frames and amounts of proration for tuition and fee refunds:

<table>
<thead>
<tr>
<th></th>
<th>Fall &amp; Spring term</th>
<th>Winter term</th>
</tr>
</thead>
<tbody>
<tr>
<td>During first week</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>During second week</td>
<td>75%</td>
<td>60%</td>
</tr>
<tr>
<td>During third week</td>
<td>50%</td>
<td>30%</td>
</tr>
<tr>
<td>During fourth week</td>
<td>25%</td>
<td>none</td>
</tr>
<tr>
<td>After fourth week</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>

Board. 50% of the unused portion at any time during a term if withdrawing from the university.

Room. No refund if enrollment has been completed.

University Center Fee. No refund if enrollment has been completed.

Association of Furman Students Fee. No refund if enrollment has been completed.

Enrollment Deposit. Not refundable to students who decide not to enroll or who withdraw for any reason during the academic year.

Financial Aid. Financial Aid recalculates federal financial aid eligibility for students who withdraw from the institution prior to completing 60 percent of the term in accordance with the Federal Return of Funds regulations. The recalculation is based on the percentage of earned aid for the term. The percentage earned is determined by the number of calendar days completed divided by the number of calendar days in the term. Unearned federal aid is returned to the federal government based on the following formula: 100 percent of aid earned times the amount of aid disbursed toward institutional charges. When federal aid is returned, the student may owe a balance to the university. The student should contact the Student Business Center to arrange for payment of the balance due. Federal financial aid includes Federal Pell Grant, SEOG Grant, Perkins Loan, Stafford Student Loans and PLUS Loans.
For non-federal funds, the institutional refund policy is applied to all other aid received by the student unless Financial Aid is instructed to do otherwise by the donor or sponsor of the award.

A student’s withdrawal date is defined as the actual date the student began the withdrawal process, the student’s last date of recorded attendance or the mid-term date for a student who leaves without notifying the university.

Students withdrawing at any time during a term by required active military service shall receive a refund in accordance with the stated policy. Any of these students who re-enroll within the following five years shall receive a credit against the expense of the first term in an amount equal to fees for the last term enrolled, less the amount of any refund paid at the time of entry into military service.

All questions about refunds or other financial matters should be directed to the Student Business Center.

**Personal Expenses**

*Books and Supplies.* Students should have money to purchase books and supplies. Freshmen should allow $650 to $750 per year.

*Membership Fees.* Students have various organizations that operate on small budgets of their own. Membership in the departmental, honorary and social clubs, which is voluntary, involves nominal fees.

*Group Medical Insurance.* A group hospitalization, surgical and accident plan is provided by the university for all full-time undergraduate students. The protection, effective 12 months of the year, provides reimbursement for expenses incurred in any hospital and insures students within certain limitations for all nonoccupational illnesses or accidents. Payment of benefits is made regardless of any other insurance carried. The cost is $157 annually, payable in advance at the beginning of the school year. Each student enrolled in 8 or more credit hours during the fall term will automatically participate in the group insurance plan and will be charged the insurance premium unless a waiver has been submitted to the Student Business Center no later than September 1. Information about the coverage is provided to each student at the start of each school year. Insurance coverage begins September 1.

*Miscellaneous Expenses.* Most recreational facilities are for use without charge. A small fee is assessed to students for use of the golf course and indoor tennis courts.

*Residence Hall Furnishings.* Traditional residence hall rooms are furnished with beds, desks, chests of drawers, chairs, and a microfridge unit. Students supply pillows, bed linens, blankets, bedspreads, towels, laundry bags, study lamps and similar items.

*Laundry.* The cost to use this service is included in the housing charge.

*Residence Hall Fines and Special Fees.* Students are expected to preserve good order in buildings on campus, and to pay damages as determined by University Housing. A financial penalty will be assessed for moving from an assigned residence to another without permission.
Student Aid

Furman provides financial assistance to all qualified applicants. The financial aid program includes a broad range of academic and special talent scholarships as well as a comprehensive need-based program of grants, loans and work opportunities. The Application for Scholarships and Financial Aid allows students to be considered for all sources of institutional funds except those specifically identified as requiring a separate application.

Financial aid is awarded by the Awards Committee to full-time students. Most aid is credited at the rate of 37.5 percent fall term, 25 percent winter term and 37.5 percent spring term. National Merit scholarships, R.C. Byrd scholarships, J.E. Sirrine scholarships, Federal Stafford Student Loans, and Federal PLUS Loans are credited in increments of 33.3 percent each term.

United States Department of Education regulations require that if federal funding is a part of the student’s financial aid award, the total amount of the award may not exceed the financial need as determined by the Free Application for Federal Student Aid (FAFSA). If the student receives scholarships from outside sources, adjustments will be made to the aid award to comply with these regulations.

Outside scholarships from sources such as corporations, clubs, civic organizations and churches are applied to the term when the funds are received, unless the donor specifies differently. This may result in a credit balance for the term or terms in which the outside scholarship checks are received. Students requesting a refund of all funds in any term may have a balance due on their account for future terms.

Application Deadlines and Procedures

The Application for Scholarships and Financial Aid is included with the admissions application and should be completed and returned with the admissions application. The admissions deadline for Early Decision candidates is November 15 and for Regular Decision is January 15.

Early Decision applicants who wish to be considered for need-based assistance should complete the CSS PROFILE and list Furman as a recipient. The deadline to submit the PROFILE is November 1. They should also complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1.

Regular Decision applicants who wish to be considered for need-based assistance should complete the FAFSA as soon as possible after January 1 and submit the Furman Application for Scholarships and Financial Aid no later than February 15.

Currently enrolled students should complete the FAFSA and the Furman Application for Scholarships and Financial Aid no later than April 15.

Renewal of Financial Aid

Herman W. Lay, James B. Duke, Hollingsworth, Achievement, Honor, Furman Scholar and certain other scholarships are automatically renewed as long as the student maintains a cumulative 3.000 grade point average.* Students must complete and submit the FAFSA each year for need-based scholarships, grants, loans and work-study.

Eligibility for need-based financial assistance for full-time undergraduate students is contingent on demonstrated financial need as determined by the FAFSA. They must also show adequate academic progress toward earning their degree.

*For financial aid purposes, grade point averages are truncated at three decimal places. See the academic regulations section of this catalog regarding grade point average calculation for academic purposes.

Furman Merit Scholarships

Furman offers renewable merit scholarships for freshmen. They include Herman W. Lay Scholarships (room, board and tuition), Duke
Scholarships (full tuition), Hollingsworth, Achievement, and Honor scholarships. These scholarships are awarded on the basis of high school grades, courses, test scores, essay, and extracurricular activities to both Early Decision and Regular Decision applicants. They are renewable based on maintaining a cumulative 3.000 grade point average at Furman.

Furman Scholars

Students are nominated by their high schools during their junior year. Furman Scholars who enroll at Furman are guaranteed a $4,000 minimum renewable scholarship. They also may compete for Lay, Duke, and Hollingsworth scholarships which would replace the $4,000 award.

University-Sponsored National Merit Scholarships

Renewable $1,000 or $2,000 scholarships, depending on need, are offered to National Merit finalists who indicate Furman as their first choice institution. National Merit Scholarships themselves are determined solely by the National Merit Corporation.

Separate Application Scholarships

The following scholarships require a separate application, available on the web at engagefurman.com. The application deadline is January 15 unless otherwise noted.

Alden Pre-Engineering. Renewable, full tuition scholarship awarded to an entering freshman enrolling in the three year pre-engineering program.

Alden Transfer. Two year, full tuition scholarship. Graduates from Brevard, Greenville Technical and Spartanburg Methodist colleges, and two year programs at North Greenville College receive primary consideration.

Dow Chemistry Company Foundation and Dreyfus Foundation. Renewable scholarships of up to $2,000 for students planning a career in the chemical industry or planning to pursue a Ph.D. in chemistry.

Silas Gaines Bagwell. Established to assist needy South Carolina African-American students with a sense of purpose, worthy goal, and good character. The scholarship is awarded to one incoming freshman each year.

Liberty. Two renewable scholarships awarded to entering freshmen intending to major in business, economics or computer science.

Alfred Taylor Odell. For upperclassmen majoring in a humanities department: Asian Studies, Classics, Communication Studies, English, History, Modern Languages and Literatures, Philosophy or Religion.

Furman Teacher Education. Three $2,000 renewable scholarships awarded annually to entering freshmen who indicate teaching as their career goal.

Wylie Math. Renewable scholarships awarded on a competitive basis to entering freshmen with outstanding mathematical ability and a combined SAT score of at least 1350. Award amounts vary.

Study Abroad. For upperclassmen participating in a Furman sponsored study abroad trip. Award amounts vary.

Special Scholarships

Music Scholarships. Competitive scholarships awarded on the basis of auditions held in December and January. For details, contact Music.

Art Scholarships. Competitive scholarships awarded on the basis of portfolio submissions. Prospective students must submit portfolios no later than January 15. For details, contact Art.

Athletic Scholarships. Partial to full scholarships awarded in 17 men’s and women’s intercollegiate sports. For details, contact the director of athletics or the head coach in a particular sport.
Reserve Officers’ Training Corps Scholarships (ROTC). Army ROTC scholarships are available to selected students for three or four years. Recipients, selected by university officials and the Department of the Army, take military science courses each term. Upon graduation they receive a commission in the U.S. Army, Army Reserve or National Guard. The scholarships are for up to full tuition and fees plus a monthly stipend during the school year. Recipients of four year scholarships may qualify for additional Furman scholarship assistance for on-campus room and board costs. For more information, contact Military Science.

Exploration of Vocation and Ministry Scholarships. Available to students exploring a career in full-time faith-based ministry. Scholarship amount may not exceed 20 percent of the tuition due each term. For details, contact the Chaplains.

Ministers’ Dependents. Students who are dependents of full-time Baptist ministers are eligible for a scholarship of 15 percent of the tuition due each term.

Kittie Moss Fairey Scholarship Fund. Established to aid worthy entering freshman students from South Carolina attending in-state institutions, the award is equal to half the cost of room, board and tuition. For details, write Wachovia, Kittie M. Fairey Scholarship Fund, Trust Department, Columbia, South Carolina 29202, or contact your high school guidance counselor.

C.G. Fuller Scholarship Fund. Established to assist deserving students from South Carolina attending schools within the state, the award is based on academic merit and financial need. For details, write C.G. Fuller Foundation, c/o Bank of America, S.C. 3-240-04-17, P.O. Box 448, Columbia, South Carolina 29202-0448.

South Carolina Teaching Fellows. The South Carolina Center for Teacher Recruitment awards $5,700 renewable scholarships. Recipients agree to teach in South Carolina one year for every year they receive the fellowship. Awards are renewed provided the recipient maintains a 2.750 cumulative grade point average and earns at least 30 semester hours each year while completing a degree leading to teacher certification. Applications are available at high school guidance offices.

J.E. Sirrine Scholarship Fund. The J.E. Sirrine Scholarship Program assists deserving graduates of Greenville County public high schools. For details, write Sirrine Scholarship Program, P.O. Box 2848, Greenville, South Carolina 29602. The application deadline is April 15.

Graduate Scholarships. Graduate fellowships and assistantships are available in Chemistry. Recipients render service in the department and generally are expected to enroll on a less than full-time basis. For information, consult Chemistry.

Scholarships and fellowships to attend other universities are frequently awarded to graduates of Furman. Those interested should consult with their academic advisor.

South Carolina Merit-Based Scholarships
These state merit-based scholarships are awarded without regard to financial need.

South Carolina Hope Scholarships are $2,650 awards for South Carolina residents who graduate from high school with at least a 3.00 grade point average and who do not qualify for a South Carolina LIFE or Palmetto Fellows award. The Hope award is for the freshman year only; recipients who earn a at least 30 semester hours with a 3.000 grade point average are eligible for a LIFE scholarship the following year. Recipients must be enrolled for at least eight semester hours each term.

South Carolina LIFE scholarships are $5,000 awards for South Carolina residents attending a four year private college in the state. To qualify, students must meet two of the following criteria: a 3.00 grade point average on the final high school transcript; rank in the top 30 percent of their graduating class; or earn a combined SAT core of at least 1100 or an ACT score of at least 24. The awards are renewable provided the student maintains a 3.00 grade point average and
completes at least 30 semester hours each year consistent with provisions enacted through South Carolina law. Recipients must be enrolled for at least eight semester hours each term.

**Palmetto Fellows** awards are $6,700 academic grants to students from South Carolina based on annual guidelines established by the state legislature: currently a 3.50 grade point average in high school, 1200 combined SAT score, and a rank in the top 6 percent of the high school class or at least a 1400 combined SAT score and a high school grade point average of 4.00 or greater. Eligible candidates may apply through their high school guidance office in the fall of their senior year. The awards are renewable provided the student maintains a 3.00 grade point average and completes at least 30 semester hours each year. Recipients must be enrolled for at least eight semester hours each term.

Students must be South Carolina residents to be eligible for consideration and may receive only one type of merit-based award from the state: Palmetto Fellows, LIFE or Hope scholarships.

If a recipient of either scholarship fails to meet the renewal criteria, appeal information is available from the South Carolina Commission on Higher Education website at www.che.sc.gov.

**Need-Based Financial Assistance**

To be considered for any need-based financial assistance, students must complete the Free Application for Federal Student Aid (FAFSA). For information regarding the status of a FAFSA application, call 1-800-4-FEDAID.

**Federal Pell Grants** range from $400 to $4,050.

**Federal Supplemental Educational Opportunity Grants** are additional funds up to $4,000 for students who qualify for a Pell Grant. Average awards at Furman are $1,000.

**Federal Work-Study** underwrites work on and off campus for students who qualify. Students may work at a variety of campus jobs at a rate of pay no less than the minimum wage. Award amounts average $1,500.

**Federal Perkins Student Loans** range up to $4,000. Students have a grace period of nine months after they graduate, leave school or fall below half-time status before they must begin repayment and interest begins to accrue. The annual interest rate is five percent. The average Perkins award at Furman is $1,500.

**Stafford Loans** are worth up to $2,625 for the freshman year, $3,500 for the sophomore year, and $5,500 for the junior and senior years for eligible students. Subsidized Stafford Loan recipients have a grace period of six months after they graduate, leave school or fall below half-time status before they must begin repayment. Interest is a variable rate not to exceed 8.25 percent.

Students who do not demonstrate a financial need may still borrow money through an unsubsidized Stafford Loan for which they would be responsible for interest payments while they are enrolled. Financial Aid will process Stafford Loans through the South Carolina Student Loan Corporation for interested students.

**South Carolina Tuition Grants.** South Carolina residents who have financial need as determined by the FAFSA and who have been legal residents of the state for at least one year prior to their entrance date may qualify for awards ranging up to $2,800. Students must be enrolled full-time to be eligible to receive the maximum grant. For students to qualify, the FAFSA must be submitted no later than June 30. Recipients must be enrolled for at least eight semester hours each term.

**Alternative Financing**

**Furman Ten-Month Payment Plan.** Administered by Educational Computer Systems, Inc., this plan provides for ten equal payments beginning in May prior to enrollment. Applications are mailed directly to students after they have been approved for admission. The application fee is $50.

**Parent Loan (PLUS).** A federal program of loan assistance available for those who have an
acceptable credit history, regardless of family income. Parents of qualified students may borrow as much as the difference between the cost of education and the amount of financial aid. The interest rate varies but does not exceed nine percent. Repayment begins 45 to 60 days after disbursement. Applications are available at www.slc.sc.edu.

Pickett & Hatcher Educational Funds. Annual loans of $5,500 to residents of southeastern states, based on financial resources and projected college costs. Simple interest is charged at an annual rate of two percent while a student maintains full-time enrollment and at six percent thereafter. The application deadline is May 15. Contact Pickett & Hatcher, P.O. Box 8169, Columbus, Georgia 31908-8169.

South Carolina Teacher Loan Program. Available to South Carolina residents enrolled in the university’s teacher education program. Financial need is not a consideration, and the loans are canceled at the rate of 20 percent for each year recipients teach a critical subject or teach in a critical geographic area of the state. If a student teaches a critical subject in a critical geographic area, the loans are canceled at a rate of 33 percent annually.

Entering freshmen must have ranked in the top 40 percent of their high school graduating class and have an SAT or ACT score equal to or greater than the state average for the year they graduated from high school or the most recent year for which such figures are available to qualify. Any enrolled undergraduate, including enrolled freshmen, must have successfully completed the Praxis I Exam and have a cumulative grade point average of at least 2.750 to be eligible to receive this award.

Alternative Loans. A number of lenders offer long term educational loans outside of federally funded programs. Information regarding these loans is available through Financial Aid.
Academic Regulations

Occasionally, changes are made to academic regulations at Furman. Unless otherwise indicated, such changes will be applicable to all students enrolled at the time the change is adopted as well as to all students who re-enroll after a period of absence.

Academic Integrity

The goals of the academic program are achieved only if all members of the university community uphold and comply with the highest standards of academic conduct. Honesty, respect, and personal responsibility are principles that guide academic life at Furman, in and out of the classroom. Plagiarism, cheating, inappropriate collaboration, and other misrepresentations of one’s own work threaten the values of the campus community. Accordingly, violations of the ethical standards of the institution will have severe consequences, such as failure in the course, and/or suspension or dismissal from the university.

Students at Furman have a serious responsibility to uphold academic integrity by behaving honorably in their own academic work and by promoting academic integrity among their peers. If students are uncertain about what constitutes plagiarism or any other form of academic dishonesty, it is their obligation to consult with faculty members so they fully understand what is expected.

For more information about academic integrity at Furman, students should consult with the Associate Academic Dean, The Helsman, or the academic integrity portion of the Furman website.

Requirements for the Bachelor’s Degree

All candidates for the baccalaureate degree must be competent in reading with comprehension, communicating intelligibly both in speech and in writing, and solving problems which require fundamental critical and analytical skills. The core curriculum, various senior seminars, independent study opportunities and a strong program of undergraduate research offer opportunities for students to acquire these competencies.

Students seeking a bachelor’s degree from Furman University must:

- Successfully complete at least 128 semester hours with at least 60 of these hours earned through Furman courses including the final 28 semester hours.
- Maintain a grade point average of at least 2.00 in all course work completed through Furman.
- Complete all general education requirements.
- Complete the one course Asian-African requirement.
- Complete the Cultural Life Program (CLP) requirement.
- Complete a six-to-eleven course major for the Bachelor of Arts or the Bachelor of Science degree or a thirteen-to-nineteen course major for the Bachelor of Music degree.
- Submit an application for graduation to Academic Records.

The bachelor’s degree may also be conferred on a student pursuing a professional degree (medicine, dentistry, engineering, industrial management, pharmacy, physical therapy, physician assistant, and nursing) who began undergraduate study at Furman and who meets the following criteria:

- Attain approval of the planned degree program by the chair of the sponsoring academic department.
- Successfully complete at least 96 semester hours that contribute to the Furman bachelor’s degree before beginning course work elsewhere, including all general education requirements and the one course Asian-African requirement.
- Maintain a grade point average of at least 2.00 in all courses completed through Furman.
- Submit evidence of successful completion of appropriate first year course work for a professional degree or successful completion of one year’s courses in an approved dual-degree program.
• Complete the Cultural Life program (CLP) requirement.
• Submit an application for graduation to Academic Records.

Since the award of the bachelor’s degree is contingent upon earning at least 128 semester hours, a student may receive only one degree at the completion of these hours. Students meeting the requirements for more than one type of bachelor’s degree must inform Academic Records when submitting their application for graduation which type of degree they intend to receive.

General Education

The purpose of general education at Furman University is to provide students the opportunity to acquire the skills, the experiences and the knowledge needed to achieve broad philosophical, historical, aesthetic and scientific bases for understanding and judging human experience, in the hope that they will enjoy lives characterized by broad vision, self-knowledge, independent action, tolerance and concern for others.

As means to that end, the University requires all students to complete a set of courses designed to develop:

• skills in thinking and communicating clearly and effectively
• a basic knowledge and understanding of the physical universe, of society and of themselves, as well as a critical appreciation of the ways such knowledge is acquired
• a knowledge of other cultures and other times
• an awareness of the moral, aesthetic and spiritual issues inherent in life and society
• the habit of searching for relationships among the various forms of human thought and feeling
• an awareness of the intrinsic value of thought and learning.

No individual course may meet more than one general education requirement.

Five courses in humanities, which must include:

one course in composition,
• ENG-11 (must be completed during the freshman year)

one course each in history, religion, and literature or the three course humanities sequence,
• HST-11,
• REL-11 or 12, and
• CL-32, 33, ENG-12, 21, 22, FR-31, 32, 33, GER-31, 32, MLL-12, A34, A37, A38, A39, SPN-31, 32, or 37,
   OR
• HUM-11, 12 and 13 (may be completed only during the freshman year).

one course in upper-level humanities.
• Any course numbered between 20 and 79 in a humanities discipline: CHN, CL, ENG, FR, GER, GRK, HST, JPN, LAT, MLL, PHL, REL, or SPN, excluding MLL-28, 65, 66, SPN-41, and all language skills courses numbered 21, 23, 24, 25, 40, and 49 in foreign languages and 31, 32, 33, 34, and 35 in English.
• BCA-75
• COM-30, 32, 34, 36, 38, 40, 44 or 46,
• HUM-21,
• IDS-50 or 51, or
• THA-34, 35 or 36.

The course in upper-level humanities cannot be in the same department as the student’s major. Students who are double majors with at least one of their majors in a humanities department (Asian Studies, Classics, Communication Studies, English, History, Modern Languages and Literatures, Philosophy, or Religion) do not need to complete the general education requirement in upper-level humanities.

One course focusing on fitness and wellness:
• HES-10
One to three courses in foreign languages:
All students are required to demonstrate proficiency in a foreign language through the first intermediate course (courses numbered 21) or must complete at least one course in a foreign language numbered greater than 21. Foreign language instruction is offered in both ancient: Greek (GRK) and Latin (LAT) and modern: Chinese (CHN), French (FR), German (GER), Japanese (JPN), and Spanish (SPN) languages. The course sequence the student will follow is determined by placement when entering Furman.

Possible sequences include:
- 11, 12, and 21,
- 15 and 21,
- 21, or
- any one course numbered greater than 21.

The final course enrolled to satisfy the general education requirement in foreign language must be completed at Furman. Foreign languages not taught at Furman may be enrolled at another accredited institution to fulfill the general education requirement with permission of the appropriate department chair.

Transfer students may meet the foreign language requirement by presenting credits (at least 12 semester hours) which are equivalent to the 11, 12, 21 sequence of courses at Furman. Incoming transfer students should take the appropriate placement test if they plan additional study in foreign languages at Furman.

For students whose second language is English, it may be possible to substitute English 11, 21 or 22, and an additional course in American literature, culture or civilization. The Associate Academic Dean and the chairs of English, Classics, and Modern Languages and Literatures must approve substitutions.

One to three courses in mathematics:
All students must be proficient in college-level mathematics. Students should consult with their advisor to select the instruction that best suits their intended degree program. Students completing the mathematics requirement with instruction in calculus will be directed to appropriate courses (MTH-11 or MTH-10 and 11S) based on their score on the calculus readiness examination. Mathematics courses meeting the general education requirement include:
- MTH-10 and 11S,
- MTH-11,
- MTH-15,
- MTH-16, or
- MTH-31, 32 and 33.

Students pursuing the Bachelor of Science degree must meet this requirement by completing MTH-11 or MTH-11S. Candidates for the Bachelor of Music degree do not need to meet the general education requirement in mathematics.

The MTH-31, 32, 33 sequence is generally available to education majors only.

Two natural science courses:
Students may select any two courses from the options listed below. BIO-11 and 16 cannot both contribute to the general education requirement in natural science, while SCI-16 and 17 must both be successfully completed to meet the requirement in this area.
- BIO-11 or 16,
- CHM-11, 12, or (16 or 18),
- EES-11, 16, 18, 21,
- PHY-11, 12, 14, 15, 17, or
- SCI-16 and 17.

Students pursuing the Bachelor of Science degree must meet the requirement by completing courses numbered 11, 12, or 21. Candidates for the Bachelor of Music degree with majors in performance, church music, or music theory may satisfy the general education requirement in natural sciences by completing one course from the list above, rather than two.

Two social science courses:
Students may select any two courses from the options listed below.
- ANT-12, 21,
- ECN-11,
- ED-20 or PSY-23,
- PS-11, 12,
• PSY-21, or
• SOC-11, 24.

One course in fine arts:
Most students will select one of the following options.
• ART-26,
• IDS-30,
• THA-11, or
• MUS-19 or 20.

Students pursuing studies in music may fulfill the general education requirement in fine arts by completing two music theory courses or one music theory course and MUS-18. Students interested in this option should consult with Music to determine appropriate placement.

Asian-African Studies

All students must successfully complete at least one course focused on the study of Asian or African culture. The course may be completed in combination with any general education or major requirement. Courses enrolled on a pass-fail basis cannot fulfill the requirement.

Courses that meet the Asian-African requirement are designated with an “A” at the beginning of the course number. Special Topics courses fulfilling the requirement are offered frequently.

Cultural Life Program (CLP)

Each student must attend a total number of CLP events equal to three times the number of regular terms (fall, winter, and spring) in which he or she enrolled for courses on the Furman campus, not to exceed a total of 36 events. For example: a student enrolled on campus for four years (12 regular terms) would be required to attend 36 CLP events, while a transfer student enrolled at Furman only two years (6 regular terms) would be required to attend 18 CLP events.

Students are expected to attend CLP events regularly throughout their undergraduate career at Furman. Registration priority is based on class standing as determined by semester hours earned and CLP events attended.

The list of approved CLP events is updated weekly and available through the Furman web site at www.furman.edu/clp. Attendance at CLP events is carefully monitored. Students must present photo identification and are required to sign a CLP card before each event they attend. CLP cards are collected only at the conclusion of the event. No substitutions or alternatives to CLP attendance will be considered.

Major Field of Study

All students must declare a major before they complete 70 semester hours at Furman; any student failing to do so will not be permitted to continue enrollment. Students choose courses that will contribute to the major in consultation with their academic advisor and the chair of the department. The student and department chair sign and retain a copy of the major declaration which specifically identifies courses each student should complete to fulfill major requirements.

Majors may be required to enroll in a seminar during the senior year, complete a comprehensive examination in the major, or earn a 2.00 grade point average in the major. Typically, at least 20 semester hours in the major must be completed through Furman courses. Credit toward the major is not normally allowed for any course numbered below 20. Unless departmental policy dictates otherwise, courses enrolled to fulfill general education requirements do not count toward the major.

More detailed information about requirements is provided in the Academic Departments section of this catalog for each major. A list of majors leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Music degrees is provided in the same section.

Individualized Curriculum Program (ICP)

Students who have educational goals outside of majors offered at Furman may propose an individualized curriculum program. Students approved for the program select courses under the supervision of a faculty committee and the student’s advisor. In preparing the program, the student should keep in mind the following:
• Proposed individualized curriculum programs should be consistent with Furman’s liberal arts philosophy.
• The program should contain thematically related courses that will meet the educational goals of the student.
• Individualized curriculum programs should not be used to concentrate work in a narrowly pre-professional way or to avoid certain courses in established major programs.
• The ICP may replace a traditional major, but students pursuing this option are still expected to complete all other graduation requirements.

The student should plan the program from among courses offered at Furman or courses at other institutions approved by the ICP committee. Generally, it will be to a student’s advantage to apply to the program by the spring of the sophomore year or the fall of the junior year. Students interested in the program should consult the Assistant Academic Dean.

Concentrations
While all Furman students are required to successfully complete an academic major in order to receive a bachelor’s degree, students may choose to supplement their major by concentrating on a specific topic from the perspective of different academic disciplines.

A concentration typically consists of 16 to 24 semester hours (four to six courses) of related course work. At least 12 of the required hours should be completed in courses numbered 20 or greater. Electives applied toward a concentration may be enrolled as pass-fail. Courses enrolled to meet major requirements may also fulfill concentration requirements.

Furman offers interdisciplinary concentrations in Ancient Greek and Roman Studies, Black Cultures in the Americas, English for Speakers of Other Languages, Environmental Studies, Latin American Studies, and Women’s and Gender Studies. A listing of courses and requirements for each concentration is included in the Interdisciplinary Studies section of this catalog.

Graduation Honors
Student who have earned at least 64 semester hours at Furman are eligible for graduation honors. Students earning a grade point average of at least 3.90 in all Furman course work are designated as summa cum laude graduates. Students earning a grade point average of at least 3.65, but less than 3.90 will be magna cum laude graduates and students earning a grade point average of at least 3.40, but less than 3.65 are considered cum laude graduates.

Advising and Registration
Students are assigned academic advisors with whom they should meet regularly to plan educational programs based on their interests, aptitudes, and educational goals. Advisors play an important role by offering informed advice about course selections, by providing information about co-curricular and extracurricular educational opportunities such as study abroad, internships, and undergraduate research, and by referring the student to campus support services. Students should consult with their academic advisor before registering for courses each term. Detailed information about advising and registration can be obtained through the Academic Records web site at www.furman.edu/registrar.

No student may register any courses later than the fifth day of classes in the fall and spring terms or later than the third day of the winter term. A fee of $100 will be charged for late registration once the term begins. Absences caused by late entrance into a course will count in the student’s attendance record.

All students should be aware that the final responsibility for satisfying graduation requirements is the student’s, not the academic advisor's. Each student is responsible for his or her own enrollment.
Individualized Instruction
(Internships, Independent Study, Research, and Tutorial Courses)

Internships, Independent Study, and Research opportunities offered on a "for-credit" basis are available in many academic departments each term. Students should consult with the department of interest to determine their eligibility for this type of instruction and identify a faculty member to supervise the internship, independent study, or research experience. Approval for completing this type of experience should be gained before the term in which the work will be done.

No more than 12 semester hours earned through internships, independent study, and research may contribute to the 128 hours required for the award of the bachelor's degree.

Content of courses numbered other than 80 may not be offered as independent study. Traditional courses may be enrolled on a tutorial basis through arrangement with the offering department. Courses offered in this format will be registered with the same course number and title.

Class Standing

Class standing is updated globally at the conclusion of each term. Class standing will be updated on an individual basis during a term if final grades for previously enrolled courses are submitted, transfer credit is accepted, or course equivalencies are posted based on the results of testing, such as AP or IB exams.

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>Semester Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>fewer than 28</td>
</tr>
<tr>
<td>Sophomore</td>
<td>between 28 and 57</td>
</tr>
<tr>
<td>Junior</td>
<td>between 58 and 87</td>
</tr>
<tr>
<td>Senior</td>
<td>88 or more</td>
</tr>
</tbody>
</table>

Registration priority is based on class standing as determined by semester hours earned and CLP events attended.

Enrollment Status

Full-time students are those who are registered for a minimum of three-fourths of the normal load for the academic year. The normal course load for the academic year is 32 semester hours; for fall and spring terms, 12 hours; for winter term, 8 hours. On a term basis, full-time students must meet or exceed enrollment in one course less than the normal course load.

Students may not be enrolled at Furman and another college or university during the same term.

Course Overload

Students may exceed the normal course load based on previous academic performance at Furman. Students with at least a 2.00 grade point average during the terms in which the last 32 semester hours at Furman were attempted may enroll in up to 14 semester hours in the fall and spring terms and up to 10 semester hours in the winter term. Students with a grade point average of 3.00 or greater during the same period may enroll no more than 18 semester hours in the fall and spring terms and no more than 12 semester hours in the winter term. Typically, students who have not yet attempted 32 semester hours at Furman are not permitted to overload.

Course Auditing

Students may enroll in courses on a zero credit basis by registering as an auditor. They may register to audit courses during the first five days of fall or spring term and the first three days of winter term. Typically, tuition for course auditing is 50 percent of the standard per credit rate. Students obligated to the comprehensive tuition fee are unlikely to pay additional tuition to audit a course. See the Student Business Center for more information.

Credit by Examination (Course Challenge)

With the approval of the instructor who will administer the exam, the chair of the department in which the course is offered and the Associate Academic Dean, any student seeking a degree at Furman may earn credit for a course by demonstrating mastery by examination. Students may not challenge an independent study, research
course or any course for which they previously enrolled either for credit or as an auditor. Moreover, a course challenged may not be enrolled on a pass-fail basis.

Students should consult with the instructor to determine examination requirements and standards before registering for the course challenge. The student should expect no more assistance than being informed of the material to be covered on the exam. Under no circumstances will a student be permitted to attend class meetings of the course being challenged.

Course challenges should be registered through Academic Records during the normal registration period for the term. A credit by examination fee of $100 will be charged if the challenge is outside the bounds of the comprehensive tuition fee. The examination must be completed before the end of the term in which it is registered. The grade earned for the examination will appear on the permanent academic record consistent with courses that yield traditional letter grades.

**Class Attendance**

The instructor sets the attendance requirement for each course. The following guidelines should be considered in effect unless otherwise stated: Freshman will be withdrawn from a course if absent, for any reason, 15 percent of the class meetings. Sophomores, juniors, and seniors will be withdrawn from a course if absent 25 percent of the class meetings. In both cases, a failing (F) grade will be recorded unless the absences were due to providential reasons, in which cases a withdrawal (W) grade may be assigned after consultation with the Associate Academic Dean.

**Course Drops and Withdrawals**

Students may drop a course with no designation on the permanent academic record after conferring with the instructor and their academic advisor during the drop-add period each term. The drop-add period includes the first five days of classes in the fall and spring terms and the first three days of classes in the winter term.

Course withdrawals occurring between the end of the drop-add period and the mid-term date of each term will be designated as a withdrawal (W) in the student record. The withdrawal deadline is extended by two weeks during the fall term and one week in the winter term for new students (freshmen or transfers). A student may not withdraw from a course after the deadline has passed without special permission from the Associate Academic Dean. Permission will ordinarily not be granted except for reasons of illness, injury or other emergencies that necessitate extended absence from class.

**Examinations**

All courses conclude each term with a final examination. Exceptions must be approved by the appropriate department chair and the Associate Academic Dean. Any instructor who wishes to administer the final examination at a time other than the one specified on the final exam schedule must secure the approval of the department chair and the Associate Academic Dean.

Students are expected to take examinations when scheduled. Exceptions, which must be approved by the Associate Academic Dean, are granted only in cases of extreme extenuating circumstances. Exceptions are normally not granted for reasons related to family or personal travel.

**Grading**

Traditional letter grades at Furman include:

- **A** Excellent. The mark of highest distinction earned by those students whose work represents the best that can be expected of a student at Furman.
- **B** Good. The mark of distinction earned by those students whose work represents a high degree of achievement in meeting the characteristic demands of the course.
- **C** Satisfactory. The mark earned by those students who have attained such familiarity with the content of the course and such ability to apply this knowledge as may be expected of a student who gives to
the course a reasonable amount of time, effort, and attention.

D Marginal. The lowest passing grade representing inferior work. It indicates that the student would be seriously handicapped in attempting subsequent courses for which this work is a prerequisite.

F Failure. The mark indicates unconditional failure. No credit earned.

Course enrolled on a pass-fail basis will be graded:

P Passing. The mark indicates satisfactory or more than satisfactory completion of course requirements.

PD Marginal Pass. The mark equates to a traditional letter grade of D.

NP Not Passing. The mark equates to a traditional letter grade of F. No credit earned.

Noncredit courses are graded:

S Satisfactory.

U Unsatisfactory.

Other final grades include:

AU Audit. Satisfactory completion of an audited course.

W Withdrawal. The mark indicates a student withdrew from the course before its completion. Withdrawal marks at Furman do not include an evaluative component, passing or failing.

Temporary designations may include:

I Incomplete. The designation signifies that the work of the course has not been completed or the examination has been deferred because of illness or some other cause beyond the control of the student.

NR Not Reported. The designation indicates that the course instructor has not reported the student’s grade.

TS Travel Study. The mark indicates that grades are still pending for a Furman travel study course.

Q Question. The mark indicates an administrative issue is pending concerning this course.

CIP Course In Progress.

Incomplete designations are to be recorded only when the instructor is convinced that a student has been unavoidably prevented from completing the required work in a course. Incompletes must be changed no later than the mid-term date of the next regular term. All incompletes are converted to failing grades after this deadline has been reached.

A student who has a question concerning a grade should discuss the matter with the instructor as soon as possible. If after such consultation the student believes that the assigned grade resulted from error or malfeasance, the grade may be formally appealed under procedures published in the Faculty Handbook. Copies of these procedures are available from the Associate Academic Dean. Final grade assignments may be refined utilizing plus and minus grades. All grades correspond to quality point values that determine a student’s grade point average. For each hour attempted, letter grades earn quality points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The grade point average is computed by dividing the total quality points earned at Furman by the number of semester hours attempted in courses for which the student received a traditional letter grade (A-F). For academic purposes, grade point averages are always rounded to two decimal places.

**Pass-Fail Grading Option**

The pass-fail grading option encourages students to enrich their education beyond the general education requirements, their majors, and areas of academic strength.

A student may elect to enroll up to 12 semester hours on a pass-fail basis during their
undergraduate career at Furman. No student may elect the pass-fail option for more than 8 semester hours in a single fall or spring term and no more than 4 semester hours may be enrolled on a pass-fail basis in any winter term. Students on academic probation may not exercise this option, nor may any student who has been suspended for academic reasons.

Courses enrolled on a pass-fail basis may not satisfy a general education requirement and no foreign language or mathematics courses may be enrolled on a pass-fail basis until the student has satisfied the general education requirement in the respective area. Students may not elect the pass-fail grading option for any course offered through their major department except when courses are offered only as pass-fail. Courses graded pass-fail only will normally contribute to meeting the 12 semester hour pass-fail grading option limit.

Students may elect the pass-fail grading option for any course they have enrolled consistent with stated eligibility rules no later than mid-term through Academic Records. At that time, students indicate the lowest acceptable traditional letter grade for the course that they would accept. Students participating in Furman study abroad programs should declare their intention to Academic Records before departure or contact the office no later than mid-term. Withdrawal from a course graded on a pass-fail basis will not contribute to the 12 semester hour limit on this option.

Instructors are not aware of which students have elected the pass-fail grading option. At the end of the term they will submit a traditional letter grade for each student. If the traditional letter grade earned is equal to or greater than the lowest acceptable grade designated by the student, the traditional letter grade is recorded. Traditional letter grades below the lowest acceptable grade designated by the student are converted as follows: satisfactory or better (C- and higher) to passing (P); marginal (D+, D and D-) to marginal pass (PD); and failing (F) to not passing (NP). Grades of P, PD and NP do not affect student grade point averages. Students may alter the lowest acceptable grade designation through Academic Records until the conclusion of the drop-add period of the next regular term.

All courses that a student completes on a pass-fail basis contribute to the 12 semester hour pass-fail grading option limit, regardless of the final disposition of the grade, converted or not.

Grade Reports

Final grades must be submitted within 48 hours after the conclusion of the examination period, excluding Sundays, to Academic Records. Students may access their grades for the term via WebAdvisor has soon as they have been verified.

Dean’s List

Full-time candidates for an undergraduate degree who earn a grade point average of at least 3.40 during any regular term are included on the Dean’s List at the end of that term. Students must successfully complete at least 8 semester hours of courses with traditional letter grades in either the fall or spring terms and at least 6 semester hours in the same types of courses during the winter term to be eligible. Students with outstanding incomplete designations for the term in question do not qualify.

Academic Probation

Students are placed on academic probation if they have not earned the minimum grade point average indicated below based on semester hours attempted:

<table>
<thead>
<tr>
<th>Each term in which cumulative hours attempted are</th>
<th>Minimum grade point average</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or fewer</td>
<td>1.33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial term in which cumulative hours attempted are</th>
<th>Minimum grade point average</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-19</td>
<td>1.40</td>
</tr>
<tr>
<td>20-30</td>
<td>1.50</td>
</tr>
<tr>
<td>31-40</td>
<td>1.62</td>
</tr>
<tr>
<td>41-46</td>
<td>1.70</td>
</tr>
<tr>
<td>47-57</td>
<td>1.75</td>
</tr>
<tr>
<td>58-68</td>
<td>1.80</td>
</tr>
</tbody>
</table>
Hours attempted for the purposes of academic probation include all work at Furman plus any credits earned elsewhere contributing toward the degree (AP, IB, transfer credits). Hours transferred to Furman are not used in computing grade point averages, however.

Student records are reviewed every term until the student has more than 12 semester hours attempted; between 13 and 99 hours, records are reviewed only the first term (including summer sessions) in which the number of semester hours attempted falls in each specified range. Beginning with 100 semester hours attempted, student records will be reviewed again at the end of each term regardless of the number of hours enrolled. At this juncture, students who do not have a 2.00 grade point average will be placed on academic probation.

A student failing to meet the standards described above at three consecutive check points, including summer sessions, will be suspended from Furman. The student may not enroll again at Furman until two regular terms have elapsed. To re-enroll, the student must apply through the Associate Academic Dean.

Any student suspended for incurring a third successive term of probation may, if academic circumstances warrant such consideration, petition the Appeals Committee to set aside the suspension. The committee will consider each request on its merits, based on what the committee believes to be the student’s probability of ultimate academic success. Among factors a petitioning student may cite in support of the request are: a grade point average of at least 2.00 during the most recent term or terms of enrollment; a grade point average within .10 of that required under the regulations at the end of the most recent term of enrollment; evidence that poor academic performance resulted from extra-academic factors no longer applicable or from an unwise curriculum choice which has subsequently been corrected.
consult with Academic Records before they begin the coursework elsewhere to ensure its transferability. Transfer course authorizations and additional information about the process may be obtained through Academic Records. Students on academic probation cannot transfer credits into Furman and students cannot transfer credit from another institution for a course which he or she has failed at Furman.

Leave of Absence

A leave of absence may be granted for up to two consecutive regular terms. A request for a leave of absence is made to the Associate Academic Dean prior to the term for which the absence is requested. Financial aid requirements, registration deadlines, and all other university obligations are the same for students returning from a leave of absence as stated for students whose enrollment at Furman has continued uninterrupted.

Withdrawal from the University

Withdrawal from the university is facilitated through an exit interview in Student Services. The interview is required for all exiting students, whether they withdraw during a term or after the term has been completed.

If a student withdraws from the university after the withdrawal deadline for courses in a given term, the student record will normally reflect a withdrawal (W) designation in those courses in which the student had passing grades at the date of withdrawal. A failing (F) grade will be recorded in those courses in which the student had failing grades at the date of withdrawal. Grade determinations for student withdrawals necessitated by serious illness, injury or similar emergencies will be made at the discretion of the Vice President for Student Services and/or the Associate Academic Dean.

Transcripts of Student Records

Students may request that a transcript of their permanent academic record be forwarded to a third party through Academic Records. All transcripts reflect a summary of the student’s complete academic record. No transcripts will be issued without a request including the student’s legal signature. Transcripts will not be issued for a student who has outstanding obligations, financial or otherwise, to the university. No fee is charged for this service.

Appeals

Students may petition the Appeals Committee for an exception to academic requirements and regulations as set forth in this catalog or as approved by the faculty only under extraordinary circumstances. Appeals must be initiated in a timely manner through the Associate Academic Dean. The deadline for course-based appeals is the end of the second regular term following the completion of the term in which the course was enrolled. The student must present the appeal containing the reasons for the request in writing to the Associate Academic Dean. The Appeals Committee will notify the student in writing of its decision. Any student seeking to further appeal a decision of the Appeals Committee must file a written statement of their intention within fifteen days of the decision. The final appeal, presented to the Vice President for Academic Affairs and Dean, must state specific grounds for the review or any additional circumstances that might alter the case. The Vice President for Academic Affairs and Dean will notify the student in writing of his or her decision.
Academic Departments and Courses

Departments are key to administering the academic program at Furman. Each is responsible for the oversight of major programs and offering courses in one or more disciplines.

Art (ART)
   B.A., Art

Asian Studies (AS)
   B.A., Asian Studies

Biology (BIO)
   B.A., Biology
   B.S., Biology

Business and Accounting (ACC, BA)
   B.A., Accounting
   B.A., Business Administration
   B.L.A., Accounting
   B.L.A., Business Administration

Chemistry (CHM)
   B.S., Chemistry
   M.S., Chemistry

Classics (CL, GRK, LAT)
   B.A., Classics
   B.A., Greek
   B.A., Latin

Communication Studies (COM)
   B.A., Communication Studies

Computer Science (CS)
   B.A., Information Technology
   B.S., Computer Science
   B.S., Computer Science-Mathematics
   B.S., Information Technology

Earth and Environmental Science (EES)
   B.A., Earth and Environmental Science
   B.S., Earth and Environmental Science

Economics (ECN)
   B.A., Economics
   B.A., Mathematics-Economics
   B.S., Mathematics-Economics

Education (ED, GGY)
   B.A., Education
   M.A., Education

English (ENG)
   B.A., English

Health and Exercise Science (HES)
   B.A., Health and Exercise Science
   B.S., Health and Exercise Science

History (HST)
   B.A., History

Mathematics (MTH)
   B.A., Mathematics
   B.A., Mathematics-Economics
   B.S., Computer Science-Mathematics
   B.S., Mathematics

Military Science (MS)

Modern Languages and Literatures (ARB, CHN, FR, GER, ITL, JPN, LNG, MLL, SPN)
   B.A., French
   B.A., German
   B.A., Spanish

Music (MUS, MUSA, MUSE, MUSR)
   B.A., Music
   B.M., Church Music
   B.M., Music Education
   B.M., Music Theory
   B.M., Performance

Neuroscience Program (NS)
   B.S., Neuroscience

Philosophy (PHL)
   B.A., Philosophy

Physics (PHY)
   B.S., Physics
   B.S., Pre-Engineering

Political Science (PS)
   B.A., Political Science
Psychology (PSY)
  B.A., Psychology
  B.S., Psychology

Religion (REL)
  B.A., Religion

Sociology (ANT, SOC)
  B.A., Sociology

Theatre Arts (THA)
  B.A., Theatre Arts

Urban Studies Program (US)
  B.A., Urban Studies

Courses are also offered through Interdisciplinary Studies (BCA, HUM, IDS, WGS)

Course Identifiers

Courses at Furman are typically identified by codes separated into three distinct parts. The first segment designates the academic discipline of the course, the second component relates to the level of instruction, and the final element (when displayed) assists with the identification of the meeting times and location for individual course sections.

Credit bearing undergraduate courses typically are numbered between 10 and 99, graduate instruction is typically numbered between 100 and 199, while zero credit experiences frequently have numbers between 01 and 09. Undergraduates can further expect courses numbers to reflect:

- 10-29 introductory courses, geared to freshman and sophomores
- 30-69 advanced courses, geared to majors
- 75-79 senior-level seminars
- 80 Independent study
- 83 Individualized internship
- 85 Research course
- 86 Departmental internship
- 95 Special topics

Numbers in parentheses following course titles indicate the number of semester hours students will earn upon successful completion of the course.

Art

Professors: Chance (Chair), Watson
Associate Professors: Bright, Brodeur, McClain
Visiting Assistant Professor: Watkins
Adjunct: Strother

To graduate with a major in art, a student must have at least a 2.00 grade point average in all art courses.

All majors must complete:
  - ART-26 (preferred) or IDS-30. and
  - ART-21 and 24.

Students who plan an emphasis in studio arts must also complete:
  - ART-22, 23, and 25 (preferably in the freshman year),
  - ART-75,
  - 28 additional semester hours of art studio and art history courses, and
  - a final exhibition of their work.

Students who plan an emphasis in art history must also complete:
  - ART-36, A37, 46, A47, 56, 66,
  - ART-76 or 83
  - four additional semester hours of art studio courses, and
  - publication of a professional article or presentation of a public lecture to be determined in consultation with the student’s advisor.

Students should consult the department handbook available on the web for more information at facweb.furman.edu/dept/artdept.

Students who plan graduate study in art history should enroll in either German or French (Spanish only if appropriate for intended graduate program). A reading proficiency in at least one foreign language (complete courses through those numbered 22) is required for graduate study.
Art (ART) Courses

21 Design Concepts I (2)
Fundamentals of two-dimensional design explored through lectures and class projects with emphasis on creative problem-solving, conceptual development and the formal elements of design, their character and organization. Lab fee required.

22 Design Concepts II (4)
Prerequisites: ART-21 and 24
A study of the elements and principles of three-dimensional design. Lectures and projects explore a wide range of concepts for working in the three-dimensional format. Lab fee required.

23 Design Concepts III (2)
Prerequisite: ART-21
Continuation of ART-21 with emphasis on color and space. Lab fee required.

24 Drawing I (2)
A study of drawing, including the elements of art and composition, with extensive exercises from direct observation, including one- and two-point perspective. A variety of drawing media are explored.

25 Drawing II (2)
Prerequisite: ART-24
Continuation of ART-24, with emphasis on anatomy and the human figure. Lab fee required.

26 History and Appreciation of Art (4)
A survey of Western Art in its historical context, and an introduction to principles and techniques for the analysis and evaluation of the visual arts. Satisfies the general education requirement in fine arts.

P28 Art for Non-Art Majors (4)
Introductory studio course for juniors and seniors to include a variety of media. Graded pass-fail only. Lab fee required.

30 Typography (2)
Prerequisite: ART-39
Focus on the organizational and creative aspects of designing with type and on the development of the necessary technical skills. Overview of the history, principles, processes and terminology of typography. Activities include lectures, projects and critiques, discussions, demonstrations and readings. Lab fee required.

31 Ceramics I (2)
Prerequisites: ART-23 and 25
Methods and processes of forming clay, with an emphasis on hand building. Surface enrichment will be developed through utilization of stains, slips and glazes. Lab fee required.

32 Painting I (2)
Prerequisites: ART-23 and 25
Problems in pictorial composition, painting techniques and color theory. Lab fee required.

33 Photography I (4)
Prerequisites: ART-23 and 25
Introductory black-and-white photography course that encourages visual communication, personal expression and an introduction to photo history. Technical components include camera operation, film processing, printing, and presentation issues. Lab fee required.

34 Printmaking I (2)
Prerequisites: ART-23 and 25
Study and practical application of graphic processes of relief (linocut and woodcut). Lab fee required.

35 Sculpture I (2)
Prerequisite: ART-22
Exploration of three-dimensional forms and ideas through the use of clay, metal, wood and experimentation with new materials. Lab fee required.

36 Arts of the Ancient World (4)
Prerequisite: ART-26
Survey of the major arts of Egypt, the ancient Middle Eastern and Greek and Roman civilizations.

A37 Arts of African and Pre-Columbian Societies (4)
Survey of the arts of traditional sub-Saharan African cultures and of Mesoamerican and South American cultures before Columbus. Satisfies the asian-african requirement.

38 Crafts (4)
Prerequisites: ART-23 and 25
Exploration of traditional craft materials with an emphasis on book arts and book design. Lab fee required.

39 Computer Art (2)
Prerequisites: ART-23 and 25
Encourages students to creatively investigate technical and theoretical aspects of digital media as a potential tool for solving visual problems. Focus is on page layout technique, paying particular attention to basic graphic design principles and the interaction of type and image in composition. Lab fee required.

40 Advertising Design (4)
Prerequisite: ART-39
Introduction to advertising design through study of and solutions to problems in graphic design, utilizing traditional methods and computer. Lab fee required.
41 Ceramics II (2)
Prerequisite: ART-22
Continuation of ART-31. Emphasis on wheel throwing and an in-depth exploration of surface treatment. Lab fee required.

42 Painting II (2)
Prerequisite: ART-32
Continuation of ART-32 with emphasis on thematic painting problems, e.g. color and space. Lab fee required.

43 Photography II (2)
Prerequisite: ART-33
A continuation of ART-33, with an emphasis on creating an exhibition-quality fiber print. Students explore a variety of toning techniques and are introduced to medium format and color photography. Lab fee required.

44 Printmaking II (2)
Prerequisites: ART-23 and 25
Study and practical application of graphic processes of intaglio (drypoint, etching, aquatint). Printmaking I not required as prerequisite. Lab fee required.

45 Sculpture II (2)
Prerequisite: ART-22
A continuation of ART-35 with an emphasis on sculptural processes, including modeling, carving and casting. Lab fee required.

46 Arts of the Medieval World (4)
Prerequisite: ART-26
Survey of the arts of Western Europe from the Early Christian era through the Gothic Age.

47 Arts of China and Japan (4)
Historical survey of style from prehistory through the eighteenth century as influenced by socio-political changes and spiritual systems such as Buddhism, Confucianism and Daoism. Asian cross-cultural relationships are explored. Satisfies the asian-african requirement.

48 Designing for the Web (4)
A continuation of ART-39 with an emphasis on multimedia environments. This class serves as an introduction to web-based software and their application. This includes visual hierarchies, navigation issues, imaging for the web, vector animations, and interactive movies. Lab fee required.

49 Ceramics III (2)
Prerequisites: ART-31 and 41
Continuation of ART-41 with an emphasis on personal development in the ceramics medium. Students develop in-depth technical and aesthetic skills as they relate to specific studio problems. Lab fee required.

50 Painting III (2)
Prerequisite: ART-42
Independent work in advanced painting. The student is expected to propose and solve painting problems. Lab fee required.

51 Photography III (2)
Prerequisite: ART-43
Continuation of ART-43 with an emphasis on personal development of photographic vision. The student is expected to create a cohesive body of photographic work. Lab fee required.

52 Printmaking III (2)
Prerequisites: ART-34 and 44
Advanced work in any one or two processes of printmaking. Lab fee required.

53 Sculpture III (2)
Prerequisite: ART-45
Continuation of ART-45 with an emphasis on personal development within a sculptural medium. Students acquire in-depth technical and aesthetic skills as they relate to specific studio problems. Lab fee required.

54 Arts of the Renaissance and Baroque (4)
Prerequisite: ART-26
Survey of the arts of Western Europe from the fifteenth century through the seventeenth century.

55 Art Education for Elementary School Teachers (4)
Prerequisite: ED-20 or PSY-23. Enrollment limited to junior and senior education majors.
Introduction to the philosophy of art education and a child’s development in art, with emphasis on a variety of hands-on processes with appropriate teaching methods. Does not contribute to the art major. Lab fee required.

56 Drawing III (2)
Prerequisite: ART-25
Work in advanced drawing from the figure. The student is expected to solve drawing problems while refining drawing skills, techniques, and concepts. Lab fee required.

57 Watercolor (2)
Prerequisites: ART-23 and 25
Exploring problems in pictorial composition, watercolor materials, techniques and color theory.

58 Arts of the Nineteenth and Twentieth Centuries (4)
Prerequisite: ART-26
Survey of development of the arts in the modern world.

75 Studio Seminar (4)
Prerequisites: ART-23, 25, 26, and 41, 42, 43, 44, or 45
Required of students who pursue an emphasis in studio art. Includes individual and group critiques, readings and seminar discussion leading to artists’ statements and senior presentation, and the development of an exhibition-quality body of work. Involves responsibilities over three terms in
the senior year culminating in mounting the senior exhibition. Lab fee required.

76 Art Criticism (4) 
Prerequisites: at least two upper-level art history courses or ART-66
Introduction to the principles and practices of contemporary art theory and art criticism and to the historical development of these disciplines, with exercises in critical writing.

80 Directed Independent Study (1-4) 
Investigation of a topic not duplicated among regular course offerings. Lab fee required.

83 Individualized Internship in Art (1-4) 
Provides students the opportunity to work with an art-related business or organization under supervision of a faculty sponsor. The student develops guidelines and creates specific written objectives for the internship. At the conclusion of the internship the student produces a written journal and gives an oral summary to the faculty sponsor.

95 Special Topics in Art (2-4) 
Lab fee required.

A95 Special Topics in Art (4) 
Satisfies the asian-african requirement.

Asian Studies

Professors: Shaner, Xu, Yagi
Associate Professors: Britt, Kaup (Chair), Khandke
Assistant Professors: Bhati, Kiely, Knight, Nair
Visiting Assistant Professor: Kuoshu
Instructor: Nakayama
Adjunct: Tokunaga

A student can arrange an interdisciplinary major in Asian Studies comprised of eight to eleven courses from those listed below. Students will focus on India, China, or Japan, but their studies will also include the other two areas. They are expected to maintain a disciplinary balance including two courses in history, one in the social sciences, one in philosophy or religion and one in arts or literature.

Majors focusing on China or Japan are required to enroll through the 21 level in the appropriate language. This course will be included in the major requirements. Majors focusing on India are encouraged to study an Indian language through the self-instructional program conducted by Modern Languages and Literatures.

A senior seminar is required of all majors. For course descriptions, see listings under individual departments.

ANT-A29 Understanding Modern Japanese Society through Films
ART-A47 Arts of China and Japan
CHN-21 Intermediate Chinese I
CHN-22 Intermediate Chinese II
CHN-23 Intermediate Chinese III
CHN-24 Intermediate Chinese IV
CHN-80 Independent Study
ECN-A43 Economic Growth and Development
ECN-A49 Asian Economics
ENG-A65 South Asian Cultural Studies: Literature and Film
HST-A50 South Asia
HST-A51 Ancient and Imperial Chinese History
HST-A52 History of Modern China
HST-A55 Cultural History of Japan
HST-A56 History of Modern Japan
HST-A58 History of Japanese Religion and its Practice
JPN-21 Intermediate Japanese I
JPN-22 Intermediate Japanese II
JPN-23 Intermediate Japanese III
JPN-24 Intermediate Japanese IV
JPN-25 Conversation
JPN-80 Independent Study
MLL-28 Chinese or Japanese Language House
MLL-A32 Chinese Film
MLL-A33 Survey of Chinese Culture
MLL-A34 Survey of Chinese Literature
MLL-A35 Classic Chinese Fiction
MLL-A36 Twentieth Century Chinese Literature
MLL-A37 Modern Japanese Literature
MLL-A39 Classical Japanese Literature
MLL-A50 Foreign Studies in Chinese Culture
PHL-A43 Indian Philosophy
PHL-A44 Chinese Philosophy
PHL-A45 Japanese Philosophy
PS-A46 Politics of China
PS-A47 Politics of Asia
PS-A48 Politics of South Asia
PS-A73 Issues in Chinese Politics
REL-A41 Buddhism
REL-A49 Hinduism

Asian Studies (AS) Courses

75 Seminar in Asian Studies (4)

80 Directed Independent Study (4)

95 Special Topics in Asian Studies (4)
Biology

Professors: Blaker, Pollard (Chair), Snyder, Thompson, Worthen
Associate Professors: Haney, Lewis, Liao, Perry, Turgeon
Assistant Professors: Hestermann, Larson, Schisler
Visiting Assistant Professor: Shepherd
Lecturer: Schammel

Biology offers majors leading to both the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) degree.

Students who plan to receive the B.S. degree with a major in biology must complete 10 or more biology courses, each of which must be at least 3 semester hours. They must also complete three additional science courses outside of the department:

- BIO-11, 21, 22 and 75,
- BIO-83 or 85,
- at least one course from each of the following three groups:
  Group I (Molecular and Cellular Biology): BIO-30, 31, 32 or 33.
  Group II (Physiology): BIO-35, 36 or 37.
  Group III (Ecology): BIO-39, 40, 41, 42 or 43.
- at least one course emphasizing botanical diversity:
  BIO-36, A39, 41, 42, 44 or 45.
- at least one course emphasizing zoological diversity:
  BIO-35, 47, 48, 49, 50, 53, or 58, and
- CHM-11, 12 and 21.

Courses that meet the “group” requirements may also be used to meet the botanical and zoological diversity requirement.

Students who plan to receive the B.A. degree with a major in biology must complete 10 or more biology courses, each of which must be at least 3 credit hours.

- BIO-11 and 75,
- BIO-80, 83, or 85, and
- at least eight other courses in biology.

The B.A. degree is provided for students who have a genuine interest in biology but do not plan on graduate work or other advanced training. Majors whose career preparations require enrolling a significant number of science or mathematics courses outside of biology may, with approval of the chair, substitute up to two other courses in those areas for certain biology courses.

Students planning to teach biology in secondary schools must complete a major in biology in order to be certified. These students must also successfully complete CS-16, ED-11, 20, 21, 50, and 54 (or equivalent in the major department), EDEP-100 and 170, CHM-11, 12 and 21, PHY-11 or 14, and one course from: PHY-15, EES-11 or 16, in addition to the prescribed courses in the major. The requirements for certification (teaching internship) will be completed on a post-baccalaureate, graduate credit basis, with the student becoming eligible for certification at the end of fall term following graduation. Refer to the Education section of this catalog for specific requirements for admission to the Teacher Education Program and other pertinent information.

BIO-16 is recommended for non-majors who may want to become certified to teach. Non-biology majors applying to health professional schools that require eight semester hours of general biology are recommended to enroll in BIO-11 and 21.

Students preparing for professional and graduate schools should be careful to meet those schools’ entrance requirements, which may include some courses not required for the degree. All biology majors are urged to take a standardized examination such as the Graduate Record Examination (Biology Subject Test) or the Medical College Admission Test.

Dual-degree programs in Forestry, Environmental Science, Medicine, Dentistry, Nursing, and other health fields allow a student to enter a professional school after three years at Furman. For further information, see the department chair or the health careers advisor.
Students interested in marine biology may study at the Duke University Marine Laboratory, where they may enroll in up to four courses for a maximum of 16 semester hours. Opportunities are also available for study off campus at several colleges, research laboratories and hospitals. Participating students may receive credit for corresponding biology courses, BIO-83 or 85.

Biology (BIO) Courses

11 Foundations of Biology (4)
Introduction to the unifying concepts of biology. Topics include cell structure and function, metabolism, genetics, evolution, and the diversity of life. Laboratories emphasize an investigative approach. Designed for science majors. Lab fee required.
Helps satisfy the general education requirement in natural sciences.

16 Principles of Biology (4)
Study of the basic principles common to living organisms, including cell and molecular biology, genetics, organismal physiology, ecology, evolution. All sections address these topics, but the focus for each may vary. A description of section topics is available each term. Course is designed for non-science majors. Lab fee required. BIO-16 may not be enrolled after successful completion of BIO-11.
Helps satisfy the general education requirement in natural sciences.

18 Human Anatomy (4)
Permission of the chair required for B.S. biology majors. Descriptive study of major human organ systems with emphasis on functional characteristics, particularly the musculo-skeletal system. Laboratory includes identification of human bones and microscopic slides of human tissue, and dissection of cats and individual mammalian organs (e.g., hearts). Lab fee required.

21 Genetics (4)
Prerequisite: BIO-11 or 16
Introduction to the study of inheritance. Topics include transmission of genes in cellular and organismal reproduction, structure and arrangement of genetic material in the cell, control and function of genes, and population genetics. Equal emphasis given to inheritance patterns and molecular genetics. Laboratories focus upon testing the genetics of Drosophila and other organisms, and include basic molecular techniques. Lab fee required.

22 Research and Analysis (4)
Prerequisite: any biology course enrolled at Furman
Introduction to purposes and methods of scientific inquiry. Philosophy of science, research design, use of biological literature sources, fundamental laboratory techniques, statistical analysis, and survey of careers in biology.
Laboratory work involves designing, performing, and reporting on research projects. Lab fee required.

30 Cell Biology (4)
Prerequisites: BIO-22 and CHM-11. CHM-12 and 21 are recommended
A comprehensive study of plant, animal, and microbial cell biology dealing with the chemistry of cells, bioenergetics, cell ultrastructure and its relation to function, specialized cell types, and cell-to-cell communication. Laboratory emphasis is on investigations using modern cytological techniques. Lab fee required.

31 Microbiology (4)
Prerequisites: BIO-21 and 22
Investigation of the biochemistry, physiology, immunology, pathogenicity, isolation and identification of microorganisms, particularly bacteria. Laboratory work teaches standard procedures for studying the physiology of bacteria and the identification of unknown bacteria. Lab fee required.

32 Molecular Genetics (4)
Prerequisites: BIO-21 and 22
A study of molecular genetics within living cells and viruses. Topics include DNA replication, gene regulation and expression, and artificial manipulation of genes. Laboratory work involves various techniques used in molecular genetics, such as isolating and cloning genes. Lab fee required.

33 Intermediary Metabolism (4)
Prerequisites: BIO-22 and CHM-21
The major biosynthetic and catabolic pathways in carbohydrate, lipid, amino acid, and nucleotide metabolism and their control. Study of selected metabolic disorders and additional biochemical processes of physiological interest. Laboratory includes studies of the analysis and metabolic reactions of the major types of biomolecules. Lab fee required.

35 Animal Physiology (4)
Prerequisite: BIO-22
Focus on comparative and environmental animal physiology. Organ systems studied in invertebrate and vertebrate organisms, with emphasis on physiological adaptation. Laboratory topics include metabolism, respiration, osmoregulation, stress physiology. Lab fee required.

36 Plant Physiology (4)
Prerequisite: BIO-22
A comprehensive exploration of plant physiology, with topics emphasizing photosynthesis and respiration, plant water relations, organic and mineral nutrition, secondary metabolites, xylem and phloem transport, growth/development, and stress physiology. Laboratory exercises have extensive investigative components with open-ended activities. Lab fee required.
37 Human Physiology (4)
Prerequisite: BIO-11
Molecular and cellular biology in first several sessions, followed by survey of the functions of the various organ systems in the human body. Laboratory involves studies of humans, using computerized data acquisition systems. Lab fee required.

A39 African Ecology (4)
Prerequisites: any biology course and permission of instructor
A travel course taught in South Africa that demonstrates ecological principles and examines conservation issues. The course focuses on the ecology of the region’s unique flora and fauna as well as the conservation challenges of South Africa’s cultural, political and economic situation. Satisfies the asian-african requirement.

40 General Ecology (4)
Prerequisite: BIO-22
A study of the interactions between organisms and their environments, and the consequences of these interactions for population dynamics, community structure, and the flow of energy and matter through ecosystems. Also, consideration of environmental issues and conservation. Laboratories include local field work, experiments, and possibly one or two overnight/weekend field trips. Students may not receive credit for both this course and BIO-41. Lab fee required.

41 Plant Ecology (4)
Prerequisite: BIO-22
Study of the interactions between plants and their environments, including physiological ecology, population biology, community interactions, vegetational patterns, and the role of plants in the function of ecosystems and the biosphere. Laboratories include local field work, experiments, and possibly one or two overnight/weekend field trips. Students may not receive credit for both this course and BIO-40. Lab fee required.

42 Tropical Ecology (4)
Prerequisites: any biology course and permission of instructor
Studies of the composition, structure, and function of tropical ecosystems, communities, and populations. Taught in Costa Rica. The emphasis is field studies in rain forests and other tropical habitats.

43 Environmental Systems (4)
Prerequisites: BIO-11, CHM-11, EES-11 or EES-21.
Same as EES-43. Interdisciplinary examination of the physical, biological and chemical processes that control the flow of matter and energy in surface environments on planet Earth. Emphasis on the interactions between abiotic and biotic processes. Lab includes field studies and weekend field trips. Lab fee required.

44 Field Botany (4)
Prerequisite: BIO-11 or 16
Natural relationships of vascular plants, practice in the use of identification keys, experience in recognizing species in the field, techniques used in collecting and preparing herbarium specimens, and exposure to pertinent literature. Laboratories include field trips. Lab fee required.

45 Applied Plant Science (4)
Prerequisite: BIO-22
Introduction to plant biology as it pertains to human society. Topics include life cycles, structure/function relationships, and uses of plants in society. Emphasis on medicinally and economically important plants. Lab exercises reflect the importance of plants as sources of food and medicine. Lab fee required.

47 Chordate Morphology and Development (4)
Prerequisite: BIO-22
Lecture and laboratory comparative study of the embryology and adult anatomy of representative chordates. Laboratory dissections include the dogfish shark and the cat. Lab fee required.

48 Invertebrate Zoology (4)
Prerequisite: BIO-22
Survey of the major and minor phyla, with an emphasis on arthropods (arachnids, crustaceans and insects). Includes the taxonomy, ecology, behavior and physiology of representative organisms. Laboratories include field trips, specimen collection and preservation, and dissection. Lab fee required.

49 Field Zoology (4)
Prerequisite: BIO-22
Taxonomic techniques, natural history and phylogenetic relationships of vertebrates. Emphasis on mammals, reptiles and amphibians. Frequent laboratories and field trips (including at least one overnight) to observe, identify and collect animals. Lab fee required.

50 Marine Biology (4)
Prerequisites: any biology course and permission of instructor
Travel study course focusing on biodiversity, ecology and physiology of marine organisms, especially as they relate to organismal adaptations to the environment. Includes examination of the influences of humans on the marine environment.

52 Field Studies in Biology (1-4)
Prerequisite: permission of instructor. BIO-40 or 41 recommended.
Travel study course focusing on floral and faunal compositions and analysis of species interactions in a variety of habitats and ecological communities not found in South Carolina. Usually involves camping, hiking and travel by canoe, raft or boat in areas such as Canada, New England, Rocky Mountains, desert Southwest, or Everglades.
53 **Biology of the Andes/Galápagos** (4)
Prerequisites: BIO-42 and permission of instructor
Ecology of the Andes Mountains, with emphasis on the unique flora and fauna endemic to this region. Ecological and behavioral studies in the Galápagos Islands as viewed from an evolutionary prospective. Taught in South America.

54 **Natural Resource Management** (4)
Prerequisite: BIO-22
Technical introduction to fisheries, forestry, wild-life, and land management. Laboratories include identifying common game species and learning techniques of forestry and wildlife management. Field trips (including two overnights) to view resource management and utilization in action. Lab fee required.

55 **Population Genetics and Evolution** (4)
Prerequisites: BIO-21 and 22
Study of evolutionary mechanisms that change the genetic structure of populations. Also, patterns of evolutionary change documented by the fossil record, biogeography, comparative anatomy and genetic similarity. Labs include experiments in *Drosophila* evolution, computer simulations, and at least one field trip (fossils). Lab fee required.

56 **Microanatomy** (4)
Prerequisite: BIO-22
Extensive examination of the structural properties of animal tissues, with emphasis on human samples. Students learn to identify cells and organs based on microscopic structural attributes. Laboratory includes histological preparation and the identification of unknown samples. Lab fee required.

57 **Neurobiology** (4)
Prerequisite: BIO-22
Structure, function and interactions of neurons and supportive cells of the nervous system. Analysis of simple neuronal circuits and neuronal alterations in development, memory and neurological disorders. Laboratories include the study of nervous system cells in culture and groups of neurons in the rat. Lab fee required.

58 **Developmental Biology** (4)
Prerequisites: BIO-21 and 22
Embryonic changes studied at the genetic, biochemical, cellular, and spatial levels. Growth, metamorphosis, tumors, and aging are also studied. Emphasis is on mechanisms of developmental processes, rather than on anatomy. Laboratory involves handling and manipulating living embryos of several species. Lab fee required.

59 **Immunology** (4)
Prerequisite: BIO-22
A study of the immune system dealing with both adaptive and innate immunity. Topics include cellular aspects of immunology, antibody-antigen interactions, the genetic basis of antigenic recognition, regulation of the immune response, tumor immunology and autoimmunity. Laboratory emphasis is on student research projects investigating various aspects of immunity. Lab fee required.

60 **Nutrition** (4)
Prerequisite: BIO-22
Composition, chemistry, digestion, absorption, and metabolism of foods. Other topics include energy balance, food additives, food sensitivities, and the role of diet in development and disease. The animal nutrition topics meet the needs of pre-veterinary students. Lab fee required.

75 **Seminar in Biology** (0)
Prerequisite: permission of instructor
Presentations of current topics in biology by students, faculty, and visiting scientists. Emphasis is on effective oral communication and critical examination of scientific information and ideas. Students are encouraged to use their work in BIO-80, 83 or 85 as topics of presentations.

80 **Directed Independent Study** (1-4)
Prerequisite: permission of instructor. BIO-22 recommended.
An independent study project not involving laboratory or field research. Working with a faculty sponsor, the student chooses a topic of biological significance and writes an agreement specifying work expectations. The student then performs an exhaustive literature search and writes a comprehensive paper describing current understanding of the topic. A required oral presentation of the topic is usually done in the context of BIO-75.

83 **Internship in Biology** (1-4)
Prerequisite: permission of instructor. BIO-22 recommended.
Provides direct training and work experience in one or more aspects of the biological sciences at an off campus facility. Working with a faculty sponsor and an on-site supervisor, students develop objectives for the internship/preceptorship experience, write an agreement specifying what is expected, and keep a detailed log of their activities. In conjunction with this experience, students select a topic of biological significance, perform a thorough literature search, and write a significant paper describing the current understanding of the topic. A required oral presentation of the topic is usually done in the context of BIO-75.

85 **Research in Biology** (1-4)
Prerequisites: BIO-22 and permission of instructor
A project involving original and relatively independent research. Working with a faculty sponsor, the student poses a question of biological significance, writes an agreement specifying work expectations, devises the experimental protocol, and collects data to evaluate the question. Laboratory or field projects may be performed either on
A research paper and oral presentation of the topic are required upon completion of the project, with the oral presentation usually done in the context of BIO-75.

95 Special Topics in Biology (4)
Content varies each term offered. Lab fee required.

Business and Accounting

Professors: Karwan (Chair), Patterson
Associate Professors: Chen, Pierce, Roberson, Smythe, Summers, Underwood
Adjuncts: Anderson, Batchelor, Stratton

The department offers majors in business administration and accounting. Except for required courses that are identical, courses used to satisfy one major may not be used to satisfy the other major.

Business Administration Major
To graduate with a major in business administration, a student must have at least a 2.00 grade point average for courses used to satisfy the major requirements, excluding MTH-11 or (10 and 11S) and CS-16.

A major must include:
- ACC-23 and 24,
- BA-32, 37, 51 and 76,
- CS-16,
- ECN-11 and 25,
- one course in ECN numbered 30 or greater (excluding 81 and 83),
- MTH-11 or (10 and 11S), and
- at least three more courses numbered 30 or greater in ACC, BA (excluding 83), or ECN (excluding 83).

Accounting Major
To graduate with a major in accounting, a student must have at least a 2.00 grade point average for courses used to satisfy the major requirements, excluding MTH-11 or (10 and 11S) and CS-16.

A major must include:
- ACC-23, 41, 42, 43, 45, 46 and 47,
- BA-51,
cost-volume-profit relationships, product-costing methods, flexible budgets, standard cost variances and cost allocations.

45 Auditing (4)  
Prerequisite: ACC-42  
Auditing theory integrated with procedures for gathering evidential matter to provide a basis for the auditor’s report on the financial statements of business enterprises. Review of standards, ethics, planning, internal control, procedures and reports.

46 Advanced Financial Accounting (4)  
Prerequisite: ACC-42  

47 Federal Income Taxation (4)  
Prerequisite: ACC-23  
Survey of current federal income tax law pertaining to individuals, partnerships and corporations. Focus on compliance matters with supplementary study in tax planning and research fundamentals.

59 Advanced Topics in Accounting (4)  
Prerequisite: ACC-42  
Selected topics in the field of accounting not covered in other courses.

80 Independent Study in Accounting (4)

Business Administration (BA) Courses

31 Management Information Systems (4)  
Prerequisite: CS-11 or CS-16  
Study of the role of information in supporting business operations, managerial decision-making, and organizational strategy. Topics include technology concepts, internetworked enterprises, functional area applications, systems development, and effective management of information resources.

32 Operations Management (4)  
Prerequisites: ECN-25 and CS-11 or 16  
Study of the issues associated with the manufacture of products and the delivery of services. Topics include operations strategy, quality management, product and service design, process planning, technology decisions, facility location and layout.

34 Human Resource Management (4)  
Human resource planning and management; impact of internal and external forces on the organization’s human resources. Experiential exercises and cases relate theory and practice.

35 Business Law (4)  
Study of law and society; the judicial system; the basic law of contracts, including offer and acceptance, consideration, form of the agreement, defenses, and breach of contract; the law of assignment and third party beneficiary contracts; and the law of agency.

37 Marketing Principles (4)  
Prerequisite: ECN-11  
An introduction to the field of marketing with a detailed study of the marketing concept, including market segmentation, consumer behavior and external environments. Particular attention paid to the processes of product development, pricing, distribution and promotion.

38 Marketing Research (4)  
Prerequisites: BA-37 and ECN-25  
Emphasis on the importance of a marketing information system. The types and sources of information required for marketing planning and decision making. Topics include the research process, techniques, design and methodologies. Concepts applied through case studies or projects in the business community.

39 International Business (4)  
Prerequisite: ECN-11  
Examination of managerial, marketing, financial and accounting implications of the international operations of business enterprises. Subject matter stresses the underlying economic principles, institutional and regulatory frameworks, and the environmental and political constraints, with emphasis upon the multinational enterprise.

51 Business Finance (4)  
Prerequisites: ACC-23 and ECN-25  
Goals of the firm in the context of the financial markets in which it operates. Major emphasis on analyzing the sources and costs of funds available as well as the factors affecting their allocation.

53 Financial Institutions (4)  
Prerequisites: ACC-23 and ECN-11  
Investigation of the nature of the funds sources and asset preferences of the major financial institutions, as well as an overview of the financial markets within which they function. Point of view is that of decision makers operating within the institutions.

55 Investments Management (4)  
Prerequisites: ECN-11, 25 and BA-51  
Study of various investment alternatives along with the nature of the markets in which they are traded. Primary emphasis on security analysis and portfolio composition as well as matching portfolios to investment objectives.

76 Strategic Management (4)  
Prerequisites: ACC-24, BA-32, 37 and 51  
Capstone course for seniors in business administration. Study of the process of strategic management, including
industry and competitive analysis and strategy formulation, implementation and evaluation. Knowledge from the different functional areas of business is integrated and focused on the solution of complex business problems. Oral and written communication is emphasized.

80 Independent Study in Business Administration (4)

83 Individualized Internship (4)
Students develop individualized internships approved by a designated faculty sponsor. Students develop objectives for the internship experience, read relevant literature, prepare written assignments, and submit reflective summaries of their internship activities. Course will not count as a major elective for accounting or business administration majors. Pass-fail only.

95 Special Topics in Business Administration (4)

Chemistry

Professors: Arrington, Hanks, Kane-Maguire, Knight (Chair), J. Wheeler, Wright
Associate Professors: Petty, Wagenknecht
Assistant Professors: Goess, Springsteen
Visiting Assistant Professor: Banisaukas
Adjuncts: Gordon, S. Wheeler

The chemistry program is accredited by the American Chemical Society (ACS), offering accreditations in chemistry, biochemistry and environmental chemistry. A program of study culminating in ACS undergraduate certification is required of all candidates for the B.S. degree in chemistry.

To receive the B.S. degree with a major in chemistry students must complete:
- CHM-11, 12, 21, 22, 23, 31, 32, 33, 34, 75, and 85,
- MTH-11 and 12,
- PHY-11 and 12, and two biology courses approved by the department.

Additional courses selected from CHM-41, 42, 43, and 47, MTH-34, and experience in statistics and computer science are recommended for all majors.

In unusual cases majors may substitute up to two other science courses or mathematics courses for chemistry courses numbered 32 or above with the approval of the chair of interdisciplinary programs or double majors.

Participation in the annual summer undergraduate research program is accepted in lieu of the required CHM-80 or 85.

Each student must also write a paper based on research or independent study and present the work to a faculty committee. Papers prepared in the summer undergraduate research program may meet this requirement. For students pursuing ACS-certified degrees which emphasize environmental chemistry or biochemistry, the research performed to meet the CHM-85 requirement must have a component related to their desired area of certification. These projects must have prior approval from the department. All prospective majors are urged to schedule mathematics and physics courses prerequisite to upper-level chemistry courses as early as possible.

Majors wishing to pursue a career in teaching must complete BIO-11, CS-16, MTH-11 and 12, PHY-11 and 12, and ED-11, 20, 21, 50, 54, EDEP-100 and EDEP-170 in addition to the prescribed courses in the major. The requirements for certification (teaching internship) will be completed on a post-baccalaureate, graduate credit basis, with the student becoming eligible for certification at the end of fall term following graduation. Refer to the Education section of this catalog for specific requirements for admission to the Teacher Education Program and other pertinent information.
Graduate Study

Chemistry provides the opportunity for Bachelor of Science (B.S.) graduates to continue their study at the master’s level. The Master of Science (M.S.) curriculum is part of a five-year program in which a student typically earns the B.S. after four years. The student may receive graduate credit for certain courses enrolled during the fourth year, but must successfully complete his or her B.S. before formal admission to the graduate program occurs, normally at the beginning of the fifth year.

All M.S. degree candidates must present a thesis based on approved research.

The program is intended to extend the broad introductory curriculum which constitutes the B.S. requirements to the master’s level and help involve undergraduates earlier and more extensively in research. At the graduate level, formal courses are kept to a minimum. The emphases are on the research experience and the development of facility with current literature, to prepare students for participation in doctoral programs.

Although the program has been organized primarily to specifically benefit students who earn the B.S. degree at Furman, students from other institutions will be considered for admission.

Admission

Admission to Graduate Level Courses. A senior enrolled in the B.S. program at Furman may elect to enroll in certain courses that may be counted for graduate credit. The student must present to the department credentials that would qualify him or her for admission to a quality graduate program.

Students not enrolled at Furman must present acceptable undergraduate credentials before they can enroll in any graduate level course.

Admission to Graduate Program. Furman seniors may apply through the department for admission upon successful completion of the B.S. degree. Favorable recommendation will be contingent upon satisfactory performance in CHM-41, 42, 44, 47, or 85 enrolled during the senior year.

All other students may apply for admission by presenting acceptable preparation in their undergraduate programs and satisfactory scores on the Graduate Record Examination.

Once admitted, the student will be assigned to a graduate committee which will approve a course of study, research problem and thesis. This committee will include a staff member who will direct the student’s research problem and at least one additional staff member appointed by the department chair.

Degree Requirements

Admission to Candidacy for the M.S. Degree. The departmental committee will recommend that the student be admitted to candidacy for the M.S. degree at the end of the first term as a regular graduate student, based on:

- satisfactory performance in all course work.
- satisfactory progress on a research problem.
- satisfactory completion of under-graduate review examinations and the cumulative examination series.

A student not making satisfactory progress toward candidacy may be asked to terminate graduate studies.

Academic Status. Students must have at least a 3.00 cumulative grade point average in all graduate work for the master’s degree.

Research and Thesis. CHM-190 must be enrolled in the term immediately preceding completion of the degree program. Credit for CHM-185 and 190 is earned when the student thesis and its defense has been approved.

Examinations. Students are required to show satisfactory performance in the following examination program:

- Undergraduate Review Examinations: Periodic examinations in analytical
chemistry, inorganic chemistry, organic chemistry, physical chemistry and biochemistry.

- **Cumulative Examinations**: Monthly examinations during the academic year are based on departmental seminars and literature readings. Students must pass only a limited number of these examinations, but must complete all examinations during a given year until the requirement is satisfied.
- **Final Examination**: The candidate must pass an oral examination consisting of a defense of thesis.
- **Special Examinations**: Examinations may be required of any candidate who fails to give a satisfactory overall performance in the graduate program. The requirement is to be specified by the student’s graduate committee and the chair of the department. The student is to be informed of the nature and reasons for the examination and will be given adequate time to prepare.

**Seminars.** All graduate students are required to participate in the departmental seminar and literature reading program. Students will formally enroll in CHM-175 at least twice. However, they are expected to continue to participate in the seminar program until the cumulative examination requirement is completed.

**Residence Requirements.** A minimum residence of one academic year of graduate study is required. All work for the M.S. degree must be completed within a period of six calendar years.

**Assistantship Responsibilities.** Students must complete assigned assistantship duties in a satisfactory manner.

**Courses**

Students must complete:

- at least two of the following: CHM-41, 42, 44, or 47,
- CHM-180 and CHM-190, and
- CHM-175 and 185 twice each.

All courses (32 semester hours) are required for the award of the M.S. degree. Students have options in their study based upon their selection of a research problem. Furthermore, CHM-180 Special Topics in Chemistry, is designed as a tutorial course to meet the special needs of individual students.

**Chemistry (CHM) Courses**

**11 Foundations of Chemistry I — Principles** (4)  
Introduction to the principles of chemistry. Topics include stoichiometry, properties of the states of matter, atomic and molecular structure and chemical bonding, with emphasis on problem solving, conceptual understanding and analytical reasoning. Laboratory program focuses on quantitative measurements and interpretation of data. Lab fee required.  
*Helps satisfy the general education requirement in natural sciences.*

**12 Foundations of Chemistry II — Inorganic** (4)  
Prerequisite: CHM-11  
Continuation of CHM-11, with emphasis on chemical thermodynamics, equilibria, acid-base chemistry, oxidation and reduction processes, kinetics, nuclear chemistry, and biochemical structures. Laboratory program includes a quantitative component and a study of inorganic reactions. Lab fee required.  
*Helps satisfy the general education requirement in natural sciences.*

**16 Chemistry for Non-Science Majors** (4)  
Introduction to the scientific method, how chemists approach the study of nature, interrelationships between theory and experiment, and the nature of scientific information. Important discoveries affecting our lives are surveyed and implications for personal and societal decisions are explored. CHM-16 and 18 are designed especially for non-science majors, but credit may not be received for both. Credit for CHM-16 cannot be granted after completion of any course in the chemistry major sequence.  
*Helps satisfy the general education requirement in natural sciences.*

**18 Chemistry for Non-Science Majors: An Environmental Perspective** (4)  
Introduction to the scientific method, how chemists approach the study of nature, interrelationships between theory and experiment, and the nature of scientific information. These fundamental concepts are discussed in the context of such modern environmental concerns as global warming and water pollution. CHM-16 and 18 are designed especially for non-science majors, but credit may not be received for both. Credit for CHM-18 cannot be granted after completion of any course in the chemistry major sequence.  
*Helps satisfy the general education requirement in natural sciences.*
21 Foundations of Chemistry III — Organic (4)  
Prerequisite: CHM-12  
Emphasis on the application of chemical principles to carbon compounds. Physical and chemical properties of the major organic functional groups, an introduction to stereochemistry, molecular stability, and related concepts of organic compounds are covered. Laboratory emphasizes reaction set-ups, recrystallization, distillation, extraction, and chromatography. Lab fee required.

22 Molecular Structure (4)  
Prerequisite: CHM-21  
Introduction to spectroscopy, with an emphasis on techniques such as infrared, UV visible absorption, nuclear magnetic resonance, and mass spectroscopy for the elucidation of organic and inorganic molecular structures. Coverage is also given to the structure and reactivities of the main group and transition metal elements and their compounds. Lab fee required.

23 Experimental Techniques of Chemistry I (4)  
Prerequisite: CHM-22  
Laboratory exercises involving multi-step synthesis, purification, and analysis of both organic and inorganic compounds are emphasized. Use of modern chemical instrumentation, utilization of the chemical literature, and the oral and written presentation of experimental data are requirements. Lab fee required.

31 Physical Chemistry I (4)  
Prerequisites: CHM-23, MTH-12 and PHY-11  
Development of the basic methods of physical chemistry and the theoretical and quantitative foundations for further study in chemistry. A knowledge of calculus and introductory physics is essential. Topics are introduction to quantized energy levels, molecular structure, spectroscopy, kinetic theory of gases, chemical kinetics and reaction dynamics. Lab fee required.

32 Structure and Chemical Reactivity (4)  
Prerequisite: CHM-31  
Development of modern organic and inorganic chemistry, with emphasis on the use of mechanistic principles in the study of reaction types and synthetic methods.

33 Analytical Chemistry (4)  
Prerequisite: CHM-31  
Advanced analytical measurements, data analysis and instrumental methods including titrometry, atomic and molecular spectroscopy and electro-chemistry. Advanced chemical separations including extraction, gas and liquid chromatography and electrophoresis. Laboratory program emphasizes intensive hands-on experience with state of the art equipment including voltammographs, ICP, capillary GC-MS, HPLC, HPCE, UV/Vis and emission spectroscopy. Lab fee required.

34 Physical Chemistry and Techniques of Chemistry II (4)  
Prerequisites: CHM-31, MTH-13 and PHY-12  
Lecture topics include thermodynamics with important applications and special topics in physical chemistry such as quantum examples, solids, various areas of spectroscopy and biophysical topics. Laboratory work consists of physical measurements and spectroscopic characterization of matter. Students work with lasers, computer interfaced instrumentation, high vacuum apparatus and other sophisticated laboratory equipment. Lab fee required.

41 Quantum Chemistry (4)  
Prerequisites: CHM-31 and MTH-13  
The first quarter of the course is an exploration of the origins of quantum theoretical concepts and formalisms. The second quarter presents applications to systems that can be solved exactly (model systems and H atom). The remaining half presents various computational methods used to find suitable approximate solutions for more complex real chemical systems (valence theory).

42 Advanced Structure and Reactivity (4)  
Prerequisites: CHM-32 and 33  
Further development of modern organic and inorganic chemistry, with emphasis on the use of mechanistic principles in the study of chemical reactivity. The chemical applications of group theory and symmetry to the rationalization of reactivity, absorption spectra, and optical activity.

43 Biological Chemistry (4)  
Prerequisites: BIO-11, CHM-23 and PHY-12  
Introduction to biochemistry from a rigorously chemical viewpoint. Topics include: the chemistry of biomolecules, basic enzymology, introductory molecular genetics, and basic metabolism. Laboratory exercises involve isolation and purification of nucleic acids and enzyme kinetics. Lab fee required.

44 Advanced Biological Chemistry (4)  
Prerequisite: CHM-43  
Advanced topics in bio-organic chemistry, mostly related to enzymes, kinetics and coenzymes, as well as detailed discussion of nucleic acid chemistry/bio-chemistry, molecular aspects of genetics, and gene control. Laboratory work includes isolation and purification of enzymes, determination of DNA structures, DNA sequencing, and individual mini-projects. Lab fee required.

47 Environmental Chemistry (4)  
Prerequisite: CHM-33  
Advanced study of chemical processes and chemical measurements as they relate to environmental systems and environmental assessment. Topics include risk assessment, statistical sampling, atmospheric chemistry, water/soil chemistry, toxicology and waste disposal. Includes environmental measurements laboratories. Lab fee required.
75 Seminar in Chemistry (0)
Students present seminars based on current literature. Surveys of assigned journals are presented individually; more detailed presentations are made by small groups working as teams. Purposes include coverage of recent important developments, experience in making scientific presentations, and encouragement of good literature reading habits.

80 Directed Independent Study (4)
Students conduct an independent study not involving laboratory research on a selected topic in consultation with the department chair. Oral presentation and formal paper required.

85 Undergraduate Research (4)
Laboratory research of an original nature is conducted under the direct supervision of a chemistry professor. An oral presentation and formal paper describing the relevant literature and the research project are required. Lab fee required.

95 Special Topics in Chemistry (4)
Special topics important in various fields of modern chemistry.

175 Graduate Seminar in Chemistry (4)
Students present seminars based on current literature. Surveys of assigned journals are presented individually; more detailed presentations are made by small groups working as teams.

180 Special Topics in Chemistry (4)
Special topics important in various fields of modern chemistry.

185 Research (4)
Original laboratory research.

190 Thesis (4)
Master’s thesis.

Classics

Professor: Leen
Associate Professors: Blackwell (Chair), Prior
Visiting Assistant Professor: Cline

Classics offers courses in the languages and cultures of the ancient Greek and Roman worlds. The department offers majors in Classics, Greek, Latin and participates in the Ancient Greek and Roman Studies concentration. Refer to the Interdisciplinary Studies section of this catalog for specific requirements for the Ancient Greek and Roman Studies concentration.

Incoming freshmen and transfer students who have previously studied Latin should take a placement test in the language. Those who intend to continue study in Latin must take the placement test. The placement test determines the lowest level at which students may receive credit and where they must begin their study of the language at Furman. Students may opt to begin a new language.

There is no placement test for Greek. Students who have studied Greek must consult with the department chair to determine placement.

Students may not enroll an ancient language course on a pass-fail basis until they have satisfied the general education requirement in foreign language.

Classics Major

Students completing a major in Classics must complete ten courses: four courses specifically in the Classics discipline; four courses numbered 21 or greater in Greek or Latin; and two courses numbered 21 or greater in the other ancient language. Independent study and special topics courses are not normally considered appropriate experiences for meeting major requirements.

Greek or Latin Major

Students completing a major in Greek or Latin must complete eight courses in the appropriate language beyond the general education requirement. Three courses from CL-25, 31, 32, 33, 34, 35, 40, 41, and 50 may be substituted in either major. ART-36, HST-30, and PHL-31 are also recommended for majors in both, Greek or Latin.

Majors wishing to pursue a career in teaching must complete CS-16, ED-11, 20, 21, 50, EDEP-100 and EDEP-170 in addition to the prescribed courses in the major. ED-50 and LAT-80 must be enrolled concurrently in winter term of the senior year. The requirements for certification (teaching internship) will be completed on a post-baccalaureate, graduate credit basis, with the
student becoming eligible for certification at the end of fall term following graduation. Refer to the Education section of this catalog for specific requirements for admission to the Teacher Education Program and other pertinent information.

### Classics (CL) Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Introduction to Classics</td>
<td>4</td>
<td>Introduction to the field of Classical Studies, focusing on philology, history, archaeology, art, and architecture and their sub-fields. Other topics will include the intellectual history of the discipline, transmission of texts, scholarly theory and methodology, and cultural informatics. *May satisfy the general education requirement in upper-level humanities.*</td>
</tr>
<tr>
<td>31</td>
<td>Mythology</td>
<td>4</td>
<td>Greek and Roman mythology. Topics include myths as they appear in various ancient literary and artistic contexts, and theories of the interpretation of myth. *May satisfy the general education requirement in upper-level humanities.**</td>
</tr>
<tr>
<td>32</td>
<td>Greek Literature in Translation</td>
<td>4</td>
<td>Survey in English translation of Classical Greek literature, including the Homeric epic poems, Greek tragedy and comedy, and other significant genres. *Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.*</td>
</tr>
<tr>
<td>33</td>
<td>Latin Literature in Translation</td>
<td>4</td>
<td>Survey in English translation of Latin literature. Topics include a general survey of Latin literature and the concentrated reading and interpretation of selected works by authors such as Plautus, Caesar, Cicero, Catullus, Horace, Vergil, Livy, Seneca, and others. *Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.*</td>
</tr>
<tr>
<td>34</td>
<td>Introduction to Greek Archaeology</td>
<td>4</td>
<td>Introduction to the goals, methodologies, and achievements of archaeological excavation with special reference to ancient Greek sites. *May satisfy the general education requirement in upper-level humanities.*</td>
</tr>
<tr>
<td>35</td>
<td>Roman Archaeology</td>
<td>4</td>
<td>Illustrated lecture survey of the principal archaeological sites in Italy with special emphasis on ancient Rome. Study of the material culture and monumental remains and the developing styles in Roman art, architecture, and city planning. Principal sites and monuments, as well as techniques and methods of excavation, are examined. *May satisfy the general education requirement in upper-level humanities.*</td>
</tr>
</tbody>
</table>

### Greek (GRK) Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Elementary Greek</td>
<td>4</td>
<td>Introduction to the fundamentals of fifth century Attic Greek. Topics include pronunciation, basic vocabulary, grammar and syntax, practice in reading basic Greek. The graded reading material is adapted from classical texts and cultivates an appreciation of Greek literature and culture.</td>
</tr>
<tr>
<td>12</td>
<td>Elementary Greek II</td>
<td>4</td>
<td>Continuation of GRK-11. Topics include continued study of vocabulary, grammar and syntax; reading more difficult Greek; gaining greater appreciation of Greek literature and culture.</td>
</tr>
<tr>
<td>21</td>
<td>Intermediate Greek</td>
<td>4</td>
<td>Reading and interpretation of writings from Classical authors and the Greek New Testament. Topics include new vocabulary, review of basic grammar and introduction to new grammar, guidance in translation and comprehension of moderately difficult Greek. *Satisfies the general education requirement in foreign language.*</td>
</tr>
</tbody>
</table>
22 New Testament Greek (4)
Selected readings from the various genres of New Testament literature. Attention is paid to differences of idiom between Attic and Koine Greek.
Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

31 Koine and Hellenistic Greek (4)
Selected readings from biblical, early Christian, and secular literature from 300 B.C. to 200 A.D. Course may be repeated once with change of author or topic.
Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

32 Greek Epic (4)
Selected readings from Homer: Iliad or Odyssey. Attention is paid to differences between Epic and Attic idiom, poetic features (e.g. metrics, figures of speech), and the influence of Greek epic on later Western epic poetry. Course may be repeated once with change of author or topic.
Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

33 Greek Drama (4)
Selected readings from Aeschylus, Sophocles, Euripides, or Aristophanes. Attention is paid to the evolution of Greek drama and the authors’ places within that evolution. Course may be repeated once with change of author or topic.
Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

34 Greek Prose (4)
Selected readings from Herodotus, Plato, or Thucydides. Attention is paid to advanced grammar, rapid comprehension, and scholarly interpretation of the text. Course may be repeated once with change of author or topic.
Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

80 Directed Independent Study (4)

95 Special Topics in Greek (4)
The opportunity to address a topic not normally covered in the standard curriculum.

Latin (LAT) Courses

11 Elementary Latin (4)
Introduction to the fundamentals of classical Latin. Topics include pronunciation, basic vocabulary, grammar and syntax, practice in reading basic Latin. The graded reading material is adapted from classical texts and cultivates an appreciation of Latin literature and culture.

12 Elementary Latin II (4)
Prerequisite: LAT-11
Continuation of LAT-11. Topics include continued study of vocabulary, grammar and syntax; reading more difficult Latin; gaining greater appreciation of Latin literature and culture.

15 Intensive Elementary Latin (4)
Intensive course in the basic skills leading to an appropriate use of the language and an appreciation of the culture and literature of ancient Rome. Topics include review of pronunciation, basic vocabulary and grammar, introduction to more advanced grammar and syntax, etymology, and practice in reading basic Latin. Enrollment by placement only.

21 Intermediate Latin (4)
Prerequisite: LAT-12 or 15
Reading and interpretation of writings by classical Latin authors. Topics include new vocabulary, review of basic grammar and introduction to new grammar, guidance in translation and comprehension of moderately difficult Latin.
Satisfies the general education requirement in foreign language.

31 Latin Drama (4)
Reading of select comedies of Plautus and Terence. Topics include grammar, meter, style, figures of speech, guidance in translation, comprehension, and scholarly interpretation of the text. Course may be repeated once with change of author or topic.
Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

32 Latin Poetry (4)
Selected readings from authors such as Catullus, Horace, Propertius, Tibullus, Ovid, or Vergil. Topics include review and introduction to advanced grammar, style, meter, figures of speech, guidance in translation, comprehension, and scholarly interpretation of the text. Course may be repeated once with change of author or topic.
Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

33 Latin Prose (4)
Selected readings from authors such as Caesar, Cicero, Livy, Pliny the Younger, Sallust, and Seneca. Topics include review and introduction to advanced grammar, guidance in translation, comprehension, and scholarly interpretation of the text. Course may be repeated once with change of author or topic.
Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

34 Medieval and Renaissance Latin (4)
Introduction to Medieval and Renaissance poetry and prose. Topics include the syntax of Medieval Latin, medieval
thought, and the transmission of classical culture through the Middle Ages and into the Renaissance. Course may be repeated once with change of author or topic. Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

40 Latin Prose Composition (4)
Study of Latin syntax and the expression of ideas of moderate complexity in Latin.

65 Teaching Latin in Grades 9-12 (4)
Designed for senior level teacher candidates in Latin to be taken in conjunction with ED-50 Curriculum and Methods of Teaching in Grades 9-12 and ED-56 Secondary Practicum in Teaching. The course will provide candidates with opportunities to apply Latin pedagogy in a secondary classroom setting under the supervision of Furman faculty and mentorship of a master teacher.

80 Directed Independent Study (4)

95 Special Topics in Latin (4)
The opportunity to address a topic not normally covered in the standard curriculum.

Communication Studies

Associate Professors: DeLancey, Letteri, O’Rourke (Chair)
Assistant Professors: Armstrong, King
Adjuncts: James, Zimmerman

To graduate with a major in Communication Studies, students are required to successfully complete a minimum of eight courses. All majors must successfully complete:

- COM-20, 30, and 40,
- one course from the following: COM-22, 24, 26, 27, or 29,
- four more courses from the following: COM-32, 34, 36, 38, 42, 44, 46, 50, or 52.

All courses used to satisfy major requirements in Communication Studies must be completed in the department. Additionally, Communication Studies majors must have at least a 2.00 grade point average in all courses that satisfy the major requirements. Majors work with their advisors to select classes suited to their individual needs. All students are encouraged to complete COM-20 before any other 20-level course, COM-30 before any other 30-level course, and COM-40 before any other 40-level course.

Students interested in majoring in Communication Studies should contact the department chair before spring term of their sophomore year.

Communication Studies (COM) Courses

20 Public Speaking (4)
Study of the fundamental principles and strategies of informative, persuasive, and ceremonial speaking. Emphasis on how to research, organize, and deliver a speech. The ethical, political, and social character of public speaking is also examined. Students perform a variety of speeches and oral exercises and are asked to serve as speech critics and interlocutors.

22 Argumentation (4)
Study of the main theories and strategies of argument. Students critically analyze arguments found in speeches, public debates, and controversies, newspaper articles and editorials, television news programs and scholarly texts. Students also write argumentative essays, critically analyze arguments, and present argumentative speeches, and may engage in class debates.

24 Persuasive Speaking (4)
Advanced study of the main principles and techniques of persuasive speaking and the ethical implications of various persuasive techniques employed in such areas as interpersonal communication, advertising, and political campaigning. The course identifies obstacles to persuasion and strategies for addressing these obstacles. Students apply their understanding of these principles, strategies, and techniques in a series of speeches.

26 Advocacy (4)
Study of the history of advocacy as well as the main theories, principles, and strategies of public advocacy related to government, non-profit, and for-profit organizations. Students examine case studies of advocacy campaigns and create various mass media texts such as news releases, newsletters, and web sites. Computer-aided presentations are assigned as part of an integrated advocacy campaign.

27 Journalism (4)
An examination of the role of newspapers in society, strategies for reporting and writing news, as well as ethical and legal ramifications of newspaper writing. Credit for this course may also count toward the English major.
29 Broadcast Journalism (4)  
Study of the journalistic, technical, and aesthetic aspects of television production. Students learn to analyze critically television news texts and to research, write, photograph, and edit their own television news stories. Lab fee required.

30 Introduction to Rhetoric (4)  
Survey of the major contributions made to rhetorical theory, including examination of such topics as the classical canons of rhetoric, rhetoric’s role in civic life, and contemporary theories of rhetoric and communication. Readings may include selections from Isocrates, Plato, Aristotle, Cicero, Locke, Campbell, Nietzsche, Toulmin, Perelman, Habermas, Foucault and others.  
May satisfy the general education requirement in upper-level humanities.

32 Rhetorical Criticism (4)  
Survey of the major methods of rhetorical criticism such as Neo-Aristotelianism, dramatism, social movement rhetoric, and close textual analysis. Students study the theoretical underpinnings of these methods, examine the nature of rhetorical texts, analyze scholarly essays that employ these methods, and write and present essays based on their own critical analysis of rhetorical texts.  
May satisfy the general education requirement in upper-level humanities.

34 American Public Address (4)  
History and criticism of major U.S. speeches. Examination of a broad range of historical and rhetorical factors that influenced the construction and reception of speeches from the colonial period through the end of the twentieth century. Focus on the political, religious, legal, and social exigencies to which the speeches responded, as well as the place of these rhetorical texts in American history.  
May satisfy the general education requirement in upper-level humanities.

36 Studies in Rhetoric (4)  
Concentrated study in one area or theorist of rhetoric. Course topics change with each offering. Potential topics include legal rhetoric, rhetoric of social movements, African-American rhetoric, Cicero, or Kenneth Burke.  
May satisfy the general education requirement in upper-level humanities.

38 Political Communication (4)  
Study of the history of modern public life and how the transformation of political ideals, social and economic institutions, and the media have changed the character of political discourse. The course examines how the changing relationships among state governments, political parties, special interest groups, and social movements affect political discourse.  
May satisfy the general education requirement in upper-level humanities.

40 Introduction to Mass Communication (4)  
Study of the nature and history of mass communication, beginning with oral communication and moving to print, electronic and digital forms of communication. The course also examines the social, economic, political, legal and cultural aspects of mass communication, as well as the role of technology in the development of the mass media.  
May satisfy the general education requirement in upper-level humanities.

42 Media Theory and Practice (4)  
Methods and theories in mass communication research, as applied to both scholarly and journalistic inquiry. Students examine critically and learn to use various qualitative, quantitative, and historical methods of collecting and analyzing information such as interviewing, ethnography, survey techniques and content analysis.  
May satisfy the general education requirement in upper-level humanities.

44 Media Criticism (4)  
Study of critical methods used to analyze the mass media and popular cultural texts. Students learn the theoretical bases of such critical methods as semiotics, psychoanalysis, narrative and ideological theory, and cultural studies, and use these methods to analyze rhetorical texts such as television shows, movies and magazine advertisements.  
May satisfy the general education requirement in upper-level humanities.

46 Communication Law (4)  
Examines issues confronting public speakers, journalists, advocates, debaters, and film and television producers when they seek to speak freely and responsibly. Topics include seditious speech, symbolic conduct, fighting words, offensive speech, obscenity, defamation, commercial speech, free press vs. fair trial, media regulation, advertising codes, and the theoretical justifications for free expression.  
May satisfy the general education requirement in upper-level humanities.

50 Organizational Communication (4)  
Study of the communication within organizations and between organizations and the public. The course examines a series of essays and case studies that focus on a variety of issues relating to organizational communication, such as analyzing corporate culture and resolving ethical dilemmas in the workplace.

52 Interpersonal Communication (4)  
Theoretical overview of the oral and nonverbal strategies individuals use when negotiating perspectives on the self, others, and small groups. Areas of likely focus are the communicative dynamics involved in friendship, marriage, families, student-teacher relationships, and group meetings.

80 Independent Study (4)  
Qualified students study or perform research in a specific subject or theory of communication under the supervision of a faculty member. Students are required to do intensive reading and research in their subject, meet with their faculty
supervisor on a regular basis, write an extensive paper, and give an oral presentation on their work.

**83 Internship (4)**
Internship in the field of communication. Students have the opportunity to study the communicative practices employed in such settings as a television or radio station, newspaper, magazine, or public relations or advertising firm. Students must work at least 150 hours at their internship site, meet regularly with their workplace and faculty advisors, and submit a log, portfolio and academic paper relating to their internship work. Course may be taken only once and may not be enrolled pass-fail.

**95 Special Topics (4)**
Detailed study of a specific topic in communication studies.

### Computer Science

Professors: Abernethy, Allen, Porter, Treu (Chair)
Associate Professors: Gabbert, Healy
Lecturer: Catron

The department offers majors in computer science and information technology. It also participates in an interdisciplinary major, computer science-mathematics (jointly with Mathematics). Students interested in any of these majors should consult with the department chair.

#### Computer Science Major

To earn a degree in computer science, a student must have at least a 2.00 grade point average for all computer science courses (excluding CS-16 and 17) and all other courses enrolled that satisfy major requirements.

A major must include:
- CS-11, 12, 25, 30 and 44,
- CS-22 or MTH-28,
- CS-75 or 85,
- MTH-11 or (10 and 11S),
- MTH-12, and
- at least three more courses from the following, only one of which may be in mathematics: CS-31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 49, 75, 80, 85 or 95; MTH-34, 35, 37, 40 or 43.

#### Computer Science-Mathematics Major

To graduate with a major in computer science-mathematics, a student must have at least a 2.00 grade point average for all computer science courses (excluding CS-16) and mathematics courses enrolled (excluding MTH-15, 16, 30, 31, 32, 33 and 55).

Majors must successfully complete:
- CS-11, 12, 30, 44, and 49,
- CS-22 or MTH-28,
- MTH-11 or (10 and 11S),
- MTH-12, 13, 21, 22, and
- at least one of the following: MTH-28, 34, 37 or 40.

#### Information Technology Major

To graduate with an information technology major, a student must have at least a 2.00 grade point average for all computer science courses enrolled (excluding CS-16 and 17) and at least a 2.00 grade point average.

A major must include:
- CS-11, 12, 19, 20, 22 and 25,
- CS-75 or 85,
- MTH-11 or (10 and 11S),
- at least two more courses from the following: CS-31, 35, 37, 38, 40 or 41.

### Computer Science (CS) Courses

**11 Introduction to Computer Science I (4)**
Algorithms, programs and computers. Basic programming and program structure. Debugging and verification of programs. Survey of computers, languages, systems, applications. Lab fee required.

**12 Introduction to Computer Science II (4)**
Continuation of CS-11. Emphasis on use of data structures to model and implement algorithms as computer programs. Principles of high-level program analysis and design. Lab fee required.

**16 Introduction to Computing (4)**
Survey of the central ideas, concepts, and implications of computing. Discussions of hardware, software, problem-solving using high-level software applications. Lab fee required.
17 Introduction to Computing with Scripting (4)
Introduction to scripting/programming, with special
emphasis on scripting for Web applications. Focus on
exploring more advanced capabilities of applications than
those covered in CS-16. Emphasis on programming and
problem-solving. Coverage of topics in emerging computing
technology. Lab fee required.

19 Introduction to Information Technology (4)
Fundamental principles, concepts, techniques, and issues in
the emerging academic discipline of information
technology. Major topics include databases, Web and
media technologies, elements of project management,
methods for developing and integrating systems,
information assurance, social context of IT, and networking.
Lab fee required.

20 Morals, Law and Society in a Digital Age (4)
A study of social, legal, and moral issues raised by the
development of digital information technologies. Students
examine the interaction between law, policy, and technology
relating to current issues such as intellectual property,
privacy, computer crime, and the risks of computing. Topics
vary.

21 Topics in Programming (2)
Prerequisite: CS-12
An intensive tutorial in the fundamentals of programming
with a selected symbolic programming language. May be
repeated for up to eight hours credit, but the study of any
one language may not be repeated. Lab fee required.

22 Discrete Structures for Computer Science (4)
Prerequisites: CS-11 and MTH-10 or sufficiently high score
on the calculus readiness exam
Introduction to induction, recursion, Boolean algebra and
switching theory, directed and undirected graphs, finite state
machines and formal languages.

25 Computer Organization (4)
Prerequisite: CS-11
Computer structure, machine language, instruction
execution, addressing techniques and digital representation
of data. Systems organization and logic design. Several
projects. Lab fee required.

30 Information Structures (4)
Prerequisites: CS-12 and 22 or MTH-28
Basic concepts of data. Linear lists, strings, arrays and
orthogonal lists. Representation of trees and graphs.
Multilinked structures. Analysis of the time and space
complexity of several important algorithms. Lab fee
required.

31 Project Management (4)
Prerequisite: CS-11 or 17
Principles, tools, and techniques of software project
management. Major topics include initiating projects,
planning projects, executing and controlling projects,
closing projects, and professional responsibilities. Lab fee
required.

32 Computer Architecture (4)
Prerequisite: CS-25
The design and structure of modern computers. The
evolution of computer architecture, processor design,
information storage, and operating system organization.
Several projects. Lab fee required.

33 Artificial Intelligence (4)
Prerequisites: CS-12 and 22 or MTH-28
A study of methods and models for making a computer
display behavior that would be considered intelligent if done
by a human. Lab fee required.

34 Computer Graphics and Image Processing (4)
Prerequisites: CS-12 and 22 or MTH-28
Fundamentals of computer graphics and image processing.
Topics include: mathematical representations for scaling,
rotation, translation and projection on viewing plane. Major
project requires design and implementation of a three-
dimensional graphics display system. Lab fee required.

35 Software Engineering (4)
Prerequisite: CS-12
Principles of design of large computer programs and
systems of programs. Topics include file structures and
advanced features of business-oriented languages. Lab fee
required.

36 Programming Languages Structures (4)
Prerequisite: CS-12
Study of several programming languages including
specification of syntax and semantics. Global properties of
algorithmic languages. Several programming projects. Lab
fee required.

37 Data Communications and Networking (4)
Prerequisite: CS-25
Introduction to the concepts and principles of data
communications and computer networks. Topics include
LANs, internetworking, routing, congestion and flow
control, client/server applications and network security. Lab
fee required.

38 Web-Based Application Design (4)
Prerequisite: CS-11 or 17
An intensive, project-based introduction to a wide range of
programming techniques used in developing interactive,
data-driven Web applications. Coverage includes the
integrated use of client-side scripting, server-side scripting,
online database technology and multimedia authoring tools.
Special topics of current interest are also covered. Lab fee
required.

40 Data Base Management Systems (4)
Prerequisite: CS-12
Fundamental principles of data base models and data base
management systems design, implementation, and application. Lab fee required.

41 **Systems Analysis** (4)
Prerequisite: CS-12
A study of the principles involved in the design and implementation of computer applications. Topics include problem analysis techniques, documentation standards, prototyping and fourth-generation languages, and organizational impact of information systems. Lab fee required.

44 **Computational Theory** (4)
Prerequisites: CS-12 and 22 or MTH-28
Introduction to topics in computability, automata and formal language theory. Applications of these concepts to various areas of computer science.

49 **Introduction to Numerical Analysis** (4)
Prerequisites: CS-11 and MTH-12
Introduction to the numerical algorithms fundamental to mathematical and scientific problems. Lab fee required.

75 **Seminar in Computer Science** (4)
Prerequisite: enrollment limited to juniors and seniors
Students prepare papers on topics drawn from research journals in computer science and give oral presentations on articles read.

80 **Independent Study** (4)

85 **Research in Computer Science** (4)
Theoretical or laboratory research in computer science with potential for publication in professional journals or presentation at professional meetings. Results are presented to a committee for evaluation.

95 **Special Topics in Computer Science** (4)
Lab fee required.

**Earth and Environmental Sciences**

Professors: Garihan, Sargent, Ranson (Chair)
Associate Professor: Andersen
Assistant Professors: Dripps, Muthukrishnan
Visiting Instructor: Murphy

Two major tracks exist in Earth and Environmental Sciences leading to the award of either the Bachelor of Science (B.S.) or the Bachelor of Arts (B.A.) degree.

The Earth and Environmental Science (EES) curriculum is flexible and can be tailored to meet the academic interests of the student. With approval of the department chair, upper level courses from other departments may be substituted for EES courses within the major. For instance, upper level biology courses may contribute to the major for the student interested in environmental science, economics courses for those interested in environmental economics, and political science courses for those interested in environmental policy.

Candidates for the B.S. degree must complete:
- EES-11, 16, 18 or 21,
- EES-32 and 85,
- CHM-11 and 12, and
- at least seven more courses in the department.

Candidates for the B.A. degree must complete:
- EES-11, 16, 18 or 21,
- EES-32, and
- at least six more courses in the department.

Students anticipating graduate study and professional work in earth and environmental sciences should obtain the B.S. degree. The following are also recommended: BIO-40, CHM-21, MTH-12 and PHY-11.

Students interested in the environment, but not wishing to major in the sciences may complete the Environmental Studies concentration; consult the Interdisciplinary section of this catalog for more information. Earth and Environmental Sciences majors may also fulfill the requirements for the Environmental Studies concentration.

**Earth and Environmental Sciences (EES) Courses**

11 **Earth Systems** (4)
An introduction to Earth as an evolving, integrated, and cyclic system. Examination of major surficial and internal Earth processes that shape the human environment and control the distribution of geologic resources such as water, fossil fuels, strategic minerals, and soils. Lab fee required. Helps satisfy the general education requirement in natural sciences.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Global Change</td>
<td>4</td>
<td></td>
<td>Study of how planet Earth’s environment has changed with time. Examination of climate variations over Earth history and how Earth has responded to major events such as assembly of super continents and the origin of life. In essence, the study of Earth’s past may be the key to predicting constraints on future, human-induced global change. Course has different emphasis than EES-11, but can be a starting point for Earth and Environmental Sciences majors. Lab fee required. Helps satisfy the general education requirement in natural sciences.</td>
</tr>
<tr>
<td>18</td>
<td>Introduction to Oceanography</td>
<td>4</td>
<td></td>
<td>Examines basic concepts in oceanography and marine geology, including oceanic circulation, plate tectonics, sea level rise, waves, tides and currents. Special emphasis is placed on the coastal environment and human impact. Lab fee required. Helps satisfy the general education requirement in natural sciences.</td>
</tr>
<tr>
<td>21</td>
<td>Environmental Science</td>
<td>4</td>
<td></td>
<td>Study of biogeochemical cycles and human modification of the natural Earth system. Includes consequences such as natural hazards, depletion of resources, waste disposal and pollution, population and the environment; and environmental regulation. Lab fee required. Helps satisfy the general education requirement in natural sciences.</td>
</tr>
<tr>
<td>24</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
<td></td>
<td>Introduction to use of geographic information system analysis to enhance geographic pattern and relationship recognition in geo-spatial data. Data collection and data quality. Data transformation and linkages. GIS modeling. Lab fee required.</td>
</tr>
<tr>
<td>25</td>
<td>Remote Sensing of the Environment</td>
<td>4</td>
<td></td>
<td>This course covers the theory and application of remote sensing studies as a tool for environmental management. Topics discussed include the fundamentals of electromagnetic radiation, different methods of remote sensing, platforms and sensor technology, visual image interpretation, and digital image processing. Lab fee required.</td>
</tr>
<tr>
<td>26</td>
<td>Surficial Processes</td>
<td>4</td>
<td>EES-11, 16, 18 or 21</td>
<td>Introduction to the physical and chemical processes and their mechanics that operate within the Earth’s surficial systems to govern landform development. Includes quantitative analysis of geomorphic data in an interdisciplinary context, with emphasis on the interpretation of process. Lab fee required.</td>
</tr>
<tr>
<td>32</td>
<td>Mineralogy and Petrology I</td>
<td>4</td>
<td>EES-11, 16, 18 or 21</td>
<td>Introduction to minerals as basic Earth materials in terms of their physical and chemical properties, use, environmental importance and stability, including their identification in hand specimen. Investigation of mineral assemblages found in igneous, metamorphic and sedimentary rocks in order to understand their origin, evolution and use. Field trips required. Should be enrolled with CHM-11. Lab fee required.</td>
</tr>
<tr>
<td>35</td>
<td>Mineralogy and Petrology II</td>
<td>4</td>
<td>EES-32</td>
<td>Advanced study of minerals with emphasis on the crystallography, crystal chemistry and optical properties of silicate minerals. Advanced study of igneous and metamorphic rocks with emphasis on the integration of field, geochemical and optical techniques to determine their conditions of formation and evolution. Field trips required. Should be enrolled with CHM-12. Lab fee required.</td>
</tr>
<tr>
<td>36</td>
<td>Structural Geology</td>
<td>4</td>
<td>EES-11, 16, 18 or 21</td>
<td>Origin and description of folds, faults and fractures. Behavior of earth materials under stress. Analysis of stress and strain. Modern structural concepts. Several field trips required. Lab fee required.</td>
</tr>
<tr>
<td>41</td>
<td>Sedimentation and Sedimentary Petrology</td>
<td>4</td>
<td>EES-11, 16, 18 or 21</td>
<td>Principles of sedimentology, sedimentary processes, and depositional environments. Description, classification, and interpretation of sedimentary rocks. Lab fee required.</td>
</tr>
<tr>
<td>42</td>
<td>Stratigraphy</td>
<td>4</td>
<td>EES-41</td>
<td>Analysis of rock sequences leading to development of a history of the earth. Emphasis on the stratigraphy of North America. Lab fee required.</td>
</tr>
<tr>
<td>43</td>
<td>Environmental Systems</td>
<td>4</td>
<td>BIO-11, CHM-11, EES-11 or EES-21</td>
<td>Same as BIO-43. Interdisciplinary examination of the physical, biological and chemical processes that control the flow of matter and energy in surface environments on planet Earth. Emphasis on the interactions between abiotic and biotic processes. Lab includes field studies and weekend trips. Lab fee required.</td>
</tr>
<tr>
<td>45</td>
<td>Hydrogeology</td>
<td>4</td>
<td>EES-11, 16, 18 or 21</td>
<td>Study of the hydrologic cycle, groundwater system, principles of groundwater flow, groundwater quality, monitoring and management techniques, computer modeling techniques. Lab fee required.</td>
</tr>
<tr>
<td>47</td>
<td>Engineering Geology</td>
<td>4</td>
<td>EES-36</td>
<td>Theory and applied aspects of engineering geology; rock strength, soil mechanics, and slope stability studies; geophysical methods and remote sensing techniques as applied to problems in geological engineering. Lab fee required.</td>
</tr>
</tbody>
</table>
48 Watershed Hydrology (4)
Prerequisites: EES-11, 18, or 21, or BIO-11 or CHM-11
Study of the basic hydrologic concepts, the role of energy and biology in the hydrologic cycle, climate and precipitation, natural and anthropogenic inputs to water quality, and the concept of the watershed with emphasis on morphology, management and watershed functions. Lab fee required.

50 Ore Deposits (4)
Prerequisite: EES-32
Mineralogy, geochemistry and geologic associations of ore deposits. Geochemical and geophysical methods of exploration. Ore minerals in hand specimen and polished section. Several field trips. Lab fee required.

52 Geochemistry (4)
Prerequisite: EES-32
Distribution of the elements and geochemical evolution of the earth and solar system. Isotope geochemistry. Chemical equilibrium in igneous, metamorphic, and sedimentary environments. Application of thermodynamics to geologic systems. Lab fee required.

56 Regional Tectonics (4)
Prerequisite: EES-36
Emphasis on the history of the tectonic development of North America as demonstrated by structure and stratigraphy. Lab fee required.

59 Field Study of Regional Geology (2)
Prerequisite: EES-35
Field examination of lithologic and structural relationships and ore deposits to demonstrate the geologic history of a specific region of North America. Normally offered as a summer session course, which includes a two- to three-week field trip to the region being studied. Lab fee required.

75 Seminar in Earth and Environmental Sciences (1)

80 Directed Independent Study (4)
A topic of special interest selected by the student and a faculty member with whom the student chooses to work. The study is done mostly with geologic literature. Results of the investigation are reported in a paper written according to the style and format of professional geologic publications. The grade will depend largely on the initiative of the student.

85 Research in Earth and Environmental Sciences (4)
Similar to EES-80, but the investigation involves laboratory or field work. Results of the research are reported as in EES-80. The grade will depend largely on the initiative of the student. Lab fee required.

95 Special Topics in Earth and Environmental Sciences (4)
Lab fee required.

Economics
Professors: Brown, Horney, Peterson (Chair), Roe, Stanford
Associate Professors: Khandke, Yankow
Visiting Assistant Professor: Xiao
Adjunct: Arden

The department offers a major in economics and in conjunction with the Mathematics Department, an interdisciplinary major in mathematics-economics. Except for required courses that are identical, courses completed to satisfy one of these majors may not be used to satisfy the other. The department also offers courses that may help satisfy requirements for the Urban Studies, Business, and Accounting majors and the Women's and Gender Studies and Environmental Studies concentrations.

Economics Major

To graduate with a major in economics, a student must have at least a 2.00 grade point average for all economics courses used to satisfy the major requirements.

A major must include:
- ACC-23.
- ECN-11, 25, 31, 45, 46 and 75, and
- MTH-11 or (10 and 11S), and
- at least three more economics courses numbered 30 or greater.

Mathematics-Economics Major

To graduate with a major in mathematics-economics, a student must have at least a 2.00 grade point average for all economics courses attempted (excluding ECN-10) and at least a 2.00 grade point average for all mathematics courses attempted (excluding MTH-15, 16, 30, 31, 32, 33 and 55).

A major must include:
- ECN-11, 31, 45, 46 and 75, and
- at least one more economics course numbered 30 or greater,
• MTH-12, 13, 21, 37 and 47, and
• at least one more course from the following: MTH-22, 28, 34, 40, or 41.

Mathematics-economics majors are also advised to enroll in CS-11 and 49.

Economics (ECN) Courses

10  Personal Finance (4)
Prerequisite: junior or senior class standing
Consideration of personal income, expenditures, borrowing, savings and investments. Students majoring in this department or in the department’s interdisciplinary majors may not receive credit toward the major for this course.

11  Introduction to Economics (4)
Introduction to the essential concepts of economic analysis and implications for public policy. Emphasis on examining the operation of markets in both a macro and micro setting. Topics include inflation, unemployment and monetary policy as well as consumer behavior, the operation of business firms, and supply and demand. Offerings at other institutions are not typically considered equivalent to this course unless they provide thorough coverage of topics introduced in both macro and microeconomics.

Helps satisfy the general education requirement in social sciences.

25  Statistics (4)
Prerequisite: MTH-11 or (10 and 11S)
Methods of presenting, summarizing and interpreting data. Probability and probability distributions, sampling theory, parametric tests, regression and correlation, and time series analysis. Offerings at other institutions are not typically considered equivalent to this course. Students must pass an examination administered by the department to establish course equivalency.

31  Empirical Methods in Economics (4)
Prerequisites: ECN-11 and 25 or MTH-30 or 37
Introduction to the methods of preparing and analyzing data for economic research. Students become familiar with the basic empirical methods used by economists, particularly regression analysis. Computer software packages used extensively.

33  Economics of Gender (4)
Prerequisite: ECN-11
Examination of the significance of gender differences in the U.S. economy. Topics include differences in earnings and occupational choice, discrimination, consequences of women’s employment for the family, and the feminization of poverty.

34  Urban Economics (4)
Prerequisite: ECN-11
Survey of economic analysis in its application to urban problems, development patterns, land markets, and labor markets. Causal factors creating urban dilemmas and the policy alternatives available for improving the quality of urban life are considered. The effects environmental, social and political forces on the urban economy and urban life are explored.

35  Population, Economy, and Society (4)
Prerequisite: ECN-11 or SOC-11 or 24
Same as SOC-35. This course explores the trends in and determinants of vital events such as fertility, mortality, marriage, divorce, and migration from sociological and economic perspectives. It will present a brief history of world population change and will explore current trends and the theories that are used to understand them. (Students may not receive credit for both ECN-35 or SOC-35 and SOC-46.)

36  Economics of the Environment (4)
Prerequisite: ECN-11
This course develops the economic tools that are needed to understand the economic basis of environmental problems and evaluate the policies that are intended to reduce environmental degradation.

38  Public Finance (4)
Prerequisite: ECN-11
Microeconomic analysis of government expenditure and tax policies, with attention to social security, national health insurance, welfare programs, individual income tax and other current topics.

41  Money and Banking (4)
Prerequisite: ECN-11
Institutional and historical study of the nation’s monetary system, including definition of money, an overview of the financial markets, activities of the banking system, non-bank intermediaries, and central banking. Analysis of effects of money and finance on output, prices and economic growth.

42  Health Economics (4)
Prerequisite: ECN-11
Uses tools of economics to examine the health services industry. Influences of government on supply and demand for services and development of private and public insurance products are examined, as are interactions among medical technology, demand, and insurance. Additional topics include managed care, international comparisons, and current reform proposals.

A43 Economic Growth and Development (4)
Prerequisite: ECN-11
Survey of the theory of economic development, the historical development experiences of advanced Western, Asian and African nations, the problem of accelerating rates
of development of less advanced nations, and the problem of maintaining economic growth rates of advanced nations. Satisfies the asian-african requirement.

45 Intermediate Macroeconomic Analysis (4)
Prerequisites: ECN-11, MTH-11 or (10 and 11S), and any other economics course numbered 32 or greater.
Theory course which concentrates on both short and long run macroeconomic models. Analysis of monetary and fiscal policies and their effectiveness in targeting aggregate measures of unemployment and inflation under closed and open economy regimes.

46 Intermediate Microeconomic Analysis (4)
Prerequisites: ECN-11, MTH-11 or (10 and 11S), and any other economics course numbered 32 or greater.
Operation of the price system and its role in understanding the behavior of individual economic units: consumers, producers, and suppliers of resources. Applications of price theory to contemporary microeconomic problems.

47 History of Economic Thought (4)
Prerequisite: ECN-11
Development of economic thought from Adam Smith through the classical, Marxian and neoclassical writers to the present.

48 Government and Business (4)
Prerequisite: ECN-11
Evolution of governmental involvement in the U.S. economy. Special emphasis on the relationship between government and the business community; the structure, behavior and performance of the business community which have induced government response; the interpretation and application of antitrust law; and a brief survey of public utilities and transportation economics.

A49 Asian Economics (4)
Prerequisite: ECN-11
Examination of the development records of some Asian economies, notably Japan, South Korea, Taiwan, Hong Kong and Singapore. Some attention directed to the newly emerging economies of Malaysia, Thailand, Indonesia, China and India. A broad economic perspective and simple economic models are used to examine institutional changes, industrial policies and the role of government and the private sector in these economies. Satisfies the asian-african requirement.

50 Labor Economics (4)
Prerequisite: ECN-11
The study of labor markets from both the firms’ and workers’ perspectives. Trends and relationships pertaining to the gender, race, age and educational composition of the workforce are discussed, as are worker mobility, training and productivity. Major policies that affect labor markets (e.g. minimum wage, social security) are also examined.

52 International Trade Theory and Policy (4)
Prerequisite: ECN-11
Introductory study of international trade theory and policy. A microeconomic perspective of trade models detailing causes and benefits of trade between nations. Consideration of relationship between trade and economic growth and development. Discussion and examination of the effects of exchange rates in trade, roles of trade institutions and the political economy of trade agreements.

56 Managerial Economics (4)
Prerequisites: ECN-11 and ECN-25 or MTH-30 or 47
Extension of economic theory to applications in managerial economics and economic forecasting. Decision optimization techniques; the economic analysis of risk; techniques of demand, cost and production estimation; analysis of pricing and non-price-competitive practices; and forecasting of demand, cost and production variables.

57 Quantitative Methods for Business and Economics (4)
Prerequisites: ECN-11 and MTH-11 or (10 and 11S)
Mathematical operations and methodology within the context of market models, models of the firm, national income models, and models of economic growth; introduction to mathematical economics, static analysis, comparative statistics, optimization problems, dynamic analysis, and linear programming and game theory.

75 Senior Seminar in Economics (4)
Prerequisites: ECN-31, 45 and 46
Capstone course for economics majors. Reading and analysis of selected topics. Research, data analysis and writing of selected topics. Presentation of student research in oral forum.

80 Independent Study in Economics (4)

81 Economic and Political Analysis of the European Union (4)
Same as PS-70. Examination of the formation, implementation and operation of the European Union, with special emphasis on political and economic issues. Taught as an interdisciplinary course as part of the Furman program in Europe. Students may not receive credit for both ECN-81 and PS-70.

83 Individualized Internship in Economics (2-4)
Prerequisites: ECN-11, one additional course in economics numbered 31 or greater, and permission of an economics faculty sponsor.
In consultation with an economics faculty sponsor, students develop internships, identify objectives, read literature, complete a writing assignments related to their internship, and submit reflective summaries of their activities. This course MUST be taken pass-fail and will not contribute to the economics or mathematics-economics major.
Education

Professors: Heath, Hecker (Chair), Quast, Ritter
Associate Professors: Bell, DeJong, Henderson, Svec
Assistant Professors: Lipscomb, Schmidt, Thomas
Visiting Assistant Professor: Kim
Clinical Faculty: Cantrell, McDowell, Shaleuly
Director of Graduate Studies: Terry
Adjunct: Muller

The Education Department offers a major in Education (grades 2-6), preparation for certification in grades 2-6, and preparation for certification in an approved academic discipline for grades 9-12 or PK-12.

Teacher Education Program

Program Accreditation and Institutional Report Card

As a university preparing students for careers in public education and related professions, Furman is subject to regulations and guidelines established and implemented by the United States Department of Education, the South Carolina Board of Education and the National Council for Accreditation of Teacher Education (NCATE). Programs judged to meet the national and state standards receive “program approval” status. Students who satisfactorily complete the requirements for certification become eligible for a teaching certificate in South Carolina and other states with reciprocal arrangements.

In 1998, the United States Congress passed legislation requiring all states and institutions that have teacher preparation programs to submit annual reports on teacher preparation and licensing. The Institutional Report Card indicates a pass rate of 100 percent in the Praxis assessment series required for state certification for Furman students seeking a teaching certificate in grades 2-6, PK-12, or 9-12.

In efforts to continually renew and improve teacher education, regulations and standards governing teacher preparation programs periodically change, and the programs of students admitted into the Teacher Education Program are subject to those changes.

Vision Statement

The Teacher Education Program at Furman prepares educators who are scholars and leaders.

Mission of the Program

Furman University prepares teachers and administrators to be scholars and leaders who use effective pedagogy, reflect critically on the practice of teaching, promote human dignity, and exemplify ethical and democratic principles in their practice. Furman is committed to a program of teacher education that calls for collaborative, interdependent efforts throughout the academic learning community.

The teacher education program is anchored in the university’s commitment to the liberal arts—encompassing the humanities, fine arts, mathematics, and social and natural sciences as the essential foundation for developing intellectually competent educators. Furthermore, candidates develop professional content knowledge, pedagogical skills, and dispositions through:

- mastery of subject matter
- understanding of philosophical, historical, sociological, and political foundations of education
- understanding of human development and its implications for learning
- understanding of social and cultural relationships
- understanding the interrelationship of curriculum, instruction, and assessment
- practice of critical inquiry and reflection on teaching and learning
- opportunities for leadership development
- opportunities to study and practice effective communication
- collaboration with peers and others
Certification Options

The Teacher Education Program at Furman satisfies certification designations stipulated by the South Carolina Board of Education. At Furman University, teaching certification programs are offered in the following areas:

- Elementary Education: Grades 2-6
- Early Childhood Education: Grades PK-3*
- Secondary Education: Grades 9-12 (Biology, Chemistry, English, Mathematics, Physics, or Social Studies.)
- Music, Physical Education, French, German, Latin, and Spanish: Grades PK-12
- Special Education: Grades K-12*

*Area of certification added, on the graduate level, to the elementary certificate.

For purposes of the Institutional Report Card, “program completers” are candidates who satisfactorily complete the requirements of the major in Education or in another approved academic discipline for grades 2-6, PK-12, or 9-12, as specified by Furman’s Teacher Education Program. Music Education and Physical Education certification programs may be completed within the four year undergraduate baccalaureate program. All other programs for teaching certification must be completed on a post-baccalaureate basis. This means the teacher candidate will graduate after four years with a baccalaureate degree in the major. Completion of the Teaching Internship (EDEP-170) and the concurrent Inquiry and Research in the Classroom (EDEP-100) courses occur on the graduate level during the fall of the following year. Graduate hours accrued during the post-baccalaureate year may be applied toward a master’s degree.

Candidates are required to pass the Praxis II, Subject Assessments/Specialty Tests and Principles of Learning and Teaching Tests (PLT), administered by the Educational Testing Service. Passing scores must be on file at Furman before a recommendation for a teaching certificate can be made.

Admission and Performance Assessment

For purposes of gauging the entrance level and continued growth of candidates toward proficiency in the knowledge, skills and dispositions espoused by the Teacher Education Program, a system of periodic performance assessments is used, the first of which is the formal application for admission to the program. The performance assessments are described in detail in the Teacher Education Program Guide and on the Education Department website.

All students wishing to major in Education, or seeking certification in grades 2-6 or in the approved subject areas for grades K-12 or 9-12, must be formally admitted to the Teacher Education Program after completing the prerequisite requirements. These requirements must be met prior to enrolling in upper-level education or subject-specific methods courses and the teaching internship. Application materials are available in the Education office suite and should be submitted for review in November or April of the sophomore or junior year. Transfer students considering a major in education should meet with the department chair to assess eligibility.

The prerequisites to admission are:

- meet minimum scores mandated by the South Carolina State Board of Education on pre-professional skills tests (PRAXIS I) in reading, mathematics, and writing
- completion of the Teacher Beliefs Scale
- satisfactory completion of (grade of “C” or greater) ED-11, 20, and their associated field experiences.
- recommendation from the major department (for PK-12 and secondary candidates only)
- grade point average of at least 2.50 and a grade point average of at least 2.50 in the major
- demonstration of ethical and professionally responsible behavior
- clearance based on reports from Student Services and Academic Affairs
Continuation in the Teacher Education Program is based on periodic performance assessments. The faculty has the responsibility to both the public and the profession to award a degree or certificate only when the candidate has demonstrated a satisfactory level of professional knowledge, skills, and dispositions as judged by the program faculty. Further, candidates must exhibit integrity and character consistent with the "Standards of Conduct for South Carolina Educators" as set forth by the South Carolina Department of Education and the standards of ethical principles established by appropriate professional associations. See the Teacher Education Program Guide for more information.

Education Major with Certification for Teaching

The education major with certification consists of the following courses:

- CS-16 or a technology course recommended by the major,
- ED-01, 11, 20, 21, 30, 31, 32, 33, 40, 41, 42 and 43,
- HES-39,
- IDS-30,
- MTH-31, 32 and 33,
- ART-58, MUS-69, or THA-60,
- at least 12 hours of study that constitutes a thematic focus related to the teaching of subject matter, and
- BIO-11 or 16 and CHM-11, EES-11, 16, 18, 21, PHY-11 or 15, or
- SCI-16 and 17.

Early Teaching Experience: In August, prior to the senior year, all candidates seeking certification participate in an early teaching experience on a full-time basis. This experience provides an opportunity for direct involvement in the opening of school, when classroom routines and procedures are established. Candidates seeking certification are expected to assume some teaching responsibilities.

Senior Block: During the spring of the senior year, majors enroll in four courses that are taught by Education faculty in one block: ED-40, 41, 42 and 43.

Education Major without Certification as Preparation for Non-Teaching Fields

Students who seek non-teaching careers related to the education of children and youth (e.g. child life, camps, religious education) may choose to major in Education without completing the certification program. As part of the application for admission to the Education major for non-teaching fields, students write a letter to the department chair indicating why the non-teaching major is necessary to achieve their career or educational goals involving work with children and youth. The letter should include a description of the procedure followed to investigate the proposed focus of study and a tentative list of courses to be included in the program. ED-01, 11, 20 and 21, and CS-16 are required. A minimum requirement of five additional professional education courses and any other courses that fit the career or graduate study goals of the student will be determined, under the advisement of the department chair and with the approval of the Education faculty.

Certification for Teaching in Other Subject Areas

Students wishing to pursue teaching certification in grades 9-12 or PK-12 certification in Music, Physical Education, or Languages complete majors in those academic disciplines. Additionally, they enroll in a series of pre-professional courses through Education. Please refer to the appropriate departmental sections of this catalog for additional information.

Students seeking secondary teaching certification in non-science disciplines (English, Mathematics, or Social Studies) or in Music or Languages (grades PK-12) must complete at least one science course with a laboratory component.

Early Teaching Experience: In August, prior to the senior year, all candidates seeking certification participate in an early teaching experience on a full-time basis. This experience provides an
opportunity for direct involvement in the opening of school, when classroom routines and procedures are established. Candidates seeking certification are expected to assume some teaching responsibilities.

Senior Block: During the winter of the senior year, students who pursue certification in grades 9-12 and languages PK-12 enroll in ED-50, ED-56, and one subject-specific methods course (ED-52, 53, 54, 55, MLL-65, or LAT-65).

Master of Arts

Please see the graduate studies website at www.furman.edu/gradstudies for complete information about pursuing coursework toward an advanced degree.

Education (ED) Courses

01 Education Laboratory I (0)
For prospective teachers and for students exploring education as a career possibility. Observations in different school settings for the purpose of becoming acquainted with the school and with the classroom. Must be enrolled with ED-11.

11 Perspectives on American Education (4)
Introduction to teachers and teaching, the American school in an increasingly diverse society, and the historical, sociological and philosophical foundations of education. Must also enroll in ED-01.

15 Teaching Fellows Seminar (0)
Teaching Fellows meet for weekly seminars to discuss works by recognized scholars and study current trends and issues in education. Discussions highlight interactions with children and youth and/or visits from recognized professionals in the field. Fellows must enroll every term while participating in the scholarship program.

20 Human Growth and Development (4)
Physical, cognitive, social and emotional aspects of development, from conception through older adulthood, with applications for parenting and teacher education. Students may not receive credit for both ED-20 and PSY-23. PSY-23 cannot be applied to the education major. Helps satisfy the general education requirement in social sciences.

21 Education of Students with Exceptionalities (4)
Prerequisites: ED-11 and 20
Characteristics of persons with exceptionalities, implications for teaching and learning, and applications of special education procedures and services. Extensive field experiences are incorporated.

22 Nature of Learning Disabilities (4)
Prerequisite: ED-21
Designed to teach students the history of the field of learning disabilities, related educational theories, available educational services, and appropriate strategies for working with individuals with learning disabilities. Field-based experiences are incorporated.

23 Nature of Emotional/Behavioral Disorders (4)
Prerequisite: ED-21
Study of individuals with emotional/behavioral disorders, major theoretical perspectives, and current issues and research. Factors which interrelate with emotional/behavioral disorders (community, school, family) are considered, and appropriate intervention strategies are studied. Field-based mental retardation, etiology, identification and placement, and current trends. Field-based experiences are incorporated.

25 Teaching and Learning: The Early Primary Years (4)
Prerequisite: ED-11 and ED-20
Introduction to the field of early childhood education. Focus on the development of children ages 5-8 and the design of learning environments, including curriculum and instruction, that foster optimal growth and development. Students are expected to participate in field work in a kindergarten classroom.

30 Reading and Writing Processes and Instruction in Grades PK-3 (4)
Prerequisites: ED-11 and 20
Study of early literacy reading and writing instruction and the role of the teacher as a decision-maker. Content will focus on integrating reading, writing, speaking, and listening processes across the curriculum. Major emphasis will be placed on children’s literature and its effective presentation in the classroom.

31 Reading and Writing Processes and Instruction in Grades 2-6 (4)
Prerequisites: ED-11 and ED-20
Reading and writing instruction in the elementary grades emphasizing the development of critical thinking and metacognitive skills. Content will focus on integrating communication processes in the content areas; children’s literature and its effective presentation in the classroom; and the role of the teacher as a reflective practitioner.

32 Social Studies in Grades PK-6 (4)
Prerequisite: ED-11 and ED-20
Knowledge of the elementary and middle school social studies curriculum, teaching strategies and materials, and field-based application in area schools.
33 Science in Grades PK-6 (4)  
Prerequisite: ED-11 and ED-20  
Knowledge of the elementary and middle school science curriculum, teaching strategies and materials, and field-based application in area schools.

35 Organization and Curriculum in the Middle School (4)  
Prerequisite: ED-21  
Developmental tasks of middle school students; organization and sequence of the instructional program; staff characteristics, patterns, services, home-school-community relations; management and evaluation of middle schools.

36 Teaching Reading in the Content Areas (4)  
Prerequisite: ED-21  
Designed for prospective and practicing school teachers, with practical suggestions for the reading specialist and the content teacher.

40 Assessment for Instructional Planning (3)  
Introduces teacher candidates to the processes of assessment and the use of assessment information to develop appropriate educational programs for all students in grades PK-6. Emphasis on formal, informal and authentic assessment measures and their use to plan appropriate instruction that affects teaching and learning. May only be enrolled as a part of the Senior Block.

41 Diverse School Cultures: Teaching, Learning and Management (3)  
Deepens understanding of diversity in elementary and middle school cultures. Classroom and school communities that embrace diversity studied through analysis of attributes and practices of successful educators. Instructional and management strategies that encourage learning, sensitivity and socialization developed through integrated clinical and field experiences. May only be enrolled as a part of the Senior Block.

42 Integrating Curriculum and Technology in Grades PK-6 (3)  
Designed to provide candidates with background for integrating instruction and technology across curriculum. In field-based teams, candidates explore models/theories of curriculum integration and use the thematic approach to unit development. Focus on developing connections across disciplines of science, social studies, mathematics, language arts, and related arts. May only be enrolled as a part of the Senior Block.

43 Practicum in Teaching (3)  
Designed for senior level teacher candidates. The course provides candidates with opportunities to apply theory and evidence-based practice in the classroom under the supervision of Furman faculty and mentorship of master teacher. May only be enrolled as a part of the Senior Block.

50 Curriculum and Methods of Teaching in Grades 9-12 (3)  
Prerequisite: ED-21  
Various ways of organizing the curriculum in the secondary school, a comparison of traditional and nontraditional teaching methods, principles of learning, classroom organization, planning units and formal and informal evaluation. Should be enrolled winter term of the senior year concurrently with the appropriate subject specific methods course.

51 Literature for Young Adults (4)  
Prerequisite: ED-21  
Content of the literature program in the secondary school and methods of teaching poetry, short stories, traditional literature and young adult novels.

52 Teaching English in Grades 9-12 (3)  
Prerequisite: ED-21  
Explores in depth two of the major components in the secondary school English curriculum language and composition. Emphasis placed on teaching the writing process. Examines strategies needed to learn from text materials included in the English classroom. Should be enrolled winter term of the senior year concurrently with ED-50.

53 Teaching Social Studies in Grades 9-12 (3)  
Prerequisite: ED-21  
Provides in-depth investigation of the methods associated with teaching social studies on the secondary level. Special emphasis placed on how the social sciences differ from other disciplines, and how differences affect curricular and pedagogical strategies. Should be enrolled winter term of the senior year concurrently with ED-50.

54 Teaching Science in Grades 9-12 (3)  
Prerequisite: ED-21  
Teacher candidates become reflective practitioners developing and delivering quality science curriculum. Covered are laboratory safety, instructional strategies, inquiry learning and the learning cycle, curriculum models emphasizing integration, performance assessment, resource evaluation focusing on technology, and field experiences in area schools. Should be enrolled winter term of the senior year concurrently with ED-50.

55 Teaching Mathematics in Grades 9-12 (3)  
Prerequisites: ED-21 and MTH-13 or 34  
Same as MTH-55. Teacher candidates become reflective practitioners in the development and delivery of a well-designed standards-based mathematics curriculum. Topics include mathematics curriculum in the secondary school, instructional strategies, performance assessment and resource evaluation focusing on technology. Students are expected to participate in field work in local mathematics classrooms. Should be enrolled winter term of the senior year concurrently with ED-50.
56 Practicum: Secondary or Language Teaching (2)
Designed for senior level secondary teacher candidates to be taken in conjunction with winter block courses. The course provides candidates with opportunities to apply theory and evidence-based practice in the classroom under the supervision of Furman faculty and mentorship of a master teacher.

60 Enriching the K-12 Curriculum Through Service Learning (1)
Prerequisite: Admission to the teacher education program. For teacher candidates, an introduction to service learning, with a focus on infusing this instructional strategy into the classroom curriculum. Participants begin developing a service learning plan to be implemented during their internship or later in their own classrooms.

61 Discipline and Classroom Management (1)
Teacher candidates develop knowledge and application of skills necessary for designing a classroom ecology that facilitates effective teaching and learning. Topics include problem solving in the classroom, motivational strategies for acceptance of responsibility, positive instructional approaches, and foundations for better understanding of children and youth.

75 Teaching Internship (12)
Prerequisite: Completion of major requirements in music education or physical education. Required of candidates intending to teach. Intern is placed with a mentor teacher in the subject area of prospective certification. Full-time teaching responsibilities assumed over time. Intern attends weekly seminars.

80 Independent Study (1)
A project whose objectives and activities are designed by the student, approved by a faculty member who directs the project and by the department chair, and evaluated by a committee of three department members.

83 Non-Teaching Internship (4)
Students intern in a variety of community agencies and meet weekly to discuss issues and problems relevant to working with children, adolescents and/or families in different community settings. Course is open to juniors and seniors pursuing non-teaching careers. May not be enrolled pass-fail. Arrangements for ED-83 placement must be made two terms before enrollment.

95 Special Topics (3)

Education – Extended Program (EDEP) Courses

100 Inquiry and Research in the Classroom, Part I (3)
Prerequisite: Completion of a Furman baccalaureate degree in education or an approved academic discipline related to subject area for teaching. Designed for candidates enrolled in Furman’s extended program and enrolled concurrently with EDEP-170: Teaching Internship. The course uses several theoretical frameworks as a foundation for furthering the professional development of induction teachers to become leaders and scholars. Major emphasis on classroom-based research serves to link theory to practice. Each induction teacher constructs statistical research design and analyzes the data. Participants in the Teacher to Teacher program must also enroll in EDEP-101: Inquiry and Research in the Classroom, Part II.

101 Inquiry and Research in the Classroom, Part II (3)
Prerequisite: EDEP-100
As a follow-up to EDEP-100, the course continues to focus on developing induction teachers as leaders and scholars. Building on research done in the previous course, participants produce a publishable research paper, to be presented in a formal academic setting. Course also provides the induction teacher with knowledge of the core principles and standards of accomplished teachers as identified by the National Board for Professional Teaching.

140 Best Practices for the Induction Teacher (3)
Designed to provide the induction teacher with a support system throughout the first year of teaching. Best practices from the field are introduced, discussed and modeled, with emphasis on preparation for the beginning of school, classroom management, performance dimensions of ADEPT, and application of educational research and practices. Course offers opportunities for the induction teacher to network and share common concerns with master teachers and instructional support personnel from participating school districts and from Furman.

170 Teaching Internship (6)
Prerequisite: Completion of a baccalaureate degree either in education or in an approved academic discipline related to subject area of teaching. Designed for candidates enrolled in Furman’s extended program and enrolled concurrently with EDEP-100: Inquiry and Research in the Classroom. The course provides candidates with opportunities to plan and implement instruction, manage the classroom, evaluate student progress, communicate with other professionals and parents, and develop as professional educators under the supervision and mentoring of university and public school personnel.

Geography (GGY) Courses

30 Principles of Geography (4)
Introduction to geography through the study of basic concepts (such as landforms, climate, regions, land-human relationships) and the application of these concepts to selected regions of the world.
To graduate with a major in English, a student must have a grade point average of at least 2.00 in a group of courses that satisfies the departmental requirements.

A major consists of at least one seminar (courses designated with an “S” notation in the course listings each term) and at least eight additional courses. The eight additional courses in the major are selected in consultation with the chair and the academic advisor. The pattern of courses should include work in early English literature (two courses), later English literature, and American literature, and should involve study in each of the traditional major genres: poetry, fiction, and drama. English majors are encouraged to include in their major programs writing courses, courses in language, courses in critical theory, and courses that feature a variety of cultural perspectives.

Students who plan to teach English at the college level or in secondary school should plan to enroll in more English courses than the minimum required for the major. Students planning for graduate school in the discipline should develop a major program that prepares them to succeed on the Graduate Record Examination and to meet the demands of graduate study in English.

Majors wishing to pursue a career in secondary school teaching must complete CS-16, ED-11, 20, 21, 50, 51, 52, EDEP-100 and 170 in addition to appropriate courses in the major. The requirements for certification (teaching internship) will be completed on a post-baccalaureate, graduate credit basis, with the student becoming eligible for certification at the end of fall term following graduation. Refer to the Education section of this catalog for specific requirements for admission to the Teacher Education Program and other information.

Special opportunities for experience in journalism are available through work on the staffs of the student literary magazine, newspaper, and yearbook. All English majors are advised to take advantage of these opportunities.

Every English course includes instruction and practice in composition.

English (ENG) Courses

11 Composition (4)
Though the thematic emphasis in each section varies, all sections focus on expository and argumentative writing, with particular attention to analytical strategies, grammatical correctness, and organizational methods. Each section requires 16-20 pages of formal writing. A list of section topics from which students may choose is published at the beginning of each term. Freshman only.
*Satisfies the general education requirement in composition.

12 Reading Literature (4)
Prerequisite: ENG-11
All sections focus on reading and analyzing literature, although the texts considered vary. Students are introduced to such concepts as point of view, plot, character, imagery, symbolism, rhyme scheme and dialogue. They may also be introduced to various interpretive approaches, such as feminist, formalist, historical, psychological, or biographical. Written assignments provide practice in clarifying the understanding of literature. A list of texts and approaches emphasized in each section is published prior to each term.
*Helps satisfy the general education requirement in humanities (literature).

21 British and American Literature to 1798 (4)
Prerequisite: ENG-11
A broad survey, covering the Middle Ages, the Renaissance and the seventeenth and eighteenth centuries. Authors studied might include Chaucer, Spenser, Donne, Shakespeare, Milton, Dryden, Pope, Swift, Johnson, Bradstreet, Taylor, Franklin, and Edwards. Required essays test students’ abilities to employ the standard concepts of literary analysis.
*Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.

22 British and American Literature since 1798 (4)
Prerequisite: ENG-11
Survey of the last two hundred years of British and American literature considered in its historical, cultural, and aesthetic contexts. Authors studied might include
Wordworth, Coleridge, Keats, Browning, Tennyson, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Dickens, T. S. Eliot, Frost, Faulkner, Hemingway, and Fitzgerald. Required essays test students’ abilities to employ the standard concepts of literary analysis. Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.

31 Advanced Composition (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). Instruction and practice in writing, analyzing, and evaluating narrative, descriptive, expository, and argumentative essays.

32 Writing Poems (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). The course helps students to become more aware of and more proficient in the craft of poetry. Students should be prepared to write frequently, to duplicate their work for discussion, and to comment upon their classmates’ work.

33 Writing Fiction (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). This course helps students to become more aware of and more proficient in the craft of prose fiction. Students should be prepared to write frequently, to duplicate their work for discussion, and to comment upon their classmates’ work.

34 Journalism: Principles and Practice (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). This course looks at the role of newspapers in society, the strategies for reporting and writing news, and the ethical and legal ramifications of newspaper reporting.

35 Business Communication (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). Course refines students’ grammar, mechanics, and style; develops analytical and collaborative skills; introduces the strategies, formats, and organizational patterns of business letters, memos, employment communication, and reports; teaches primary and secondary research methods, presentation of data with graphics, and documentation of data; and develops oral and nonverbal communication skills.

38 History of the English Language (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). Survey of the internal history of English, reviewing Indo-European and Germanic background and studying the development of phonology, morphology, and syntax from Old English to Modern English. May satisfy the general education requirement in upper-level humanities.

39 Modern English Grammar (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). The study of rules for English phonology, morphology, and syntax. Also covered are regional and social dialects, semantics, stylistics, and psycholinguistics. May satisfy the general education requirement in upper-level humanities.

40 Medieval English Literature (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). Readings in major works of medieval English literature, from Beowulf to Malory. A substantial part of the course is devoted to Chaucer’s Canterbury Tales. May satisfy the general education requirement in upper-level humanities.

41 Sixteenth Century English Literature (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). Study of Tudor literature as England began to develop its own religious and cultural identity under powerful male and female monarchs. Poetry, prose, and some drama by Mary and Philip Sidney, Elizabeth Tudor, Thomas Wyatt, Edmund Spenser, William Shakespeare, Thomas Kyd, Christopher Marlowe, and others. May satisfy the general education requirement in upper-level humanities.

42 Seventeenth Century English Literature (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). A study of the literature written during the cultural boom and bust of the Stuart era. Focus is on writers such as John Donne, Aemilia Lanyer, Ben Jonson, Mary Wroth, George Herbert, John Ford, Robert Herrick, Richard Crashaw, and John Milton. May satisfy the general education requirement in upper-level humanities.

43 English Literature of the Restoration and Eighteenth Century (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). Study of English literature from 1660 to 1800, with particular emphasis upon satire. Readings in Dryden, Defoe, Addison, Steele, Swift, Pope, Johnson, Boswell, Goldsmith, Sterne, and others. May satisfy the general education requirement in upper-level humanities.

44 British Romantic Literature (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature). Study of the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats; the critical and occasional prose
of Wordsworth, Coleridge, Shelley, Keats, Hazlitt, Lamb, and DeQuincy; the fiction of Austen and Scott.
May satisfy the general education requirement in upper-level humanities.

45 Victorian Literature (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Study of British literature from Tennyson to Hardy with emphasis on historical, cultural, and aesthetic contexts such as the influence of Darwin and other scientists, changing social mores, and new conceptions of poetic form.
May satisfy the general education requirement in upper-level humanities.

46 Nineteenth Century British Prose (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
May satisfy the general education requirement in upper-level humanities.

47 Early American Literature (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Study of American literature from the colonial period through Cooper. Besides focusing on major works by Franklin, Brown, and Cooper, the course considers such forms as the sermon, diary, captivity narrative, and spiritual biography.
May satisfy the general education requirement in upper-level humanities.

48 Literature of the American Renaissance (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Study of American literature from Emerson through Dickinson. Writers considered include Poe, Hawthorne, Melville, Thoreau, and Whitman.
May satisfy the general education requirement in upper-level humanities.

50 The British Novel from Defoe to Trollope (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Readings in the British novel from its beginnings in the eighteenth century through Trollope. Includes such novelists as Defoe, Richardson, Fielding, Smollett, Sterne, Austen, the Brontes, Dickens, Thackeray, Eliot, and Trollope.
May satisfy the general education requirement in upper-level humanities.

51 The British Novel from Hardy to the Present (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Readings in the British novel from the late nineteenth century to the present. Writers studied include Hardy, Conrad, Woolf, Joyce, Lawrence, Burgess, Greene, Lessing, and Drabble.
May satisfy the general education requirement in upper-level humanities.

52 American Novel from Its Beginnings to World War I (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
An examination of the American novel from its beginnings to the World War I period. Writers studied include Brown, Cooper, Hawthorne, Melville, Twain, James, Wharton, and Dreiser.
May satisfy the general education requirement in upper-level humanities.

53 American Novel from World War I to the Present (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Survey of modern American fiction, involving the reading and discussion of eight to twelve novels. It begins with Hemingway and Fitzgerald, and includes writing by women and by African-American and Jewish writers.
May satisfy the general education requirement in upper-level humanities.

54 Studies in Short Fiction (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
The short story and the novella are the subjects for discussion and writing. The course will examine the five basic elements of fiction — plot, characterization, setting, point of view, and theme — in an attempt to define the genre of the short story. Stories are selected from different historical periods and different cultural perspectives.
May satisfy the general education requirement in upper-level humanities.

55 British Drama (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Study of major works of English drama, with appropriate attention to relevant critical concepts and problems of staging. Medieval English drama may be read, as well as works by Shakespeare, Jonson, and their contemporaries. May also include authors from the Restoration as well as from the eighteenth, nineteenth, and twentieth centuries.
May satisfy the general education requirement in upper-level humanities.

56 Modern British and American Drama (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Study of some of the powerful and varied work of recent dramatists, with attention to the conditions of the theatre of their time. Dramatists studied might include Shaw, Eliot,
O’Neill, Miller, Wilder, Osborne, Arden, Pinter, Shaffer, Bolt, Orton, and Shepard.  
*May satisfy the general education requirement in upper-level humanities.*

57 Drama in England (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).  
Offered only as part of the Fall Term in England program.  
Study of the drama being performed in London and Stratford by the Royal Shakespeare Company, the National Theatre and others.  
*May satisfy the general education requirement in upper-level humanities.*

58 Modern British and American Poetry (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).  
Works by at least a half-dozen prominent poets are read, analyzed, and evaluated. Although poetic theory and the development of modernism are touched upon, the major emphasis is on the aesthetic qualities of individual poems.  
*May satisfy the general education requirement in upper-level humanities.*

59 American Autobiography (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).  
Definition of autobiography through contrast with other biographical forms. Attention to specific subgenres such as the conversion narrative and the slave narrative. Study of recurring subjects such as the importance of reading and writing and of recurring story lines such as geographical, social, and spiritual displacement.  
*May satisfy the general education requirement in upper-level humanities.*

60 Studies in Chaucer (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).  
A chronological reading of the poetry of Chaucer, in Middle English, culminating with *Troilus and Criseyde* and the *Canterbury Tales*. Special attention to the development of Chaucer’s narrative art, his invention of the Chaucerian persona, and his “modernity,” conceived as his self-consciousness about the use of language and his ambivalence about the value of literary art.  
*May satisfy the general education requirement in upper-level humanities.*

61 Shakespeare (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).  
Study of the drama and theatre of England’s greatest dramatist, in its historical, cultural and critical contexts. Works from all periods of Shakespeare’s career and from all the dramatic genres are studied. Filmed versions of selected plays are used to supplement readings and as a basis for discussion.  
*May satisfy the general education requirement in upper-level humanities.*

62 Faulkner (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).  
A chronological study of the development of Faulkner’s art from *Sartoris* to *Go Down, Moses*. Attention paid to the development of the concept of Yoknapatawpha County and to the various narrative techniques Faulkner employed.  
*May satisfy the general education requirement in upper-level humanities.*

63 Contemporary American Writers (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).  
A detailed study of several poets or fiction writers. Some or all meet with the class as part of the Meta Eppler Gilpatrick Writers at Furman Series.  
*May satisfy the general education requirement in upper-level humanities.*

64S Studies in English and American Literature (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).  
Course topic changes with each offering.  
*May satisfy the general education requirement in upper-level humanities.*

A65 South Asian Cultural Studies: Literature and Film (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).  
An introduction to the complex array of issues essential to understanding South Asian cultures in the contemporary context. Students will examine literary texts and films through interpretive approaches appropriate to the pluralistic cultural traditions of the region and informed by current debates in the humanities.  
*Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.*

66 Film Analysis (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).  
Exploration of the fundamentals of film form—narrative construction in the Hollywood system as well as nonnarrative formal systems (documentary, abstract and avant-garde film). Includes examination of the fundamentals of film style (mise-en-scène, cinematography, editing, sound) and attention to the relationships between the literary and filmic texts.  
*May satisfy the general education requirement in upper-level humanities.*
67 Literary Theory (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Introduction to theoretical approaches to literature such as psychoanalysis, deconstruction, feminism, and postcolonial studies. Consideration of the ethics and politics of interpretation, the assumptions and practices informing theoretical work, and the relation between literature and theory. Readings include works of fiction, film, and texts by theorists such as Freud, Lacan, Kristeva, Zizek, Derrida, de Man, Butler, Cixous, Spivak, Bhabha.
May satisfy the general education requirement in upper-level humanities.

68 Problems of Interpretation: Lyric Poetry (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Study of selected English and American lyric poetry from all major literary periods, medieval to contemporary. Poems are selected to illustrate six characteristic problems of interpretation: voice, audience, medium, reference, diction, and form.
May satisfy the general education requirement in upper-level humanities.

70 Arthurian Literature (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Study of various treatments of the Arthurian material, including its origin, its fall from popularity in the eighteenth century, and its return in the nineteenth and twentieth centuries. Emphasis on different interpretations and treatments of the materials as an expression of personal and cultural needs.
May satisfy the general education requirement in upper-level humanities.

71 Satire (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Readings in satirical literature of all genres and many periods, with an emphasis on satire of the early eighteenth and the late twentieth centuries. Some attention to satire in forms other than literature. Focus on function, method, characteristics, and problems of the satirical mode.
May satisfy the general education requirement in upper-level humanities.

72 Literature of the South (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Focus on major writers of the Southern Renaissance—Faulkner, Welty, O’Connor, Penn Warren, Ransom. Earlier Southern writers may be studied, and works by contemporary Southern writers such as Percy and Walker are included.
May satisfy the general education requirement in upper-level humanities.

73 Literature of the Irish Renaissance, 1840-1940 (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Study of the remarkable literary flowering contemporary with the late nineteenth-century movements in Ireland that led to the creation of the Irish Free State in 1921, and with the difficult historical circumstances faced by the new nation in the first 20 years of its existence. The major figures studied are Yeats, Joyce, Synge, and O’Casey.
May satisfy the general education requirement in upper-level humanities.

74 Postcolonial Literatures in English (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Study of important writers from the British Commonwealth who are reshaping the English tradition. Writers studied include Achebe (Nigeria), Gordimer (South Africa), White (Australia), Atwood (Canada), Naipaul (West Indies), and Rushdie (India/Pakistan).
May satisfy the general education requirement in upper-level humanities.

76 Literature by Women (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Study of women’s literature as a distinct tradition. Reading of major women writers from different periods and genres. Writers studied include Wollstonecraft, Sojourner Truth, Rossetti, Stein, Richardson, Woolf, Lessing, and Rich.
May satisfy the general education requirement in upper-level humanities.

77 African-American Literature (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
A study of literature by African-American writers such as Douglass, Hurston, Hughes, Wright, Ellison, Hansberry, Morrison, Wideman, and Walker. The emphasis will be on the national and historical contexts for the writing, which may include fiction, poetry, autobiography and drama.
May satisfy the general education requirement in upper-level humanities.

78 Multi-Ethnic American Literature (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Emphasis on a comparative approach to African American, Asian American, Native American, and Chicano literatures. Focus on how writers of color address histories of ambivalent citizenship and try to clear a space for minority identities in America.
May satisfy the general education requirement in upper-level humanities.

79 Studies in Contemporary American Literature (4)
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).
Readings in American literature from 1950 to the present, with emphasis on what might make this recent writing
different from what came before, or possibly “postmodern,” in terms of aesthetics and cultural context. Course may address fiction, drama and poetry or concentrate on a single genre.  

May satisfy the general education requirement in upper-level humanities.

80 Independent Study (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).

83 Internship (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).  
Consulting with the professor to develop objectives, students intern at local businesses, agencies, or media sites for a minimum of 15 hours per week. In addition, students meet weekly for a three-hour seminar where they focus on the problems and objectives of their experiences as they learn to shape communication skills to fit various audiences and purposes. Students must be juniors and seniors, and they must apply to enroll in the course. The course may be enrolled only once. May not be enrolled pass-fail.

95 Special Topics in Language, Composition and/or Literature (4)  
Prerequisites: ENG-11 and completion of the general education requirement in humanities (literature).

Health and Exercise Science

Professors: Caterisano, Moss, Patrick, Pearman, Pierce (Chair), Powell, Yockey  
Associate Professor: Feigenbaum  
Assistant Professor: Reed  
Lecturers: Frazier, Murr  
Adjuncts: Harris, McFadden, Morlock-Pielet

Students interested in majoring in health and exercise science must seek early advice from a member of the faculty and declare the major with the department chair. Majors may pursue either a B.A. or B.S. degree.

A major must include:
- BIO-18,
- HES-30, 41, 47 and 52,
- certification in first aid and CPR,
- an aquatic skills course: HES 20, 22, or 25,
- any other skills course: HES 01, 02, 03, 04, 06, 07, 08, 09, 11, 12, 13, 14, 15, 16, 18, 20, 22, 23, 25, 26, 27, 28, or 29, and
- at least four more HES courses numbered greater than 30.

Students seeking the B.S. degree must also complete:
- MTH-11 or (10 and 11S), and
- at least two more courses from the following: BIO 11, 21, CHM 11, 12, 21, EES 11, 21, PHY 11 or 12.

Students who pass a swimming proficiency test may substitute any skills course for the otherwise required aquatics course.

Majors wishing to pursue a career in teaching must complete ED-01, 11, 20, 21 and 75; and HES-33, 34, 35 and 36. Teacher certification candidates need not enroll in any skills courses, but they must pass the swimming proficiency test or complete an aquatics skills course to complete major requirements. Refer to the Education section of this catalog for specific requirements for admission into the Teacher Education Program and other pertinent information.

Health and Exercise Science (HES) Courses

10 Wellness Concepts (4)  
Survey of wellness concepts which promote lifetime fitness and healthy lifestyle habits. Topics include aerobic and muscular conditioning, nutrition, and medical aspects of fitness. Participation in activities to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility. Lab fee required.宋丰the general education requirement in fitness and wellness.

30 Research & Evaluation in Health & Exercise Science (4)  
Prerequisite: HES-10  
Principles of research relevant to health and exercise science focusing on methodology, measurement, and statistical techniques used in the analysis and interpretation of human performance data. The integration of statistical software applications and communication technology will be used for problem solving. It is recommended that this course be enrolled early in the major. Lab fee required.

32 Elementary School Physical Education Activities (2)  
Prerequisite: HES-10  
Skills and activities appropriate for elementary school physical education and recreation. This course is for
elementary education majors. Health and exercise science majors are not permitted to enroll in this course.

33 Teaching Methods for Elementary Physical Educators (4)
Prerequisite: HES-10
Methods and materials; skills and activities appropriate for elementary age children. Designed for health and exercise science majors who are certifying to teach. Must also enroll HES-35.

34 Teaching Methods for Secondary Physical Educators (4)
Prerequisite: HES-33
Methods and materials relevant to instruction in middle and secondary school physical education. Must also enroll HES-36.

35 Teaching Sport Skills I (4)
Prerequisite: HES-10
Methods and materials for planning, teaching and assessing psychomotor, cognitive and affective aspects of the following activities as outlined in the South Carolina Physical Education Curriculum Guidelines: soccer, softball and tennis. Must all enroll HES-33.

36 Teaching Sport Skills II (4)
Prerequisite: HES-10
Methods and materials for planning, teaching and assessing psychomotor, cognitive and affective aspects of the following activities as outlined in the South Carolina Physical Education Curriculum Guidelines: basketball, handball and volleyball. Must also enroll HES-34.

37 Health Promotion and Intervention (4)
Prerequisite: HES-10
Theory, planning, implementation and evaluation of health promotion and education programs. Overview of health care systems, public health issues and primary locations for health promotion.

38 School and Community Health (3)
Prerequisite: HES-10
Study of school health services, school environment, school health instruction, curriculum and methods in health education, community health problems and community health services. Meets teacher certification requirements in some states.

39 Health Education and Physical Activity (4)
Prerequisite: HES-10
This course will provide elementary teacher candidates with a variety of integrative teaching experiences that incorporate movement concepts into health education. Each candidate will understand the importance of physical activity and lifelong movement to enhance the quality of life for elementary students.

41 Physiology of Exercise (4)
Prerequisite: HES-30
Concepts and laboratory experiments concerning the mechanisms by which the human body functions, with special reference to the effects of acute and chronic exercise. Not open to freshmen. Lab fee required.

43 Medical Aspects of Athletics (4)
Prerequisite: HES-10 and BIO-18
The prevention and management of athletic injuries. Lab fee required.

44 Nutritional Aspects of Human Performance (4)
Prerequisite: HES-10
In-depth continuation of the study of nutrition as presented in HES-10. Study of the structure, function and selection of food to resist disease, improve health and support maximum human performance.

45 Sport Psychology (4)
Prerequisite: HES-10
Examination of the psychological factors which influence and govern human performance, particularly athletic performance. Topics include performance enhancement (management of competitive anxiety, mental practice, imagery), social factors (team dynamics, personality, leadership) and health factors (exercise adherence, addiction, rehabilitation).

47 Motor Development (4)
Prerequisite: HES-10
Principles of growth and development as related to neuromuscular integration and motor learning. Topics include skill acquisition, skill refinement and adaptation of techniques for special populations. Laboratory experiences in motor development included as well as work with atypical clients in the exercise science setting.

50 Clinical Exercise Science (4)
Prerequisites: HES-30
Advanced exercise prescription guidelines for healthy populations (i.e., adolescents, women, elderly) and comprehensive rehabilitation program design and exercise prescription guidelines for selected chronic disease populations (i.e., cancer, COPD, diabetes, osteoporosis). Lab fee required.

52 Kinesiology (4)
Prerequisites: HES-10, BIO-18 and MTH-11, 11S or 16
Kinesiology is the study of living systems in motion. Course applies kinematics and kinetics to human anatomy and the study of human performance. Both the didactic and laboratory sections have practical applications of health and exercise science concepts to daily living activity as well as competitive events. A host of general parameters defining human motion are introduced, and students are able to make specific application of health and exercise science parameters in the context of the performer and environment. Lab fee required.
54 **Biomechanics** (4)  
Prerequisites: HES-41, BIO-18, MTH-11 or 11S, and PHY-11  
Integrates the principles of biology and mechanics as they  
relate to human motion and includes analysis of energy  
transduction in human motion as it relates to posture,  
mechanical work and gravity. Course is split equally  
between lecture and laboratory applications. Students  
complete and present a motion analysis study related to  
human performance, energy transduction and their  
interdependence. Lab fee required.

59 **Principles of Administration** (4)  
Prerequisite: HES-10  
Conventional management practices and operational  
guidelines for fitness and sport industries. Topics include  
organizational leadership, planning, human resources,  
facilities, marketing and public relations, risk management  
and legal issues, and program evaluation.

65 **Sport in Modern Society** (4)  
Prerequisite: HES-10  
The study of sport as one of the most pervasive social  
institutions in our society. An investigation of the social  
aspects of sport and the relationship between sport activities  
and the social system in which they are embedded.

67 **Analysis of Cardiovascular Function** (4)  
Prerequisite: HES-10  
Principles of exercise electrocardiography and evaluation of  
apparently healthy and high risk individuals. Includes EKG  
interpretation, cardiovascular dynamics, effects of exercise,  
drugs, and metabolic abnormalities, test protocols, and other  
related topics. Lab fee required.

68 **Practicum in Graded Exercise Testing** (4)  
Prerequisite: HES-67  
Practicum experience in laboratory for assessing cardiac and  
respiratory function, exercise capacity, body structure and  
composition via techniques of electrocardiography,  
impedance cardiography, spirometry, graded exercise  
testing, anthropometry, densitometry, etc. Lab fee required.

80 **Independent Study** (1-4)  
Prerequisites: HES-10 and a written outline of proposed  
study for staff approval in the prior term  
The format for the outline should be obtained from the  
advisor. Provision for non-experimental investigations.

83 **Individualized Internships** (1-4)  
Prerequisites: Student must have declared a major in health  
and exercise science and must have enrolled the appropriate  
courses for the type of internship requested.  
Individualized internships are typically developed by  
faculty members at approved sites. Students develop objectives  
with faculty and the on-site supervisor, write a report of  
their activities, read professional literature related to their  
internship experiences, attend a weekly seminar to discuss  
their activities and offer a written and oral summary of their  
activities at the conclusion of the internship. This class may  
be enrolled only once and may NOT be enrolled pass-fail.

85 **Independent Research** (1-4)  
Prerequisites: HES-10 and a written outline of proposed  
study for staff approval in the prior term  
The format for the outline should be obtained from the  
advisor. Provision for experimental research.

86 **Department Internship** (1-4)  
Prerequisites: Student must have declared a major in health  
and exercise science and must have enrolled the appropriate  
courses for the type of internship requested.  
Individualized internships are typically developed by faculty  
members at approved sites. Students develop objectives  
with faculty and the on-site supervisor, write a report of  
their activities, read professional literature related to their  
internship experiences, attend a weekly seminar to discuss  
their activities and offer a written and oral summary of their  
activities at the conclusion of the internship. This class may  
be enrolled only once and may NOT be enrolled pass-fail.

85 **Special Topics in Health and  
Exercise Science** (2-4)  
Prerequisite: HES-10

Skills Courses (zero credit, graded on a  
satisfactory-unsatisfactory basis)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Description</th>
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<tr>
<td>Archery</td>
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<td>Tennis</td>
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</table>
HEALTH AND EXERCISE SCIENCE

18 Volleyball (0)

20 Swimming and Water Safety (0)

21 First Aid (0)
American Red Cross “Responding to Emergencies” includes Cardiopulmonary Resuscitation Emergencies. Legal liability is covered. ARC certification is available. Recommended for all teacher certification candidates.

22 Basic Lifeguarding (0)

23 Muscular Conditioning (0)

25 Water Safety Instructor (0)

26 Jazz (0)

27 Ballet (0)

28 Social Dance (0)

29 Techniques in Aerobic Dance Development and Instruction (0)

History

Professors: Benson, Shi, Spear, Strobel (Chair), Vecchio
Associate Professors: Barrington, Ching, Fehler, O’Neill
Assistant Professors: Davis, Kiely, Nair
Visiting Assistant Professors: Tollison, Vari
Instructor: Nakayama
Visiting Instructor: Keller

A major program in history must include at least eight courses numbered 21 or greater. A program includes:

- HST-21,
- two other courses in the history of the Western Hemisphere (United States and Latin America),
- two courses in European history,
- one course in Asian or African history,
- a seminar, and
- at least one additional course in the department.

All exceptions to major requirements must be approved by the department chair.

One of the three courses fulfilling the Western Hemisphere requirement must be a U.S. history course enrolled at Furman.

Majors wishing to pursue a career in teaching social studies must complete CS-16 and ED-11, 20, 21, 50, 53, EDEP-100 and 170 in addition to prescribed courses in the major. Further requirements for certification in social studies include HST-45, ECN-11, GGY-30, PS-11 and 12, PSY-21, SOC-11 and ANT-12. The requirements for certification (teaching internship) must be completed on a post-baccalaureate, graduate credit basis, with the student becoming eligible for certification at the end of fall term following graduation. Refer to the Education section of this catalog for specific requirements for admission to the Teacher Education Program and other pertinent information.

History (HST) Courses

11 History of the Modern Era (4)
Survey of key events, ideas, and institutions in the modern era, roughly the five-hundred year period since 1500. While identifying Europe and North America as focal points, the course recognizes the importance of interactions between “western” and “non-western” cultures.

Helps satisfy the general education requirement in humanities (history).

21 Issues in United States History (4)
Prerequisite: HST-11 or HUM-11
Survey of United States history, with particular attention to the study of major individuals, movements, institutions, and ideas. Also, beginning instruction on historiography, the appraisal of monographs and biographies, and the use of primary sources. Designed as an introduction to the major.

May satisfy the general education requirement in upper-level humanities.

22 History of Women in America (4)
Prerequisite: HST-11 or HUM-11
The history of women in America from the colonial period to the present. The focus is not on chronology, but on acquainting students with topics which disclose significant events, issues and problems in the changing experience of American women.

May satisfy the general education requirement in upper-level humanities.
23 Colonial and Revolutionary Latin America (4)
Prerequisite: HST-11 or HUM-11
Survey of the Spanish and Portuguese empires in the western hemisphere, from the first explorations and settlements until the achievement of independence in the 1820s. The course includes coverage of political and religious institutions and social issues such as race relations, witchcraft and piracy.
May satisfy the general education requirement in upper-level humanities.

24 United States Social and Intellectual History (4)
Prerequisite: HST-11 or HUM-11
Social conditions of various regions, occupations and classes with emphasis on antebellum reform movements, the intellectual problems introduced by technology and the role of minorities in society.
May satisfy the general education requirement in upper-level humanities.

25 Modern Latin America (4)
Prerequisite: HST-11 or HUM-11
Survey of Latin America since the early nineteenth century. Themes include, but are not limited to, the consolidation of nation states, nationalism, social revolution and military authoritarianism. Case studies will often be used to highlight broader, continental trends.
May satisfy the general education requirement in upper-level humanities.

26 Women in European History (4)
Prerequisite: HST-11 or HUM-11
Examination of the political, economic and social forces on women’s lives in European society. Starting with the dawn of civilization, the course covers the Greco-Roman world, Medieval Europe, the Early Modern period, and ends with modern industrial society.
May satisfy the general education requirement in upper-level humanities.

28 Topics in Central and Eastern European History, 1200 to the Present (4)
Prerequisite: HST-11 or HUM-11
Investigation of major events, movements and individuals that have shaped the history of the region which includes the former Holy Roman, German, Austro-Hungarian and Russian empires since the later Middle Ages. Specific topics and periods to be determined by the instructor in conjunction with the Central and Eastern European study tour.
May satisfy the general education requirement in upper-level humanities.

29 Travel Study in Latin American History (4)
Prerequisite: HST-11 or HUM-11
Investigation of key events, movements and individuals in one or more regions of Latin America. Specific topics and periods determined by the instructor in conjunction with the Latin American study abroad program.
May satisfy the general education requirement in upper-level humanities.

30 Ancient History (4)
Prerequisite: HST-11 or HUM-11
Survey of the ancient civilizations of Mesopotamia, Egypt, the Hebrews, Greece and Rome, as well as investigation of selected historiographical problems (such as the fall of Rome) and in-depth reading in a selected area.
May satisfy the general education requirement in upper-level humanities.

31 Medieval Europe, 476-1350 (4)
Prerequisite: HST-11 or HUM-11
Survey of Medieval civilizations, from the fall of Rome to the Black Death, reading in representative source materials, and intensive reading in a selected area.
May satisfy the general education requirement in upper-level humanities.

32 Renaissance and Reformation Europe, 1350-1559 (4)
Prerequisite: HST-11 or HUM-11
Examination of the age of transition from the Black Death to the beginning of the religious wars of the Reformation era, considering social, intellectual, political, cultural and religious developments. Key themes include the Italian Renaissance, voyages of exploration, printing press, Protestant and Catholic reformations.
May satisfy the general education requirement in upper-level humanities.

33 The Age of Absolutism, 1559-1715 (4)
Prerequisite: HST-11 or HUM-11
Investigation of the formative period of Early Modern Europe in the aftermath of the religious, political and social conflicts of the Reformation era. Key topics include French Absolutism, English Constitutionalism, the Dutch Golden Age, witch craze, Thirty Years’ War, colonialism, and the Scientific Revolution.
May satisfy the general education requirement in upper-level humanities.

34 Nineteenth Century Europe, 1799-1914 (4)
Prerequisite: HST-11 or HUM-11
Study of European civilization when it was the dynamic and dominant civilization of the world. The impact of industrialism, romanticism, nationalism, imperialism, liberalism and socialism examined as background for the present century.
May satisfy the general education requirement in upper-level humanities.

35 Twentieth Century Europe (4)
Prerequisite: HST-11 or HUM-11
Study of European civilization from 1914 to the present. Special emphasis on the origin and course of World War I,
the search for diplomatic stability, the regimes of Mussolini, Stalin and Hitler, World War II, the Cold War and the turmoil of the 1980s.

May satisfy the general education requirement in upper-level humanities.

36 Russian History (4)
Prerequisite: HST-11 or HUM-11
Russian political, social, and intellectual history in the nineteenth and twentieth centuries. Special topics include: growth of bureaucratic empire, development of revolutionary movements, the Communist Party of the Soviet Union and its personalities and the Russian novel as a vehicle for dissent.

May satisfy the general education requirement in upper-level humanities.

37 History of England (4)
Prerequisite: HST-11 or HUM-11
Survey of the development of the major ideas and institutions that have shaped British civilization. Starting with Roman Britain and continuing through the Tudor-Stuart monarchies, the course primarily covers English history, with some attention also given to the “Celtic fringe.”

May satisfy the general education requirement in upper-level humanities.

38 History of the German People (4)
Prerequisite: HST-11 or HUM-11
Investigation of the history of Germany, including Austria, from 1648 to the present. Emphasis on Austro-Prussian dualism, the failures of liberalism, the unification of Germany, the legacy of Bismarck, its disastrous twentieth century wars and the drive to reunification.

May satisfy the general education requirement in upper-level humanities.

39 History of Eastern Europe (4)
Prerequisite: HST-11 or HUM-11
Study of modern East European history with heavy emphasis on the events of this century. Eastern Europe is here defined as those countries located between Russian-speaking and German-speaking Europe.

May satisfy the general education requirement in upper-level humanities.

40 The United States to 1820 (4)
Prerequisite: HST-11 or HUM-11
Selected topics in the colonial, revolutionary and early national periods of the United States, including reading and discussion of historiographical problems and some attention to the development of the new social history.

May satisfy the general education requirement in upper-level humanities.

41 The United States, 1820-1890 (4)
Prerequisite: HST-11 or HUM-11
The development of nationalism after the War of 1812, new party alignment, Jacksonian democracy, the Civil War with its causes and ramifications and the process of Reconstruction.

May satisfy the general education requirement in upper-level humanities.

42 The United States, 1890-1941 (4)
Prerequisite: HST-11 or HUM-11
Examination, in some depth, of basic domestic problems and foreign policy in United States history of the period. Includes modernization, imperialism, entry and objectives in the World Wars, the complexities of the 1920s, the Great Depression and the New Deal.

May satisfy the general education requirement in upper-level humanities.

43 The United States since 1941 (4)
Prerequisite: HST-11 or HUM-11
Central focus on the evolving experience of the American people from 1941 to the present, and the conflicting social, racial, political, economic and international forces which have shaped that experience.

May satisfy the general education requirement in upper-level humanities.

44 Readings in American Intellectual History since 1865 (4)
Prerequisite: HST-11 or HUM-11
Examination of influences on American thinking since 1865: naturalism, Darwinism, pragmatism, relativism and existentialism. Usually organized around a topic such as the response to modernization or the impact of science.

May satisfy the general education requirement in upper-level humanities.

45 South Carolina (4)
Prerequisite: HST-11 or HUM-11
Study of the development of South Carolina as an American state and its unique contributions to the United States as well as the way in which it reflects development in the South and the nation as a whole.

May satisfy the general education requirement in upper-level humanities.

46 United States Foreign Relations (4)
Prerequisite: HST-11 or HUM-11
Treatment of the diplomatic history of the United States from colonial times to the present, with emphasis on the years since the American revolution. The approach is essentially chronological.

May satisfy the general education requirement in upper-level humanities.

47 The African American Experience (4)
Prerequisite: HST-11 or HUM-11
Emphasis on the African origins of black Americans, the slave experience, the impact of the Civil War and Reconstruction and the civil rights movement.

May satisfy the general education requirement in upper-level humanities.
48 The South (4)
Prerequisite: HST-11 or HUM-11
Investigation of the development of the South as a region and section, with particular emphasis on economic and social history and the question of the uniqueness of the South. Special study devoted to race relations.
Satisfies the general education requirement in upper-level humanities.

49 American Civil War Era (4)
Prerequisite: HST-11 or HUM-11
Examination of the Civil War as a political, cultural, economic and military phenomenon, with focus on the 1861-1865 period. Topics include causation historiography, major battles and their political context, the role of ordinary Americans in the conflict, slavery and emancipation, economic effects, Reconstruction, and the war’s enduring place in national memory.
Satisfies the general education requirement in upper-level humanities.

A50 South Asia (4)
Prerequisite: HST-11 or HUM-11
Selective emphasis on the cultural and historical values under girding South Asian civilization, the cultural interaction of Indians with progressive Western intrusion and British dominance, the rise of nationalism and the development of contemporary India, Pakistan, Bangladesh, Nepal and Sri Lanka.
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

A51 Ancient and Imperial Chinese History (4)
Prerequisite: HST-11 or HUM-11
Survey of the major periods of Chinese pre-modern history, with emphasis upon the interrelationship of political institutions, social and economic structures, religion, philosophy, literature and fine arts.
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

A52 History of Modern China (4)
Prerequisite: HST-11 or HUM-11
China in the modern world: investigation of socio-economic, political and cultural developments in China from the time of the Opium Wars in the mid-nineteenth century to the present.
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

A53 Travel Study in African History (4)
Prerequisite: HST-11 or HUM-11
Investigation of key events, movements and individuals in a particular region of Africa. Specific topics and periods to be determined by the instructor in conjunction with the African study abroad program.
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

A54 History of Africa (4)
Prerequisite: HST-11 or HUM-11
Survey of Africa from earliest times to the present. Themes include the peopling of the continent; evolution of its politics, cultures and trading systems; the African diaspora; European colonialism; and post-colonialism.
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

A55 Cultural History of Japan (4)
Prerequisite: HST-11 or HUM-11
Survey of the distinctive cultural ethos of each major period in Japanese premodern history considering artistic, literary, religious and institutional developments. Special attention to comparative study both among the Japanese eras and between the Japanese and the West.
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

A56 History of Modern Japan (4)
Prerequisite: HST-11 or HUM-11
Emphasis on Japan’s political, social and economic development since the mid-nineteenth century. Particular attention to basic Japanese values which enhance the drive for modernization in this society.
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

A57 History of the Modern Middle East (4)
Prerequisite: HST-11 or HUM-11
Examination of the major political and social developments in the Middle East in the nineteenth and twentieth centuries. Attention divided among the Arab, Persian and Turkish peoples and states.
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

A58 History of Japanese Religion and Its Practice (4)
Prerequisite: HST-11 or HUM-11
Study of the historical interaction of indigenous Shinto ideas with various types of Buddhism, as well as their confrontation with Christianity. Emphasis on the dynamics of the religious concepts and practices that have served the spiritual needs of the people of Japan from mythology to the present. Course concludes with attention to conflicts between religious theory and actual practice as expressed in contemporary folk religion.
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

60 French Revolution and Napoleon, 1789-1815 (4)
Prerequisite: HST-11 or HUM-11
Investigation of ideas, forces and actors in this epic revolutionary period and analysis of results and contributions of Napoleonic dominance in Europe.
May satisfy the general education requirement in upper-level humanities.
The Age of Enlightenment, 1714-1799 (4)
Prerequisite: HST-11 or HUM-11
Study of European civilization during the eighteenth century. Key topics include Enlightenment philosophies, modes of education, methods of intellectual exchange, imperial expansion, the emergence of consumer economies, and contemporary reforms of politics and society.
*May satisfy the general education requirement in upper-level humanities.*

Senior Seminar in History (4)
Prerequisite: HST-11 or HUM-11
Reading and discussion course for majors covering a specific topic of history. Emphasis on historiography; consideration of numerous interpretations.
*May satisfy the general education requirement in upper-level humanities.*

Independent Study in History (4)
Majors may elect an independent study project under the direction of their advisor. Projects vary with interests and background of the individual student.

Experiential Learning in Local History (4)
Use of experiential learning to examine local history. Through internships and project-oriented assignments, students apply their academic training in a professional setting or produce scholarly projects for a public audience. Students attend a weekly seminar focusing on local history and make a formal presentation of their work at the end of the term.

Special Topics in History (4)
Prerequisite: HST-11 or HUM-11

A95 Special Topics in History (4)
Prerequisite: HST-11 or HUM-11
*Satisfies the asian-african requirement.*

Interdisciplinary Studies

Interdisciplinary Studies (IDS) Courses

Biodiesel Production (0)
This course will provide students with a working knowledge of biodiesel production, including basic organic chemistry, safety considerations, logistics, and economics, through the weekly processing of high grade biodiesel from waste vegetable oil. The course will include weekly discussions concerning alternative fuels and environmental issues.

Brain and Mind (4)
Overview of the biological, psychological, computer science and philosophical approaches to the study of the brain and mind, followed by a discussion of specific inquiries that combine more than one of these approaches. Laboratories demonstrate examples of techniques used in each of these areas. Lab fee required.

Ideas in the Arts (4)
Investigation of certain ideas and how they manifest themselves in drama, visual arts and music.
*Satisfies the general education requirement in fine arts.*

Human Sexuality (4)

Pathophysiology (4)
Prerequisites: BIO-11 and HES-10
Study of human pathophysiology emphasizing dynamic aspects of disease, underlying mechanisms, and the role of pharmacotherapy, physical activity, and nutrition in disease prevention and management. Laboratory activities include clinical experiences at Greenville Memorial Hospital and patient simulation software as well as basic experiments and clinical assessments. Lab fee required.

England (8)
*May satisfy the general education requirement in upper-level humanities.*

Twentieth Century England (4)
*May satisfy the general education requirement in upper-level humanities.*

Environment and Society (4)
Interdisciplinary examination of the causes, potential solutions and ethical dilemmas associated with environmental problems on various spatial, temporal, political and social scales (individual to global). Lab fee required.

E-Merging: Learning Technologies (4)
Prerequisite: permission of instructor
Exploring, through culture and concepts, the implications of information and communications technologies for what it means to learn and to know. Students experiment with collaboration, networking, concept mapping, and self-organization in individual and group projects. Requirements include participation in electronic discussion forums, presentations, multimedia projects, journals, and essays.

Issues of Latin America (4)
Capstone course for the Latin American Studies concentration. Thematic focus varies depending on interest and expertise of the instructor. Past topics have included sustainable development, current politics, and the intersection of literature and history. Course is taught in English and is recommended for juniors and seniors.

Special Topics (4)

Humanities (HUM) Courses

Through the methods of historical, literary, philosophical and religious appreciation,
humanities courses examine dominant ideas in Western culture and their influence on social, political, economic, scientific, religious and psychological events and movements.

11 **The Roots of Western Civilization** (4)  
Freshman only.

12 **The Search for New Authorities** (4)  
Prerequisite: HUM-11  
Freshman only.

13 **Revolution, Progress and Anxiety** (4)  
Prerequisite: HUM-12  
Freshman only.  
*Satisfies the general education requirement in humanities.*

21 **Issues in the Humanities** (4)  
Prerequisite: completion of the general education requirement in humanities  
Topic and themes vary each year. All versions of the course address fundamental aspects of the humanities: the role of interpretation in culture; the media and genres in which language is expressed; the way in which the humanities shape and are shaped by other dimensions of culture. Topical course description is published at the beginning of the term in which it is taught.  
*May satisfy the general education requirement in upper-level humanities.*

95 **Special Topics** (4)

**Science (SCI) Courses**

16 **The Structure of the Universe** (4)  
The interdisciplinary examination of the structure of the universe from atoms to stars. Laboratory sessions explore the methods of each discipline. Lab fee required.

17 **The Changing Universe** (4)  
Prerequisite: SCI-16  
The interdisciplinary examination of the dynamic nature of the universe from atoms to stars. Laboratory sessions explore how each discipline studies dynamic systems. Lab fee required.  
*Satisfies the general education requirement in natural sciences.*

**Concentrations**

Interdisciplinary concentrations allow students to supplement their major by grouping elective courses to focus on a particular topic from the perspective of different academic disciplines. In general, a concentration consists of 16-24 semester hours of related course work selected from no fewer than three departments. At least 12 of the required hours shall be in courses beyond the introductory level.

A concentration may be enrolled in addition to a major. A student must only meet the requirements of the concentration of interest. In general, these courses may be enrolled at any time during a student’s program at Furman and in any order. Students may declare a concentration at any time. Furman currently offers six concentrations: Ancient Greek and Roman Studies, Black Cultures in the Americas, English for Speakers of Other Languages, Environmental Studies, Latin American Studies and Women’s and Gender Studies.

**Ancient Greek and Roman Studies**

To satisfy the requirements for the concentration in Ancient Greek and Roman Studies, students must complete at least five courses from the following list, two of which must be from Classics, Latin or Greek. Only one course may also satisfy a general education requirement.  
HUM-21 may count toward an Ancient Greek and Roman Studies concentration when the topic, which changes each year, is applicable. For course descriptions, see listings under individual departments. On occasion, special topics courses are offered that also satisfy the requirements for the concentration.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART-36</td>
<td>Arts of the Ancient World</td>
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<tr>
<td>CL-25</td>
<td>Introduction to Classics</td>
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<tr>
<td>CL-31</td>
<td>Mythology</td>
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<tr>
<td>CL-32</td>
<td>Greek Literature in Translation</td>
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<tr>
<td>CL-33</td>
<td>Latin Literature in Translation</td>
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<tr>
<td>CL-34</td>
<td>Introduction to Greek Archaeology</td>
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<tr>
<td>CL-35</td>
<td>Roman Archaeology</td>
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<tr>
<td>CL-40</td>
<td>Greek Civilization</td>
</tr>
<tr>
<td>CL-41</td>
<td>Roman Civilization</td>
</tr>
<tr>
<td>CL-50</td>
<td>Study Abroad in Classical Civilizations</td>
</tr>
<tr>
<td>COM-46</td>
<td>Communication Law</td>
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<tr>
<td>GRK-21</td>
<td>Intermediate Greek</td>
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<tr>
<td>GRK-22</td>
<td>New Testament Greek</td>
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<td>GRK-31</td>
<td>Koine and Hellenistic Greek</td>
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<td>GRK-32</td>
<td>Greek Epic</td>
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<td>GRK-33</td>
<td>Greek Drama</td>
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<td>GRK-34</td>
<td>Greek Prose</td>
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<tr>
<td>HST-30</td>
<td>Ancient History</td>
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</tbody>
</table>
Black Cultures in the Americas

To satisfy requirements for the Black Cultures in the Americas concentration, students must successfully complete four to six courses from at least three different departments, to include:

- BCA-75,
- HST-47 or ENG-77, and
- at least two more courses from the list below.

For course descriptions, see listings under individual departments. On occasion, special topics courses are offered that also satisfy the requirements for the concentration.

Black Cultures in the Americas (BCA) Courses

75  Black Cultures in the Americas: Critiques and Interpretations  (4)
Interdisciplinary seminar will explore both classical and contemporary issues in black cultures of the western hemisphere. The critical and interpretive perspectives employed and the topics studied will vary with the specialties of the teaching faculty.

English for Speakers of Other Languages

To satisfy the requirements for the concentration in English for Speakers of Other Languages, students must complete:

- ED-83, ENG-39, LNG-21, MLL-66, and
- two more courses from at least two of the four groups listed below.

For course descriptions, see listings under individual departments. On occasion, special topics courses are offered that also satisfy the requirements for the concentration.

Cultural Analysis:
A course selected in consultation with the concentration advisor that addresses the culture associated with a specific language. For example, if a student is interested in working in China then one of several courses addressing aspects of Chinese culture might be considered as appropriate under this rubric.

Analysis of English:
ENG-38 History of the English Language

Linguistic Analysis:
LNG-22 Linguistic Analysis

Analysis of Modern Languages:
FR-36 Introduction to French Linguistics
GER-36 Introduction to German Linguistics
SPN-36 Introduction to Spanish Linguistics

Environmental Studies

To satisfy the requirements for the concentration in Environmental Studies, students must complete:

- EES-21,
- IDS-55, and
- at least one course from each of the three groups listed below, two of which must be
above the introductory level and only one of which may contribute to the student's major.

For course descriptions, see listings under individual departments. On occasion, special topics courses are offered that also satisfy the requirements for the concentration.

Social Sciences:
- ECN-35 Population, Economy, and Society
- ECN-36 Economics of the Environment
- ECN-38 Public Finance
- ECN-A43 Economic Growth and Development
- PS-24 Public Policy and Administration
- PS-27 Interest Groups and Political Movements
- PS-A44 Politics of Africa
- SOC-35 Population, Economy, and Society
- SOC-45 Social Movements and Collective Behavior
- SOC-46 Population and Environment

Humanities:
- PHL-23 Ethics
- PHL-29 Environmental Ethics
- PHL-36 Philosophy of Science
- REL-56 Religion and Science
- REL-58 Religion and the Environment

Natural Sciences:
- BIO-A39 African Ecology
- BIO-40 General Ecology
- BIO-41 Plant Ecology
- BIO-42 Tropical Ecology
- BIO-43 Environmental Systems
- BIO-54 Natural Resource Management
- CHM-18 Chemistry for Non-Science Majors: An Environmental Perspective
- CHM-47 Environmental Chemistry
- EES-18 Introduction to Oceanography
- EES-24 Geographic Information Systems
- EES-26 Surficial Processes
- EES-43 Environmental Systems
- EES-45 Hydrogeology
- EES-48 Watershed Hydrology
- PHY-14 Energy—of Man, Creation and Calories

Latin American Studies

To satisfy the requirements for the concentration in Latin American Studies, students must complete:
- SPN-21,
- IDS-75, and
- at least three more courses from the list below, with at least two departments represented.

For course descriptions, see listings under individual departments. On occasion, special topics courses are offered that also satisfy the requirements for the concentration.

ANT-26 Peoples of Latin America
ART-A37 Arts of African and Pre-Columbian Societies
BIO-42 Tropical Ecology
BIO-53 Biology of the Andes/Galápagos
HST-23 Colonial and Revolutionary Latin America
HST-25 Modern Latin America
HST-29 Travel Study in Latin American History
PS-49 Politics of Latin America
SPN-22 Intermediate Spanish II
SPN-27 Latin American Civilization
SPN-37 Survey of Spanish-American Literature
SPN-39 Foreign Studies in Contemporary Spanish-American Culture
SPN-47 Spanish-American Narrative
SPN-53 Foreign Study in Spanish-American Literature
SPN-56 Latin American Women’s Literature
SPN-61 Readings in Spanish-American Literature

Women’s and Gender Studies

To satisfy the requirements for the concentration in Women’s and Gender Studies, students must complete at least four courses from the list below with at least three departments represented. WGS courses are considered as a separate department for this purpose.

For course descriptions, see listings under individual departments. On occasion, special topics courses are offered that also satisfy the requirements for the concentration.

ECN-33 Economics of Gender
ENG-76 Literature by Women
HST-22 History of Women in America
HST-26 Women in European History
PHL-46 Philosophy of Gender
PS-29 Women and Politics
REL-38 Women and Religion
SOC-31 Sociology of Contemporary Families
SOC-42 Sociology of Gender
SPN-56 Latin American Women’s Literature
Women's and Gender Studies (WGS) Courses

30  Issues in Women's and Gender Studies  (4)
An interdisciplinary course that focuses on both classical and contemporary issues in Women’s and Gender Studies. A survey of feminist theory and historical developments in the women’s movement, it provides a foundation for the understanding of contemporary women’s issues, including education, family, health, religion, economics and politics.

80  Directed Independent Study  (4)
Under the supervision of a Women’s and Gender Studies faculty member, a student may develop a proposal for extensive study on a topic of special interest. The proposal must be approved by the Women’s and Gender Studies oversight committee. Project culminates in a paper, presentation, performance or other appropriate activity.

95  Special Topics  (4)

Mathematics

Professors: Cook (Chair), Fray, Lewis, Poole, Rall, Shell, Sherard, Slaughter, Woodard
Associate Professors: Harris, Penniston
Assistant Professor: Hutson

Mathematics offers a major in mathematics and two interdisciplinary majors, computer science-mathematics (jointly with Computer Science), and mathematics-economics (jointly with Economics).

Mathematics Major

To graduate with a major in mathematics, a student must have at least a 2.00 grade point average for all mathematics courses enrolled (excluding MTH-15, 16, 30, 31, 32, 33 and 55). A major normally consists of 11 courses in mathematics beyond MTH-11 and must include:
- MTH-21 and 28,
- MTH-39 or 41,
- MTH-34 or 43, and
- at least seven more from the following: MTH-12, 13, 22, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 46, 47 or 80.

Students planning to major in mathematics are urged to complete courses through MTH-13 during their freshman year.

For students planning to do graduate work in mathematics, the department strongly recommends that in addition to the four required courses the major should include: MTH-22, 41, 42, 43 and 44.

Students planning to teach mathematics in secondary schools must complete a major in mathematics in order to be certified. In addition to the four required courses, the major must include MTH-22, 36, 37, 41, 43 and 47. These students must also successfully complete CS-11, ED-11, 20, 21, 50, EDEP-100, 170, and ED-55/MTH-55, in addition to the prescribed courses in the major. The requirements for certification (teaching internship) will be completed on a post-baccalaureate, graduate credit basis, with the student becoming eligible for certification at the end of fall term following graduation. Refer to the Education section of this catalog for specific requirements for admission to the Teacher Education Program and other pertinent information.

For students planning mathematics-related careers in government service, business or industry, the department strongly recommends that in addition to the four required courses the major should include MTH-22, 37, 39, 40, 47 and at least two courses from MTH-41, 42, or 43. The department also recommends at least one course from CS-25, 44, or 49.

Computer Science-Mathematics Major

To graduate with a major in computer science-mathematics, a student must have at least a 2.00 grade point average for all computer science courses (excluding CS-16) and mathematics courses enrolled (excluding MTH-15, 16, 30, 31, 32, 33 and 55).

Majors must successfully complete:
- CS-11, 12, 30, 44, and 49,
- CS-22 or MTH-28,
- MTH-11 or (10 and 11S),
- MTH-12, 13, 21, 22, and
• at least one of the following: MTH-28, 34, 37 or 40.

Mathematics-Economics Major

To graduate with a major in mathematics-economics, a student must have at least a 2.00 grade point average for all economics courses (excluding ECN-10) and mathematics courses enrolled (excluding MTH-15, 16, 30, 31, 32, 33 and 55).

Majors must successfully complete:

• ECN-11, 31, 45, 46, and 75,
• MTH-11 or (10 and 11S),
• MTH-12, 13, 21, 37, and 47,
• at least one of the following: MTH-22, 28, 34, 40 or 41, and
• one other elective course in economics numbered 32 or above.

Mathematics-Economics majors are also advised to enroll in CS-11 and 49.

Mathematics (MTH) Courses

10 Integrated Precalculus/Calculus I (4)
Introduction to the theory and methods of differential calculus. Topics include functions, graphs, limits, continuity and derivatives. Enrollment by readiness examination result only. May not be enrolled on a pass-fail basis.

11S Integrated Precalculus/Calculus II (4)
Prerequisite: MTH-10
Introduction to applications of the derivative and the theory and applications of the definite integral. Topics include trigonometric functions and their derivatives, applications of derivatives, antiderivatives, the definite integral and applications of the integral.
Satisfies the general education requirement in mathematics.

11 Analytic Geometry and Calculus I (4)
Prerequisite: Sufficiently high score on the calculus readiness exam.
The first course in the standard calculus sequence. Introduction to the theory, methods, and applications of differential calculus and an introduction to the definite integral. Topics include algebraic and trigonometric functions, limits and continuity, rules for differentiation, applications of the derivative, antiderivatives, and the definition and basic properties of the definite integral.
Satisfies the general education requirement in mathematics.

12 Analytic Geometry and Calculus II (4)
Prerequisite: MTH-11 or (10 and 11S)
The second course in the standard calculus sequence. Included are an introduction to the logarithmic and exponential functions, the applications of the definite integral, techniques of integration, indeterminate forms, improper integrals, numerical methods, and infinite series.

13 Vectors and Matrices (4)
Prerequisite: MTH-12
Introduction to the theory of vectors and matrices. Among the topics included are: vectors, vector operations, the geometry of Euclidean space, systems of equations, matrices, matrix operations, special transformations, eigenvalues, and applications of matrix theory.

15 Ideas in Mathematics (4)
Examination of the ideas, concepts and paradigms which have significantly influenced the growth of modern mathematical thought, with emphasis on an appreciation for the creative side of mathematics and the fundamental role it has played in the development of modern civilization. Topics are drawn from across the spectrum of mathematical thought and treated from a historical and cultural as well as mathematical perspective.
Satisfies the general education requirement in mathematics for the bachelor of arts degree only.

16 Finite Mathematics (4)
Mathematical topics selected from the following: logic, set theory, combinatorics, probability, statistics, matrix algebra, linear programming, Markov chains, graph theory, and mathematics of finance. A student cannot receive credit for this course after credit has been received for MTH-28 or any mathematics course numbered above MTH-33.
Satisfies the general education requirement in mathematics for the bachelor of arts degree only.

21 Vector Calculus (4)
Prerequisite: MTH-13
Introduction to multivariate and vector calculus. Topics include vector functions and the differential and integral calculus of functions of several variables including Green’s Theorem and Stokes’ Theorem.

22 Differential Equations (4)
Prerequisite: MTH-13
Introduction to the theory, methods, and applications of ordinary differential equations, including first- and higher-order differential equations, series solutions, systems, approximate methods, Laplace transforms, and phase plane analysis.

28 Introduction to Discrete Mathematics (4)
Prerequisite: MTH-12
Introduction to the main ideas and proof techniques of discrete mathematics. Among the topics covered are mathematical logic, relations, functions, partitions, recursion, induction, combinatorial principles,
inclusion/exclusion, enumeration, and introductory graph theory (trees, connectivity, planarity, colorings, etc.).

30 Introduction to Statistics (4)
Prerequisite: MTH-11, 11S, 15, or 16
Non-theoretical, precalculus course in elementary probability and statistics. Counting problems, probability, various distributions, random variables, estimation, hypothesis testing, regression and correlation, analysis of variance, and nonparametric methods. A student cannot receive credit for this course and ECN-25 or MTH-47.

31 Mathematics for Elementary School Teachers I (3)
Problem solving and deductive reasoning; sets and set properties; relations and functions; numeration systems; the systems of whole numbers and integers; computational algorithms; elementary number theory; and methodology appropriate for teaching these topics in grades K-8.

32 Mathematics for Elementary School Teachers II (3)
Prerequisite: MTH-31
Fractions, decimals, and percents; ratio and proportion; applications of percent; the systems of rational numbers and real numbers; simple probability; descriptive statistics; and methodology appropriate for teaching these topics in grades K-8.

33 Mathematics for Elementary School Teachers III (3)
Prerequisite: MTH-32
Introductory geometry, constructions, congruence, similarity, measurement (including the metric system), an introduction to Logo turtle graphics, and methodology appropriate for teaching these topics in grades K-8.

Satisfies the general education requirement in mathematics for students majoring in elementary education only.

34 Linear Algebra and Matrix Theory (4)
Prerequisites: MTH-13 and 28
Study of finite dimensional real vector spaces, linear transformations, determinants, inner product spaces, eigenvalues and eigenvectors.

35 Number Theory (4)
Prerequisite: MTH-28
Introduction to the arithmetic properties of the integers including divisibility, congruences, diophantine equations, primes and their distribution, quadratic forms and quadratic reciprocity. Additional topics will be chosen from continued fractions, cryptography, partitions, elliptic curves, modular forms and number fields.

36 Modern Geometry (4)
Prerequisite: MTH-28
Development of Euclidean and non-Euclidean geometries. Topics include axiom systems, models, congruence theorems, parallel postulates, and the philosophical and historical background to geometry.

37 Probability (4)
Prerequisite: MTH-21
Calculus-based course in probability, covering counting, discrete and continuous probability, random variables, important probability distributions, joint distributions, expectation, moment generating functions, and applications of probability.

38 Combinatorics and Graph Theory (4)
Prerequisite: MTH-28
A study of the primary methods and fundamental ideas of combinatorics and graph theory. Topics covered include generating functions, set partitions, recurrence relations, inclusion-exclusion, trees, graph connectivity, independence, and graph colorings. Additional topics will be chosen from Ramsey theory, set systems, planarity, directed graphs, matchings, and Hamiltonian and Eulerian graphs.

39 Complex Variables (4)
Prerequisites: MTH-21 and 22
Study of the complex plane and the calculus of functions of a complex variable. Topics to be considered include the algebra and geometry of complex numbers, limits and derivatives of functions of a complex variable, the Cauchy-Riemann equations, contour integrals, Taylor and Laurent series, and residues.

40 Mathematical Models and Applications (4)
Prerequisites: MTH-21 and 22
A selection of mathematical models using various continuous and discrete methods and having applications in business and the social and biological sciences. Included are ecological models, epidemic models, Richardson’s arms race model, and population growth models. Other topics discussed are linear programming, voting problems, and Markov chains.

41 Real Analysis (4)
Prerequisite: MTH-28
A theoretical introduction to some of the basic ideas of real analysis: real numbers and the topology of the real line, sequences and series of real numbers, limits of functions, continuity, uniform continuity, differentiation, the Riemann integral, and sequences and series of functions.

42 Topics in Analysis (4)
Prerequisite: MTH-41
An in-depth investigation of selected topics in analysis.

43 Modern Algebra (4)
Prerequisite: MTH-28
A theoretical introduction to some of the basic ideas of modern abstract algebra. Included is a study of groups, rings, domains, polynomial rings and fields as well as an investigation of their sub-structures and of the fundamental homomorphism theorems.
**44 Topics in Algebra** (4)
Prerequisite: MTH-43
An in-depth investigation of selected topics in abstract algebra.

**46 Topology** (4)
Prerequisite: MTH-28
Introduction to concepts in topology including the following: topological spaces, metric spaces, continuity, homeomorphisms, neighborhoods, closed sets and closure, basis and sub-basis for a topology, subspaces, product spaces, connectivity, compactness, and separation axioms.

**47 Mathematical Statistics** (4)
Prerequisite: MTH-37
Calculus based course in statistics covering sampling, estimation, hypothesis testing, chi-square tests, regression, correlation, analysis of variance, experimental design, and nonparametric statistics.

**55 Teaching Mathematics in Grades 7-12** (3)
Prerequisites: ED-21 and MTH-13 or 34.
Same as ED-55. Teacher candidates become reflective practitioners in the development and delivery of a well-designed, standards-based mathematics curriculum. Topics include mathematics curriculum in the secondary school, instructional strategies, performance assessment and resource evaluation focusing on technology. Students are expected to participate in field work in local mathematics classrooms. Should be enrolled winter term of the senior year concurrently with ED-50.

**80 Directed Independent Study** (2-4)
Study of an area of mathematics of interest to the student that is not part of one of the listed courses. The student must choose a faculty member to direct the study and, together with this faculty member, prepare a description of the material to be covered and submit it to the department chair for approval.

**Military Science**

Professor: Felkel (Chair)
Assistant Professors: Anderson, Peake, Price, Stewart
Instructors: Howard, Stanziola

The Reserve Officers’ Training Corps (ROTC) courses prepare young men and women to become leaders as commissioned officers in the U. S. Army, Army Reserve or Army National Guard.

Students seeking a commission must:
- complete the basic course sequence by the end of the sophomore year, consisting of: MS-10, 11, 12, 13, 20, 21, 22, and 23, or receive credit for the Leader’s Training Course (LTC), JROTC, or successful prior service with the U.S. Army,
- complete the advanced course sequence, consisting of: MS-30, 31, 32, 33, 40, 41, 42, and 43.
- complete the 32-day Leader Development and Assessment Course (LDAC) at Fort Lewis, Washington, between the junior and senior years,
- pass the Army Physical Fitness Test (APFT),
- pass both the basic commissioning swim test and the Combat Water Survival Swim Test (CWST),
- meet or exceed all university degree requirements.

Any student may take basic courses (MS-10, 11, 12, 13, 20, 21, 22, or 23) without incurring a military obligation. Courses numbered 30 and greater are open to contracted ROTC cadets only.

**Military Science (MS) Courses**

**10 American Military History (First Year Basic ROTC)** (4)
The birth and evolution of American military forces from the Colonial fight for survival to the conclusion of the Second World War. Emphasis on the principles of war, development of weapons and technology, and the relationship between the American military and the nation. Focus on the Army, although other military branches are covered as well. Freshman and sophomores only. Lab fee required.

**11 First Year Basic Leadership Lab, Part I** (0)
Principles of leadership, military customs and courtesies, military uniform regulations, inspections, drill and ceremony, and map reading. Physical training M, W, F. One weekend exercise.

**12 First Year Basic Leadership Lab, Part II** (0)
Fundamentals of small unit maneuver and operations. Individual movement techniques and small unit patrolling. Further instruction in leadership skills. Physical training M, W, F. One weekend exercise.
13 First Year Basic Leadership Lab, Part III (0)
Practical exercises in small unit leadership, small unit patrolling and map reading. Physical training M, W, F. One weekend exercise.

20 National Security and the Concept of Force (Second Year Basic ROTC) (4)
The role of the U.S. military as an instrument of foreign policy from 1945 to the present, with emphasis on armed conflict and other issues dealing with the U.S. role as world leader in the post-war era. Includes leadership case studies in the context of modern warfare. Freshman and sophomores only. Lab fee required.

21 Second Year Basic Leadership Lab, Part I (0)
Prerequisite: MS-13
Advanced leadership training focused on oral and written communications, preparation of field orders, tactics, techniques and procedures, and operation of military equipment and weaponry. Physical training M, W, F. One weekend exercise.

22 Second Year Basic Leadership Lab, Part II (0)
Prerequisite: MS-21
Advanced leadership training in leading small unit missions. Includes preparations of field orders, task organizing and terrain analysis. Physical training M, W, F. One weekend exercise.

23 Second Year Basic Leadership Lab, Part III (0)
Prerequisite: MS-22
Learn/apply ethics-based leadership skills toward team building. Develop skills in oral presentations, planning and problem solving. Physical training M, W, F. One weekend exercise.

30 Small Unit Leadership (4)
Prerequisite: credit for the basic course sequence
Advanced study in preparation of field orders, problem solving, ethical decision-making and oral communications. Fundamentals of counseling subordinates and risk management.

31 First Year Advanced Leadership Lab, Part I (0)
Prerequisite: credit for the basic course sequence
Practical application of leading small units. Plan and lead small units by preparing field orders and conducting military operations. Monday lab. Physical training M, W, F. One weekend exercise.

32 First Year Advanced leadership Lab, Part II (0)
Practical application of leading small units. Plan and lead small units by preparing field orders and conducting military operations. Two two-hour labs weekly. Physical training M, W, F.

33 First Year Advanced Leadership Lab, Part III (0)

40 Transition to Lieutenant (4)
Prerequisite: MS-30
Concentrated studies in the organization of the U.S. Army, the military justice system and personnel policies. Practical application of operating as a staff and conducting personal evaluations on subordinates.

41 Second Year Advanced Leadership Lab, Part I (0)
Prerequisite: MS-31
Practical application in planning, developing, and managing training plans. Applying the military decision-making process and conducting after-action reviews. One weekend exercise. Monday lab. Physical training M, W, F.

42 Second Year Advanced Leadership Lab, Part II (0)
Prerequisite: MS-41
Practical application in planning, developing and managing training plans. Applying the military decision-making process and conducting after-action reviews. Two two-hour labs weekly. Physical training M, W, F.

43 Second Year Advanced Leadership Lab, Part III (0)
Prerequisite: MS-41
Final preparations for commissioning in the U.S. Army. Exercise command and staff functions. Plan and execute training plans. Two two-hour labs weekly. Two weekend exercises. Physical training M, W, F.

Modern Languages and Literatures

Professors: Allen, Bartlett, Bost (Chair), Cherry, Chew, Cox, Maiden, Parsell, Patton, Pecoy, Prince, Whisnant, Xu, Yagi
Associate Professors: Buckley, Friis, Keams, Manyé, Massei, Morgan
Assistant Professors: Cass, Lozano-Alonso
Visiting Assistant Professors: Kuoshu, Rippon
Visiting Instructor: Coates
Lecturers: Cruz, Grant, Strickland
Adjuncts: Culberson, Mills, Tokunaga

Placement Information

All incoming students who have studied a foreign language previously should take the appropriate placement test during orientation even if they do not anticipate continuing the study of that language. Students who plan to continue a language previously studied must take the
appropriate placement test to determine at what level they will continue in the language at Furman. They receive credit beginning with the course into which they are placed. Students may opt to begin a new language.

French Major

A major normally consists of at least eight courses in French beyond 21 and usually includes:
- FRN-25, 31, 32, 33, and
- at least four literature courses numbered 30 or greater in French.

German Major

A major normally consists of at least eight courses in German beyond 21 and usually includes:
- GER-25, 26, 31, 32, and
- at least four literature courses numbered 30 or greater in German.

Spanish Major

A major normally consists of at least eight courses in Spanish beyond 21 and usually includes:
- SPN-25 and 31,
- SPN-26 or 27,
- SPN-32 or 37, and
- at least four literature courses numbered 30 or greater in Spanish.

All majors in the department must enroll in at least one course in their major language during both their junior and senior years. All majors are strongly encouraged to participate in a study abroad program before their senior year as well.

Majors wishing to be certified to teach French, German or Spanish must successfully complete CS-16, LNG-21, either FR-36, GER-36 or SPN-36, MLL-65, a study abroad experience, and ED-11, 20, 21, 50, EDEP-100 and EDEP-170 in addition to other prescribed courses in the major. The requirements for certification (teaching internship) will be completed on a post-baccalaureate, graduate credit basis, with the student becoming eligible for certification at the end of fall term following graduation.

Refer to the Education section of this catalog for specific requirements for admission to the Teacher Education Program and other pertinent information. MLL-66 is a further option for students wishing to teach English to non-native speakers.

The French, German and Spanish courses designated 39, 49, 50, 53 and 54 are offered periodically in Versailles, Bonn, Madrid, Chile, and Mexico through study abroad programs.

There is also an ongoing program in Japan and a fall term program in China.

Language houses in Chinese, French, German, Japanese and Spanish are located in the North Village residential complex. In addition to the residential apartments, there is a common area devoted to the programmatic and informal activities of the language houses. This suite is equipped for meals, seminars, cable television, computers for student use, and has a direct link to the multimedia resources of the Language Center. Students can apply to live in the houses for their sophomore, junior or senior years. Students living in the houses are expected to make a one-year commitment to the program and to speak the target language in the house. To facilitate that effort, a native-speaking resident in each language lives in the house and helps to coordinate program activities. All students participating in the program must enroll each term in MLL-28, a year-long course in conjunction with the language house.

Arabic (ABR) Course

10 Beginning Arabic (4)
Introduction to the sound system and grammatical structure necessary to develop listening, speaking, reading and writing skills in Arabic. Laboratory required.

Chinese (CHN) Courses

11 Elementary Chinese I (4)
Introduction to the sound system and grammatical structures necessary to develop listening and speaking skills in
Mandarin Chinese. Initial reading and writing exercises with basic Chinese characters. An appreciation of Chinese culture underlies the orientation of the course.

12 Elementary Chinese II (4)
Prerequisite: CHN-11
Continuation of development of skills begun in CHN-11, with increased emphasis on vocabulary expansion, idiomatic expression, and cultural differences. Structured introduction to the basics of reading and writing Chinese characters.

21 Intermediate Chinese I (4)
Prerequisite: CHN-12
Continuation of development of proficiency in listening and speaking, while expanding reading and writing skills, using materials of a literary or cultural nature. Review of grammar included.
Satisfies the general education requirement in foreign language.

22 Intermediate Chinese II (4)
Prerequisite: CHN-21
A sequence to CHN-21, with emphasis on communication skills, expansion of vocabulary and idiomatic expression. Cultural activities and outside readings required.
Satisfies the general education requirement in foreign language and may satisfy the general education requirement in upper-level humanities.

23 Intermediate Chinese III (4)
Prerequisite: CHN-22
A continuation of CHN-22, still emphasizing oral skills and idiomatic usage. Students will be required to speak extensively in class. Supplementary materials will be added to the text.
Satisfies the general education requirement in foreign language.

24 Intermediate Chinese IV (4)
Prerequisite: CHN-23
A continuation of CHN23 emphasizing oral communication skills and idiomatic language usage. Additional materials will be used to further develop the student's ability to speak, understand, read and write Chinese.
Satisfies the general education requirement in foreign language.

80 Directed Independent Study (4)

95 Special Topics in Chinese (4)

French (FR) Courses

11 Elementary French I (4)
Introduction to the sound system and grammatical structure necessary to develop listening, speaking, reading, and writing skills in French. An appreciation of French-speaking culture underlies the orientation of the course.

12 Elementary French II (4)
Prerequisite: FR-11
Continuation of the development of the skills begun in FR-11, with increased emphasis on vocabulary expansion, idiomatic expression, and cultural differences.

15 Intensive Elementary French (4)
Prerequisite: placement
Designed to prepare students with some background in French (as determined by placement tests) for FR-21. A one-semester equivalent of FR-11 and 12.

21 Intermediate French I (4)
Prerequisite: FR-12 or 15
Continuation of the development of proficiency in listening and speaking, while expanding the reading and writing skills, using materials of a literary or cultural nature. Grammar review included.
Satisfies the general education requirement in foreign language.

22 Intermediate French II (4)
Prerequisite: FR-21
Builds upon the proficiency developed through FR-21. Reading of short works of fiction and nonfiction with discussion and written assignments in French on cultural and literary topics.
Satisfies the general education requirement in foreign language and may satisfy the general education requirement in upper-level humanities.

25 Composition and Conversation (4)
Prerequisite: FR-21
Emphasis on idiomatic expression through guided oral and written practice. Review of basic phonology, grammar and syntax included.
Satisfies the general education requirement in foreign language.

26 French Civilization (4)
Prerequisite: FR-21
Survey of the culture and civilization of France and, to a lesser extent, other parts of the French-speaking world. Areas of study include history, geography, politics, the arts, and daily life.
Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

27 Contemporary French Culture (4)
Prerequisite: FR-21
Overview of contemporary France through a thematic approach to such topics as geography, demography, lifestyles and cultural patterns. Examination of the influence of France and Francophone nations within the global community. Incorporates computer technology, including newsgroups, discussion lists and Internet resources.
Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.
31 French Literature and Civilization I: Middle Ages and Renaissance (4)  
Prerequisite: a course numbered 22 or greater in French  
An interdisciplinary introduction to French civilization, literature and fine arts from their beginnings to 1600. Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.

32 French Literature and Civilization II: Classicism and Enlightenment (4)  
Prerequisite: a course numbered 22 or greater in French  
An interdisciplinary introduction to French civilization, literature and fine arts from 1600 to 1800. Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.

33 French and Francophone Literature and Civilization III: 19th and 20th Centuries (4)  
Prerequisite: a course numbered 22 or greater in French  
An interdisciplinary introduction to French civilization, literature and fine arts of the 19th and 20th centuries, including authors of the Francophone world. Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.

36 Introduction to French Linguistics (4)  
Prerequisites: two courses numbered 22 or greater in French  
Survey of modern descriptive linguistic principles, study of the historical development of French from its earliest stages to the present, and analysis of the phonology, morphology, syntax, and semantics of modern standard French. May satisfy the general education requirement in upper-level humanities.

40 Advanced French Oral and Written Expression (4)  
Prerequisites: FR-25 or 49 and one other course numbered 30 or greater in French.  
This course is designed for advanced students to perfect their spoken and written French. Emphasis is on sustained expository, persuasive and rhetorical communication; on advanced grammar usage and syntax; and on precision in the production of phonemes and intonational patterns. May satisfy the general education requirement in upper-level humanities.

A42 French Black Novelists (4)  
Prerequisites: two courses numbered 22 or greater in French  
Study of the major francophone authors of Africa and the Caribbean. Emphasis on the importance of tradition, society and culture in the prose fiction of black writers. Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

45 French Literature in the Age of Louis XIV (4)  
Prerequisites: two courses numbered 22 or greater in French  
Study of selected works of the principal literary figures of the seventeenth century in France. Emphasis on classical drama; also includes short prose works and poetry. May satisfy the general education requirement in upper-level humanities.

46 French Literature of the Enlightenment (4)  
Prerequisites: two courses numbered 22 or greater in French  
Introduction to the literature of the eighteenth century (1715-89), including essay, theater and prose fiction. Works by authors such as Voltaire, Diderot, Rousseau, Montesquieu, Beaumarchais and Laclos. May satisfy the general education requirement in upper-level humanities.

47 Twentieth Century Drama and Poetry (4)  
Prerequisite: two courses numbered 22 or greater in French  
Survey of the major developments, both theoretical and practical, in French drama and poetry since 1913. Readings include plays by such representative dramatists as Giraudoux, Salacrou, Sartre, Ionesco and Beckett. Among poets considered are Valery, Apollinaire, St. John Perse, and the early Surrealists. May satisfy the general education requirement in upper-level humanities.

49 Foreign Study in French Language (4)  
Part of the study abroad curriculum in France. For students who have credit in Intermediate French or demonstrate proficiency beyond that required for entry into Intermediate French. Emphasis on idiomatic expression in speech and writing.

50 Foreign Study in French Civilization (4)  
Part of the study abroad curriculum in France. For students who have credit in Intermediate French or demonstrate proficiency beyond that required for entry into Intermediate French. Emphasis on idiomatic expression in speech and writing. May satisfy the general education requirement in upper-level humanities.

51 French Romanticism (4)  
Prerequisite: two courses numbered 22 or greater in French  
Study of selected works of the principal literary figures of the first half of the nineteenth century in France. Poetry, prose fiction, and drama included. May satisfy the general education requirement in upper-level humanities.

52 French Naturalism (4)  
Prerequisites: two courses numbered 22 or greater in French  
Study of selected works of the principal literary figures of the second half of the nineteenth century in France. Poetry, prose fiction, and drama included. May satisfy the general education requirement in upper-level humanities.

53 Twentieth Century French Novel (4)  
Prerequisites: two courses numbered 21 or greater in French  
Study of the major works and authors of twentieth century
prose fiction in France.  
*May satisfy the general education requirement in upper-level humanities.*

**54 Foreign Study in Twentieth Century French Drama (4)**
Part of the study abroad curriculum in France. Survey of twentieth century French drama, both as literature and spectacle, including selected works of Montherlant, Claudel, Anouilh, Giraudoux, Sartre, and Camus.  
*May satisfy the general education requirement in upper-level humanities.*

**60 Studies in French and Francophone Literature (4)**
Prerequisites: two courses numbered 30 or greater in French  
In-depth focus on a period, movement, author, genre, or theme. Possible topics might include the French lyric tradition, exoticism, narratives of childhood, etc. May be repeated for credit with permission of the instructor.  
*May satisfy the general education requirement in upper-level humanities.*

**75 Senior Seminar in French (4)**
Prerequisites: two courses numbered 30 or greater in French  
The opportunity to address a topic, period, author, or genre in depth. The student is provided a chance to synthesize the experience of previous course work in a research project.  
*May satisfy the general education requirement in upper-level humanities.*

**80 Directed Independent Study (4)**
Prerequisite: two courses numbered 21 or greater in French

**95 Special Topics in French (4)**
Prerequisite: two courses numbered 21 or greater in French  
The opportunity to address a topic not normally covered in the standard curriculum.

**German (GER) Courses**

**11 Elementary German I (4)**
Introduction to the sound system and grammatical structure necessary to develop listening, speaking, reading, and writing skills in German. An appreciation of German-speaking culture underlies the orientation of the course.

**12 Elementary German II (4)**
Prerequisite: GER-11  
Continuation of the development of the skills begun in GER-11, with increased emphasis on vocabulary expansion, idiomatic expression, and cultural differences.

**15 Intensive Elementary German (4)**
Prerequisite: placement  
Designed for students who have already completed Elementary German on the secondary level, but do not place into GER-21. A four skills intensive review of the fundamental features of modern German. An appreciation of German-speaking culture and civilization underlies the orientation of the course.

**21 Intermediate German I (4)**
Prerequisite: GER-12 or 15  
Continuation of the development of proficiency in listening and speaking, while expanding the reading and writing skills using materials of a literary or cultural nature. Grammar review included.  
*Satisfies the general education requirement in foreign language.*

**22 Intermediate German II (4)**
Prerequisite: GER-21  
Builds upon and further enhances the basics developed through GER-21. By reading numerous short works of fiction and nonfiction and through discussions and short written assignments in German, students expand the critical listening, speaking, reading, writing, vocabulary and cultural skills necessary for further study.  
*Satisfies the general education requirement in foreign language and may satisfy the general education requirement in upper-level humanities.*

**23 Specialized Readings in German (4)**
Prerequisite: GER-21  
Introduction to the technical language of various fields in the natural sciences, social sciences, or the humanities. Offerings have included biology, business, chemistry, philosophy, and psychology.  
*Satisfies the general education requirement in foreign language.*

**25 Composition and Conversation (4)**
Prerequisite: GER-21  
Emphasis on idiomatic expression through guided oral and written practice. Review of basic phonology, grammar and syntax included.  
*Satisfies the general education requirement in foreign language.*

**26 German Civilization (4)**
Prerequisite: GER-21  
Advanced intermediate-level introduction to the culture and civilization of the major German-speaking areas of Europe. The goal is an understanding and appreciation of the contemporary civilization and its historical development.  
*Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.*

**31 German Literature until 1750 (4)**
Prerequisites: two courses numbered 21 or greater in German  
Survey of the development of Germanic literature from its earliest examples up to the Enlightenment. Primary emphasis on German literature with the reading of
Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.

32 German Literature from 1750 to the Present (4)
Prerequisites: two courses numbered 21 or greater in German
Survey that provides an initial exposure to the development of German literature from the Enlightenment to the present. Students read representative texts by major authors of the various literary periods and movements. Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.

34 German Poetry (4)
Prerequisites: two courses numbered 21 or greater in German
Poetry by authors from all periods and movements of German literature. The goal is a basic understanding of the development of German poetry and a sensitivity to and appreciation of the poem as an artistic expression. May satisfy the general education requirement in upper-level humanities.

36 Introduction to German Linguistics (4)
Prerequisites: two courses numbered 22 or greater in German
Comprehensive study of the historical development of German in a cultural and linguistic context from its earliest stages to the present and analysis of the phonology, morphology, syntax, and semantics of modern standard German. May satisfy the general education requirement in upper-level humanities.

40 Advanced German Oral and Written Expression (4)
Prerequisites: GER-25 and one course numbered 30 or greater in German
This course is designed for advanced students to perfect their spoken and written German. Emphasis is on expository, persuasive and rhetorical communication; on advanced grammar usage and syntax; and on precision in the production of phonemes and intonational patterns.

41 The German Novelle (4)
Prerequisites: two courses numbered 21 or greater in German
Focus on the evolution of the novelle as a literary form in the nineteenth and twentieth centuries. Students read selected authors whose works represent the best examples of this genre. May satisfy the general education requirement in upper-level humanities.

42 The Age of Goethe (4)
Prerequisites: two courses numbered 21 or greater in German
Introduction to the literature and culture of the classical period in German literary history from 1750 to 1832. Students learn to appreciate the development of the great classical writers during this in-depth study of the major works produced in this period. May satisfy the general education requirement in upper-level humanities.

49 Foreign Study in German Language (4)
Part of the study abroad curriculum in Bonn. Students study German on their level of proficiency with native instructors.

50 Foreign Study in German Culture (4)
Part of the study abroad curriculum in Bonn. Students learn to understand and appreciate various forms of art and architecture. Special emphasis on the art and architecture of the German-speaking world. May satisfy the general education requirement in upper-level humanities.

51 German Romanticism (4)
Prerequisites: two courses numbered 21 or greater in German
Detailed study of the principal literary figures and works of literature during the early nineteenth century in Germany. Focus on the origins of various characteristics of Romanticism and the ramifications of this movement in other fields and in later periods of German literature. May satisfy the general education requirement in upper-level humanities.

54 Foreign Study in German Literature (4)
Part of the study abroad curriculum in Bonn. The genre chosen is usually drama. Students read and discuss various dramas as works of literature. Major emphasis on the production and staging of these dramas. The class attends performances of the dramas read. May satisfy the general education requirement in upper-level humanities.

55 German Theater (4)
Prerequisites: two courses numbered 21 or greater in German
Introduction to the major dramatists of the nineteenth and twentieth centuries and to drama as a literary form and a sociological, philosophical, and cultural reflection of the times. In addition to reading representative texts, the evolution of dramatic theory and techniques is discussed. May satisfy the general education requirement in upper-level humanities.

56 Readings in German Literature (4)
Prerequisites: two courses numbered 21 or greater in German
In-depth focus on a period, movement, author, or genre. Offerings in the past have been post-1945 German literature
and the literature and culture of the Weimar Republic. May be repeated once with change of topic.  
*May satisfy the general education requirement in upper-level humanities.*

**75 Senior Seminar in German (4)**  
Prerequisites: two courses numbered 30 or greater in German  
The opportunity to address a topic, period, author, or genre in depth. The student is provided a chance to synthesize the experience of previous course work in a research project.  
*May satisfy the general education requirement in upper-level humanities.*

**80 Directed Independent Study (4)**  
Prerequisites: two courses numbered 21 or greater in German

**95 Special Topics in German (4)**  
Prerequisites: two courses numbered 21 or greater in German  
The opportunity to address a topic not normally covered in the standard curriculum.

**Italian (ITL) Course**

**10 Beginning Italian (4)**  
Introduction to the sound system and grammatical structure necessary to develop listening, speaking, reading, and writing skills in Italian. An appreciation of Italian culture underlies the orientation of the course.

**Japanese (JPN) Courses**

**11 Elementary Japanese I (4)**  
Introduction to the sound system and grammatical structures necessary to develop listening and speaking skills in Japanese. Initial reading and writing exercises with some of the basic Japanese characters. An appreciation of Japanese culture underlies the orientation of the course.

**12 Elementary Japanese II (4)**  
Prerequisite: JPN-11  
Continuation of development of skills begun in JPN-11, with increased emphasis on vocabulary expansion, idiomatic expression, and cultural differences. Increased attention to acquisition of skills in reading and writing Japanese characters.

**21 Intermediate Japanese I (4)**  
Prerequisite: JPN-12  
Continuation of development of proficiency in listening and speaking, while expanding reading and writing skills, using materials of a literary or cultural nature. Review of grammar included.  
*Satisfies the general education requirement in foreign language.*

**22 Intermediate Japanese II (4)**  
Prerequisite: JPN-21  
Builds upon and enhances the proficiency developed through JPN-21 by reading short works of fiction and nonfiction and through discussion and writing practice.  
*Satisfies the general education requirement in foreign language and may satisfy the general education requirement in upper-level humanities.*

**23 Intermediate Japanese III (4)**  
Prerequisite: JPN-22  
This will be a continuation of JPN-22, still emphasizing oral skills and idiomatic usage. Students will be required to speak extensively in class. Supplementary readings will be added to the text.  
*Satisfies the general education requirement in foreign language.*

**24 Intermediate Japanese IV (4)**  
Prerequisite: JPN-23  
A continuation of JPN-23, emphasizing upper-intermediate level reading, writing, and oral communication skills and idiomatic usage. Supplementary readings will be added to the text.  
*Satisfies the general education requirement in foreign language.*

**25 Conversation (4)**  
Prerequisite: JPN-24  
This course will build on the foundation established in JPN-24 by emphasizing advanced-intermediate level oral communication skills and idiomatic usage. Supplementary materials will be added to the text.  
*Satisfies the general education requirement in foreign language.*

**Linguistics (LNG) Courses**

**21 General Linguistics (4)**  
Introduction to the nature, structure, and functions of human language. Topics include design features of language; phonology, morphology, and syntax; semantics; and language variability.

**22 Linguistic Analysis (4)**  
Prerequisites: LNG-21  
Builds upon the principles presented in General Linguistics and applies them in the analysis of further topics such as writing systems, language comparison and change, language acquisition and learning, and artificial and non-human communication systems.
51 Introduction to Romance Linguistics (4)
Prerequisites: at least two courses numbered 22 or greater in
French or Spanish
An introduction to descriptive, historical, and applied
linguistics with reference to the romance languages,
specifically French and Spanish.

80 Directed Independent Study (4)

95 Special Topics in Linguistics (4)

Modern Languages and Literatures (MLL)
Courses

12 Reading Literature in Translation (4)
All sections focus on reading and analyzing literature in
translation. Students are introduced to such concepts as
point of view, plot, character, imagery, symbolism, rhyme
scheme and dialogue, and to various interpretive
approaches. Written assignments provide practice in
clarifying the understanding of literature. Topics are
published prior to each term.
Satisfies the general education requirement in humanities
(literature).

28 Language House – Contemporary Issues (4)
Prerequisite: at least one course numbered 21 or greater in
the language of focus.
Using primarily media such as newspapers, magazines
(accessible through the Internet), film, and TV, students
living in the language houses meet regularly to discuss
current topics of concern to the societies under study. They
keep a journal throughout the year and present a project at
the conclusion of the course in oral and written form. The
target language is used for all discussions and written work.
The course is ordinarily enrolled as a zero credit hour
erperience during the fall and winter terms and graded on a
satisfactory-unsatisfactory basis. Course is typically
enrolled as a four credit hour experience during the spring
term and students earn a traditional letter grade. Students
must be assigned to live in the language houses.

A32 Chinese Film (4)
This course engages students in cultural, intellectual, artistic
and social issues that lead to an informed understanding of
Chinese cinema, film analysis, and China. Selected films are
organized under the topics of gender, ethnicity, melodrama,
and urbanism. Two outstanding directors, Chen Kaige &
Zhang Yimou, are examined in conclusion.
Satisfies the asian-african requirement and may satisfy the
general education requirement in upper-level humanities.

A33 Survey of Chinese Culture (4)
The course is survey of such aspects of Chinese culture as
Confucianism, Taoism, Souls and Ghosts, Buddhism, the
Monkey King legend, Chinese modernity, and Communist
totalitarianism. It familiarizes students with these topics
through the study of a broad array of cultural, philosophical,
historical, literary and theatrical texts.
Satisfies the asian-african requirement and may satisfy the
general education requirement in upper-level humanities.

A34 Survey of Chinese Literature (4)
The development of literature in China from its beginnings
to the modern period. Through study of representative
works in English translation, the course offers an overview
of Chinese literature and examines the role of culture and
society in this Asian literature.
Satisfies the asian-african requirement and helps satisfy the
general education requirement in humanities (literature) or
may satisfy the general education requirement in upper-
level humanities.

A35 Classic Chinese Fiction (4)
The classic Chinese novel and short story in English
translation. Students read and analyze important works of all
major dynasties from ancient times through the nineteenth
century and discuss the role of culture and society in
Chinese literature.
Satisfies the asian-african requirement and may satisfy the
general education requirement in upper-level humanities.

A36 Twentieth Century Chinese Literature (4)
The development of modern Chinese literature in all genres.
Through the study of the most representative works in
English translation this course considers the relationship
between literature and society in twentieth century China.
Satisfies the asian-african requirement and may satisfy the
general education requirement in upper-level humanities.

A37 Modern Japanese Literature (4)
Survey of the development of modern Japanese literature
from 1858, when Japan opened its doors to the west.
Students read representative texts in English translation by
major writers in various genres.
Satisfies the asian-african requirement and helps satisfy the
general education requirement in humanities (literature) or
may satisfy the general education requirement in upper-
level humanities.

A38 African Literature (4)
Introduction to some of Africa’s internationally acclaimed
writers. Focus on the literary evocation of African culture
and society. The difficulties of understanding ethnic
thought, values and mores are considered in light of the
development of Africa’s distinctive literary tradition.
Satisfies the asian-african requirement and helps satisfy the
general education requirement in humanities (literature) or
may satisfy the general education requirement in upper-
level humanities.

A39 Classical Japanese Literature (4)
Survey of the development of classical Japanese literature
from the seventh century to 1858, when Japan opened its
doors to the West, to the present. Students read
representative texts in English translation in various genres from various periods. Satisfies the asian-african requirement and helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.

A50 Foreign Studies in Chinese Culture (4) Study of the Chinese people, society, culture and civilization. Offered abroad. Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

65 Teaching Foreign Languages K-12: Methods (3) Prerequisites: ED-11 and admission to the Teacher Education Program. Introduction to a variety of language-learning theories, with opportunities to develop materials and practice techniques appropriate to teaching foreign languages on any level. Field observations required. Emphasis on the teaching of the four skills, testing, culture, technology, and the development of foreign language proficiency.

66 Teaching English to Speakers of Other Languages: Methods (4) Prerequisite: ENG-39, FR-36, GER-36, LNG-21, LNG-51, or SPN-36 Development of linguistic, cultural, and pedagogical competence in teaching English as a second or foreign language.

80 Independent Study (4)

95 Special Topics (4) The opportunity to address a topic not normally covered in the standard curriculum.

A95 Special Topics (4) Satisfies the asian-african requirement.

Spanish (SPN) Courses

11 Elementary Spanish I (4) Introduction to the sound system and grammatical structure necessary to develop listening, speaking, reading, and writing skills in Spanish. An appreciation of Spanish-speaking culture underlies the orientation of the course.

12 Elementary Spanish II (4) Prerequisite: SPN-11 Continuation of the development of skills begun in SPN-11. Increased emphasis on vocabulary expansion, idiomatic expression, and cultural differences.

15 Intensive Elementary Spanish (4) Prerequisite: placement Designed to prepare students with some background in Spanish (as determined by placement tests) for SPN-21. A one-term equivalent of SPN-11 and 12, which provides intensive review of the fundamental grammatical features of modern Spanish through practice in the four language skills.

21 Intermediate Spanish I (4) Prerequisite: SPN-12 or 15 Continuation of development of proficiency in listening and speaking, while expanding the reading and writing skills, using materials of a literary or cultural nature. Grammar review included. Satisfies the general education requirement in foreign language.

22 Intermediate Spanish II (4) Prerequisite: SPN-21 Builds upon the proficiency developed through SPN-21. Reading of short works of fiction and nonfiction with discussion and written assignments in Spanish on cultural and literary topics. Satisfies the general education requirement in foreign language and may satisfy the general education requirement in upper-level humanities.

25 Composition and Conversation (4) Prerequisite: SPN-21 Emphasis on idiomatic expression through guided oral and written practice. Review of basic phonology, grammar and syntax included. Satisfies the general education requirement in foreign language.

26 Spanish Civilization (4) Prerequisite: SPN-21 Survey of the culture and civilization of Spain. Areas of study include history, geography, politics, the arts, daily life, traditions, and cultural values. Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

27 Latin American Civilization (4) Prerequisite: SPN-21 Introduction to Latin America through its Iberian, Indian, and African heritage; its social institutions; its religious and social customs, festivals, and folklore; its language and other systems of communication; its literature and arts; and its diversions and cuisine. Satisfies the general education requirement in foreign language or may satisfy the general education requirement in upper-level humanities.

31 Survey of Spanish Literature I (4) Prerequisites: two courses numbered 22 or greater in Spanish Introduction to representative authors and works from Spanish Medieval, Renaissance, and Baroque literature. Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.
32 Survey of Spanish Literature II (4)
Prerequisites: two courses numbered 22 or greater in Spanish
Survey of the major movements, principal authors, and representative works in Spanish literature since 1700.
Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.

36 Introduction to Spanish Linguistics (4)
Prerequisites: two courses numbered 22 or greater in Spanish
Study of modern descriptive linguistic principles, survey of the historical development of Spanish from the Middle Ages to the present, and analysis of the phonology, morphology, syntax, and semantics of modern Spanish.
May satisfy the general education requirement in upper-level humanities.

37 Survey of Spanish-American Literature (4)
Prerequisites: two courses numbered 22 or greater in Spanish
Introduction to the major authors and representative works of Spanish America, with concentration on the age of Modernism to the present.
Helps satisfy the general education requirement in humanities (literature) or may satisfy the general education requirement in upper-level humanities.

39 Foreign Studies in Contemporary Spanish-American Culture. (4)
Prerequisites: two courses numbered 22 or greater in Spanish
Through lectures, literary readings, and visits to areas of cultural interest, students familiarize themselves with contemporary Spanish-American life, as well as with the contributions of indigenous cultures to contemporary Spanish-American society. Research on a cultural topic will culminate in a written project. Offered primarily in Costa Rica and in Mexico.
May satisfy the general education requirement in upper-level humanities.

40 Advanced Spanish Oral and Written Expression (4)
Prerequisites: SPN-25 or 49 and one course numbered 30 or greater in Spanish
This course is designed for advanced students to refine their spoken and written Spanish. Emphasis is on sustained expository, persuasive and rhetorical communication; on advanced grammar usage and syntax; and on precision in the production of phonemes and intonational patterns.

41 Translation: Theory and Practice (4)
Prerequisites: SPN-25 or 49 and one course numbered 30 or greater in Spanish
Spanish/English and English/Spanish translation using a variety of texts in both languages. Emphasis on advanced Spanish grammar, stylistics, and points of contrast between English and Spanish. Different approaches to translation and their impact on meaning and comprehensibility will be studied.

45 Nineteenth Century Spanish Realism and the Generation of 1898 (4)
Prerequisites: two courses numbered 22 or greater in Spanish
Readings and discussion of major works of Spanish peninsular literature from the age of Realism (c. 1850) through the Generation of 1898, including works by Galdós, Unamuno, Benavente, Valle-Inclán, and Pío Baroja.
May satisfy the general education requirement in upper-level humanities.

47 Spanish-American Narrative (4)
Prerequisites: two courses numbered 22 or greater in Spanish
Study of the development of the Spanish-American narrative from the period of discovery and conquest to the present, with emphasis on contemporary writing. Indigenous works such as the Mayan Popul-Vuh are also considered.
Examination of historiography, the essay, novels and short stories.
May satisfy the general education requirement in upper-level humanities.

49 Foreign Study in Spanish Language (4)
Part of the study abroad curriculum. For students who have credit in SPN-21 and demonstrate proficiency beyond that level. Emphasis on idiomatic expression in speech and writing with review of fundamentals of Spanish grammar.
May be taken for credit twice, in Spain and Latin America.

50 Foreign Study in Spanish Civilization (4)
Part of the study abroad curriculum. Cultural history of Spain, with emphasis on Spanish art and architecture. Visits to museums and historic sites in Madrid and during the land tour of Spain.
May satisfy the general education requirement in upper-level humanities.

53 Foreign Study in Spanish-American Literature (4)
Part of the study abroad curriculum. Overview of contemporary Spanish American literature, focusing on the poetry, narrative, and drama of the country. Readings and discussions of representative texts complemented by viewing of selected works in the theatre.
May satisfy the general education requirement in upper-level humanities.

54 Foreign Study in Spanish Literature (4)
Part of the study abroad curriculum. Overview of contemporary peninsular Spanish literature, with concentration on the drama. Readings and discussion of modern plays, with viewing of selected works in Madrid theatres.
May satisfy the general education requirement in upper-level humanities.
55  Spanish Literature of the Twentieth Century  (4)  
Prerequisites: two courses numbered 22 or greater in Spanish  
Survey of the predominant literary movements, writers, and works (essay, short story, novel, drama, and poetry) of twentieth century Spain from the period following the Generation of 1898 to the present.  
May satisfy the general education requirement in upper-level humanities.

56  Latin American Women’s Literature  (4)  
Prerequisites: two courses numbered 22 or greater in Spanish  
Survey of literature by Latin American women from Colonial times to the present, including all major genres. A study of the evolution of women’s thought from the private realm of convent and home to the public arena of politics, women’s rights and the environmental movement.  
May satisfy the general education requirement in upper-level humanities.

57  Golden Age Spanish Drama  (4)  
Prerequisites: two courses numbered 22 or greater in Spanish  
Readings and discussion of Spanish dramatic works of the sixteenth and seventeenth centuries, including selections by Lope de Vega, Tirso de Molina, Ruiz de Alarcón, and Calderón.  
May satisfy the general education requirement in upper-level humanities.

58  Cervantes  (4)  
Prerequisites: two courses numbered 22 or greater in Spanish  
Emphasis on Don Quixote, one of the masterpieces of world literature, with additional readings from Cervantes’ Novelas ejemplares and Entremeses.  
May satisfy the general education requirement in upper-level humanities.

60  Readings in Spanish Literature  (4)  
Prerequisites: two literature courses numbered 30 or greater in Spanish  
In-depth focus on a period, movement, author, or genre. Possible topics might include Spanish Picaresque Literature, Literature after the Civil War, Short Spanish Fiction after 1975, etc. May be repeated once with a change of topic.  
May satisfy the general education requirement in upper-level humanities.

61  Readings in Spanish-American Literature  (4)  
Prerequisites: two literature courses numbered 30 or greater in Spanish  
In-depth focus on a period, movement, author, or genre. Possible topics might include Contemporary Spanish American Poetry, Gabriel García Márquez, Dissidence in Spanish American Literature, etc. May be repeated once with a change of topic.  
May satisfy the general education requirement in upper-level humanities.

66  Film Studies  (4)  
Prerequisites: two courses numbered 22 or greater in Spanish  
A historical, critical, and theoretical survey of the cinema of Spain and/or Latin America. Films studied through formal properties of representation-- mise-en-scène, cinematography, editing, sound-- as well as through context, theme, and application. Includes examination of the relationship to other national/regional cinemas. May satisfy the general education requirement in upper-level humanities.

75  Senior Seminar in Spanish  (4)  
Prerequisites: two literature courses numbered 30 or greater in Spanish  
The opportunity to address a topic, period, author, or genre in depth. The student is provided a chance to synthesize the experience of previous course work in a research project.  
May satisfy the general education requirement in upper-level humanities.

80  Directed Independent Study  (4)  
Prerequisites: two courses numbered 22 or greater in Spanish  

95  Special Topics in Spanish  (4)  
Prerequisites: two courses numbered 22 or greater in Spanish  
The opportunity to address a topic not normally covered in the standard curriculum.  

Music  

Professors: Beckford, Chesebro, Fuller, Hicken, T. Joiner, Malvern, Morgan, Parsons, B. Schoonmaker, Thomas (Chair), Tompkins, Vick  
Visiting Professors: Cass, Tchivzhel  
Associate Professors: Britt, Kilstoffe, Koppelman, Matthews  
Assistant Professors: Gross, C. Hutton, Olson  
Visiting Instructor: Gertsch  
Lecturers: Bocook, Cochran, Hamilton, A. Joiner, Neville, G. Schoonmaker, Walter  

The Bachelor of Music degree is offered with a major in performance, church music, music theory, and music education. Students may also pursue a Bachelor of Arts degree with a major in music. Students interested in pursuing either the Bachelor of Music or the Bachelor of Arts with a major in music must apply for departmental
approval in the spring term of their sophomore year. All students must perform an applied music audition and take a music theory placement examination prior to consideration for admission to curricula leading to a degree in music.

Furman University is a member of the National Association of Schools of Music. Requirements for entrance to the major and for graduation are in accordance with the published regulations of that body.

All students desiring to initiate applied music study, whether as a major or elective, are required to have an audition.

All music majors include:
- MUS-16, 17, 21, 22, 23, 24, 25, 34, 37, 41 and 42,
- ten terms of MUSR-06 (required attendance at a specified number of approved concerts and recitals), and
- membership each term in at least one of the following major ensembles: Marching Band, Symphonic Band, Symphony Orchestra, Furman Singers, Furman Men’s Chorale, or Furman’s Women Chorale.

Candidates for the B.A. degree will also complete:
- PHL-22 or IDS-30, and
- at least 10 semester hours in applied music.

Candidates for the B.M. degree enroll in additional courses consistent with their major. All B.M. candidates must complete the Piano Proficiency requirement. Most students will satisfy this requirement by taking MUS-72 for three terms.

A performance major must include:
- MUS-31, 32, 33, 35, 36, and 43,
- at least 32 semester hours in the major applied field (piano majors enroll in MUS-68 for two of their applied hours; voice majors enroll in MUS-74 for two of their applied hours),
- a half recital in the junior year, and
- a full recital in the senior year.
- All students performing recitals must receive approval of the music faculty approximately one month before the recital date. Students may substitute another two hour course in music, outside of applied lessons, for MUS-32.

A church music major must include:
- MUS-31, 32, 33, 38, 44, 46, 47 and 60,
- 18 semester hours in the major applied field (organ or voice), and
- 6 semester hours in a secondary applied field (organ, voice or piano).

Students may also substitute another two hour course in music, outside of applied lessons, for MUS-32.

A music theory major must include:
- MUS-31, 32, 33, 35, 36 and 80 (enrolled twice),
- 24 semester hours in applied music, including at least 12 or more hours of piano or achievement of the required piano proficiency level, and
- MUS-27, 28, and 29 or two semester hours of applied music study in each of the following instrument groupings (string, woodwind, and brass and percussion).

Music education majors planning for teacher certification must complete:
- ED-11, 20, 21 and 75,
- MTH-15 or 16,
- MUS-33 and 49,
- applied music according to their chosen emphasis, and
- two courses in science disciplines (BIO, CHM, EES, PHY, or SCI), at least one containing a laboratory experience.

A student with a band or orchestra emphasis must complete:
- 13 semester hours in the major applied field (all hours must be completed on the same band or orchestra instrument),
- three semester hours of MUS-72 or demonstration of piano proficiency, and
• MUS-27, 28, 29, 38, and 60.

A student with an elementary music/choral emphasis must complete:
• 17 semester hours in the major applied field (vocal major enroll in all applied hours in voice, piano major enroll in a minimum of 8 hours of voice),
• three semester hours in piano proficiency, and
• MUS-39 and 61.

Except for the term when they are teaching interns, music education majors must study applied music during every term of their Furman experience.

Each music education major will also present a 30 minute recital in their applied area during their junior or senior year.

All music education majors must meet the departmental Piano Proficiency requirement. Once a music education major has met this requirement, hours specified in piano may be enrolled in another applied music area. Refer to the Education section of this catalog for specific requirements for admission into the Teacher Education Program and other pertinent information.

Students completing the course requirements for the degree Bachelor of Music with a major in music education will be prepared to be certified by the state of South Carolina to teach either K-12 instrumental music or K-12 choral/general music based upon the course track within the degree program.

Music (MUS) Courses

16 Studies in Music: History, Philosophy, and Practice (2)
An overview of the study of music from historical, philosophical, aesthetic, analytical, and performance perspectives. Also covers a wide variety of issues pertinent to today’s musician, including discussions of performance, preparation and practice, the ensemble experience, and careers in music. To be enrolled with MUS-17 and 21.

17 Introduction to Music Technology (2)
Topics include computer basics, e-mail and Internet communications, keyboard synthesizers and MIDI concepts, entry-level sequencing and notation programs, computer-assisted instruction, and multi-media. Goals of the course are lab competence (including troubleshooting skills) and completion of an individual creative project. To be enrolled with MUS-16 and 21. Lab fee required.

18 Fundamentals of Jazz Improvisation (2)
Prerequisite: permission of instructor
Focus on the techniques and performance practice of jazz improvisation. Includes practical application of melodic, harmonic, rhythmic, and formal elements of the aural tradition of jazz.
Helps satisfy the general education requirement in fine arts.

19 The Jazz Age (4)
Historical overview of the development of jazz. Intended for non-music majors, it includes the study of significant artists and their recordings in a social and historical context.
Satisfies the general education requirement in fine arts.

20 Introduction to Music (4)
An introductory course inviting students to learn fundamentals of music, explore a variety of musical genres, and develop an appreciation of the diverse musical genres. Although the “focus” for each section varies, all sections address certain fundamentals of music: listening skills, cultural context, historical development, musical vocabulary, musical structure, and style. This course requires out-of-class listening and attendance at live concerts. A description of the sections from which a student may choose is published during the enrollment period for each term.
Satisfies the general education requirement in fine arts.

21 Introduction to Music Theory (2)
Overview of keys, scales, modes, intervals, rhythm, meter, triads, seventh chords, voicing, and principals of four-part texture. To be enrolled with MUS-16 and 17.
Helps satisfy the general education requirement in fine arts.

22 Techniques of Diatonic Music 1 (2)
Prerequisite: MUS-22
Part writing, tonic and dominant, inversions of tonic, non-dominant seventh chords, modulation to the dominant and mediant, and sub-tonic chords.
Helps satisfy the general education requirement in fine arts.

23 Techniques of Diatonic Music 2 (2)
Prerequisite: MUS-22
The cadential six-four, other dominant preparatory chords, non-dominant seventh chords, modulation to the dominant and mediant, and sub-tonic chords.

24 Techniques of Chromatic Music 1 (2)
Prerequisite: MUS-23
Review of diatonic vocabulary, sequences and associated techniques, melodic and rhythmic figuration (non-harmonic tones), leading tone seventh chords, applied dominant and leading tone chords (secondary dominants), and modulation to closely related keys.
25 Techniques of Chromatic Music 2 (2)
Prerequisite: MUS-24
Mixture (modal borrowing), ninth chords, phrygian two (Neapolitan sixth), augmented sixth chords, augmented triads, common-tone diminished sevenths, chromatic voice-leading techniques, and remote key relationships.

27 String Methods (2)
Prerequisite: MUS-34
Designed to produce a level of proficiency needed to teach violin, viola, cello and bass in the public schools.

28 Woodwind Methods (2)
Prerequisite: MUS-34
Study of woodwind instruments for the purpose of learning teaching and playing skills.

29 Brass and Percussion Methods (2)
Prerequisite: MUS-34
Study of brass and percussion for the purpose of teaching skills and knowledge of each instrument, as well as techniques of performing and scoring.

31 Sixteenth Century Counterpoint (2)
Prerequisite: MUS-34
Modal counterpoint: study of the ecclesiastical compositional style of the sixteenth and early seventeenth centuries; emphasis upon two-voice and three-voice counterpoint.

32 Composition (2)
Prerequisite: MUS-34
Emphasis on applied study in the craft and technique of composition. Revolving topics include choral/vocal music, chamber music, ensembles, and electronic music, complemented by analysis of representative works from classical and modern literature. May be repeated for credit.

33 Orchestration (2)
Prerequisite: MUS-25
The craft of orchestration through knowledge of transpositions, ranges of instruments, actual scoring for string, woodwind, brass, and percussion sections, and finally culminating in a scoring for full orchestra. Music copying skills are developed.

34 Form and Analysis (4)
Prerequisite: MUS-25
Prelude, reductive analysis, fugue, motivic analysis, continuous variation, binary (simple, rounded, continuous rounded, etc.), sonata (articulated binaries), theme groups, rondo, hybrid forms, concerto, concerted forms, Lieder, song forms, detailed phrase analysis, miniatures, ternary forms, associations to twentieth century music.

35 Eighteenth Century Counterpoint (2)
Prerequisite: MUS-34
Tonal counterpoint: analysis of and composition in eighteenth century style with emphasis on two-voice and three-voice counterpoint, including invention and fugue.

36 Twentieth Century Styles and Techniques (2)
Prerequisite: MUS-34
Determining twentieth century compositional techniques through the analysis of representative compositions. This analysis begins with early twentieth century conservatism, proceeds through the destruction of tonality, continues with the “twelve-tone” method, and ends with aleatory (chance), electronic, and experimental techniques.

37 Basic Conducting (2)
Prerequisite: MUS-34
The basic skills required of a conductor: beat patterns, cuing, expressive and functional use of the left hand, introduction to score study.

38 Choral Conducting (2)
Prerequisite: MUS-37
A continuation of MUS-37. Discussion and class performance in areas of rehearsal technique, advanced conducting analysis, criteria for selecting music, and continued development of general conducting skills. Videotaping as well as written and verbal critique of conducting actions included.

39 Instrumental Conducting (2)
Prerequisite: MUS-37
Designed to develop students’ skills and knowledge of ensemble conducting, acquaint them with a variety of musical repertoire and styles both instrumental and vocal, and develop their ability to research and prepare musical scores and administer musical ensembles.

40 Introduction to Musicology (2)
Prerequisite: MUS-23
An introduction to musical research and investigation with emphasis on research techniques. Topics include development of writing skills for critical review; evolution of music notation and modern editions; identifying relevant monographic and periodical literature.

41 History and Literature of Music I (4)
Prerequisite: MUS-34
The development of musical styles from the early Christian era to 1750. Cultural backgrounds and influences, important composers, and representative musical examples of each stylistic period.

42 History and Literature of Music II (4)
Prerequisite: MUS-34
The development of musical styles from 1750 to the present. Cultural backgrounds and influences, important composers, and representative musical examples of each stylistic period.

43 Literature of the Instrument (2)
Prerequisite: MUS-34
Survey of the musical literature of a particular performance
area. Students (typically performance majors) channel their research and study toward their own performance specialty and survey the general body of compositions written for that medium.

44 Church Music Ministry (2)  
Prerequisite: MUS-34  
The relationship of the music ministry to the church functions of worship, education and evangelism; the varying roles of music in the church and aspects of administering a program of church music.

45 Projects in Music Technology (2)  
Prerequisite: MUS-17 and permission of instructor.  
A continuation of MUS-17, but with a focus on applied study of music technology, involving both individual and group lessons. Possible topics to include: digital audio recording/editing, advanced MIDI applications, performance with technology, and Internet music resources. Students develop an extended creative project and produce appropriate documentation (live presentation, audio CD, videotape, web site, CD-ROM, etc.) May be repeated for credit. Lab fee required.

46 Hymnology (2)  
Prerequisite: MUS-34  
Survey of major developments in hymnody — both hymn texts and hymn tunes — from the early Christian era to the present.

47 Church Music Literature (4)  
Prerequisite: MUS-34  
Survey of music written primarily for church performance from the early Christian era to the present, with primary attention given to choral literature: the mass, motet, anthem, cantata and oratorio.

48 Advanced Harmony (2)  
Prerequisite: MUS-34  
Analysis of the techniques and materials used in all levels of tonal music. Schenkerian principles of analysis introduced, with practical application to the understanding of tonal organization and continuity.

49 Vocal/Choral Methods (2)  
Prerequisite: prior vocal training.  
Comprehensive study in methods of teaching vocal production in the choral setting and the private studio. Considerable emphasis on breathing, phonation, diction, intonation. In addition to the adult voice, consideration is given to the child and adolescent vocal technique. Designed to develop teaching skill.

60 Music Education Methods (4)  
Prerequisites: ED-11, 20 and 21, or permission of instructor.  
Designed to prepare students with pragmatic and creative ideas in teaching music at both elementary and secondary levels. The first part concentrates on methods and techniques suitable for use with elementary age children; the second, on methods and techniques suitable for older children. Among the variety of methods studied are those used by Kodaly, Orff, and Dalcroze.

61 Instrumental Music Methods (4)  
Prerequisite: ED-21  
Comprehensive study in methods of teaching instrumental music for the elementary, middle, and secondary school. Considerable emphasis on philosophy, objectives, and teaching techniques of the various instrumental ensembles.

68 Applied Piano in Chamber Ensemble (1)  
The study and performance of chamber music literature involving the piano. The repertoire to be studied will be chosen from the standard chamber music literature, subject to the approval of the applied piano teacher, and will be coached during the student’s weekly applied piano lesson.

69 Music for the Elementary School Teacher (4)  
Satisfies requirements for certification in elementary education. Includes basic music terms, music literacy, and strategies for music instruction and integration in the elementary classroom. Students will learn how to teach music and how to incorporate music into other academic areas taught in their classrooms.

72F Piano Proficiency Class (1-2)  
72W Piano Proficiency Class (1-2)  
Prerequisite: MUS-72F  
72S Piano Proficiency Class (1-2)  
Prerequisite: MUS-72W  
Piano class for all students in a Bachelor of Music degree program. The three-term sequence emphasizes harmonization, transposition, sight reading and other keyboard skills leading to the completion of proficiency requirements. Lab fee required.

74 Stage Techniques in Opera (1)  
Vocal interpretation and characterization of operatic roles, moving to music, understanding theater skills and conventions, preparation and performance of opera scenes.

80 Independent Study (2)  
Investigation of a topic not duplicated among the regular course offerings.

95 Special Topics in Music (2)  

Applied Music (MUSA) Courses

55 Applied Jazz Improvisation (2)  
Prerequisites: MUS-18 and permission of instructor  
Continuation of topics from MUS-18. Individualized instruction, modeled after traditional one-on-one applied music study, with focus on more advanced applications of the melodic, harmonic, formal and textural elements of solo improvisation. May be repeated for credit. Lab fee required.
56  Jazz Guitar  (0-4)
    Lab fee required.

67  Voice Class  (2)
    Basic fundamentals of correct singing (posture, breathing, tone production). Beginning studies in vocal repertoire. Lab fee required.

70  Class Guitar I  (2)
    An introduction to guitar skills. Intended for students with no guitar skills. Emphasis is on achievement of basic proficiency in chord playing, note reading, strumming patterns, and basic finger styles. Lab fee required.

71  Class Guitar II  (2)
    Continuation of Class Guitar I. Emphasis is on chord playing, note reading, strumming patterns and basic finger styles through learning various songs. Also designed for students with prior guitar playing experience. Lab fee required.

73  Harp  (0-4)
    Lab fee required.

75  Harpsichord  (0-4)
    Lab fee required.

76  Classical Guitar  (0-4)
    Lab fee required.

77  Class Piano I  (2)
    First year piano for students with little or no keyboard knowledge. Early study is devoted to keyboard orientation and functional keyboard skills. Later, the study of the styles and literature of the piano is pursued through standard repertoire. Lab fee required.

78  Class Piano II  (2)
    Continuation of Class Piano I. For students with some previous keyboard training. Knowledge of basic rudiments of music is assumed, and emphasis is placed on developing pianistic fluency through standard repertoire and finger exercises. Lab fee required.

79  Piano  (0-4)
    Lab fee required.

81  Organ  (0-4)
    Lab fee required.

82  Voice  (0-4)
    Lab fee required.

83  Violin  (0-4)
    Lab fee required.

84  Viola  (0-4)
    Lab fee required.

86  Cello  (0-4)
    Lab fee required.

87  String Bass  (0-4)
    Lab fee required.

88  Flute  (0-4)
    Lab fee required.

89  Oboe  (0-4)
    Lab fee required.

90  Clarinet  (0-4)
    Lab fee required.

91  Saxophone  (0-4)
    Lab fee required.

92  Bassoon  (0-4)
    Lab fee required.

93  Trumpet  (0-4)
    Lab fee required.

94  Horn  (0-4)
    Lab fee required.

96  Euphonium  (0-4)
    Lab fee required.

97  Tuba  (0-4)
    Lab fee required.

98  Percussion  (0-4)
    Lab fee required.

99  Trombone  (0-4)
    Lab fee required.

Music Ensemble (MUSE) Courses

01  Furman Singers  (0)

02  Women’s Chorale  (0)

03  Furman Bands  (0)

04  Symphony Orchestra  (0)

05  Oratorio Chorus  (0)

07  Opera Workshop  (0)

08  Woodwind Ensemble  (0)

09  Brass Ensemble  (0)

10  Percussion Ensemble  (0)
Neuroscience Program

A major in neuroscience consists of 12 courses and must include:

- BIO-21 and 57,
- CHM-21,
- NS-77 and 85,
- PSY-28 and 54,
- PSY-22 or BIO-22, and
- at least four more courses from the following list, which must include at least one course in biology and at least one in psychology.

Students will be advised by the chair in the selection of courses to ensure a balanced representation of suitable disciplines and focus in a particular area of interest. None of the classes a student uses as electives for the neuroscience major may also count toward another major.

For course descriptions, see listings under individual departments. On occasion, special topics courses are offered that also satisfy the requirements for the major.

Neuroscience (NS) Courses

77 Current Topics in Neuroscience (4)  
Prerequisite: permission of instructor  
Year long capstone course for neuroscience majors that will provide students with a broad knowledge of current research practice and implications. In-depth discussions of seminal or innovative research papers will take place in a seminar format, and students will discuss their individual research experiences in the context of progress in the field as a whole.

85 Research in Neuroscience (0)  
Prerequisite: permission of instructor  
A project involving original and relatively independent research. Working through the Neuroscience Major Advisory Committee, the student poses a question of significance in neuroscience, devises an experimental protocol, and collects data to evaluate the question. Projects may be performed either on campus or at other locations. Presentation of the research in the context of NS-77 is required.

Philosophy

To graduate with a major in philosophy, a student must have an overall grade point average of 2.00 in all philosophy courses. The philosophy major consists of eight to eleven philosophy courses and normally includes PHL-31 and 32. A student should consult the department chair for individual planning of the major program.
Philosophy (PHL) Courses

20 Introduction to Philosophy (4)
Some of the classic problems of philosophy, with emphasis on understanding the nature of philosophic reflection and reasoning. Includes epistemology, ethics, metaphysics and other major branches of philosophy.
May satisfy the general education requirement in upper-level humanities.

21 Logic (4)
Rhetorical and formal analysis of arguments with emphasis on symbolic logic.
May satisfy the general education requirement in upper-level humanities.

22 Philosophy of Art (4)
A study of the nature of art and the possibility of standards of judgment. Readings include Aristotle, Plato, Kant, Dickie, Danto.
May satisfy the general education requirement in upper-level humanities.

23 Ethics (4)
Prerequisite: PHL-20
The nature of morality, the grounds of moral obligation, and the principles of moral decision-making according to classical and contemporary moral philosophers.
May satisfy the general education requirement in upper-level humanities.

28 Medical Ethics (4)
Prerequisite: PHL-20
Focuses on major moral issues in our health care delivery system. Some issues treated are doctor/patient relationships, truth-telling, refusal of life-saving treatment, euthanasia, and allocation of scarce medical resources. This course requires extensive field work at a Greenville hospital. Entry is by application only. Course must be enrolled with SOC-44.
May satisfy the general education requirement in upper-level humanities.

29 Environmental Ethics (4)
Prerequisite: PHL-20
This course will examine and evaluate various approaches to moral problem solving with reference to environmental and ecological issues. Topics addressed will include: Animal Liberation, the Land Ethic, Biocentrism or Reverence for Life, Ecofeminism, Deep Ecology, and Local Ecology.
May satisfy the general education requirement in upper-level humanities.

30 Philosophers, Movements and Problems (4)
Prerequisite: PHL-20 or HUM-11
Designed to meet the needs and interests of students who would like to do further work in philosophy by investigating a particular philosopher, movement or problem.
May satisfy the general education requirement in upper-level humanities.

31 Historical Foundations of Philosophy I (4)
Prerequisite: PHL-20
The growth and development of philosophical thought from Thales to Aquinas.
May satisfy the general education requirement in upper-level humanities.

32 Historical Foundations of Philosophy II (4)
Prerequisite: PHL-20
The growth and development of philosophical thought from Descartes through Kant.
May satisfy the general education requirement in upper-level humanities.

33 Nineteenth Century Philosophy (4)
Prerequisite: PHL-20
Introduction to the important figures and themes of nineteenth century philosophy. Readings include Kant to set the stage, followed by Hegel, Schopenhauer, Marx, and Kierkegaard.
May satisfy the general education requirement in upper-level humanities.

34 Law, Justice and the State (4)
Prerequisite: PHL-20
Examination of classical and contemporary issues in political philosophy, with particular attention to the philosophical foundations of the state and the political and moral relationship of the individual to the state.
May satisfy the general education requirement in upper-level humanities.

35 Philosophy of Mind (4)
Prerequisite: PHL-20
Examination of the traditional philosophical questions concerning mind, especially focusing on the questions: What constitutes mind? What is the mind/body problem? How can we know other minds?
May satisfy the general education requirement in upper-level humanities.

36 Philosophy of Science (4)
Prerequisite: PHL-20
Understanding the scope, structure, and limits of the scientific method. Special attention is given to biology, psychology, and the implications of evolutionary theory.
May satisfy the general education requirement in upper-level humanities.

37 Philosophy of Religion (4)
Prerequisite: PHL-20
The central philosophical issues in religious concerns, including the problem of evil, religious knowledge and the
nature and significance of religious experience. 
May satisfy the general education requirement in upper-level humanities.

38 Philosophy of Law (4)
Prerequisite: PHL-20
Investigation of philosophical questions relating to law, such as the question of what law is, the responsibility of the individual faced with unjust law, and the relation between philosophical understandings of the law and the resolution of legal issues. Readings include philosophical treatments of law and texts of legal opinions from courts. 
May satisfy the general education requirement in upper-level humanities.

39 Philosophy of Literature (4)
Prerequisite: PHL-20
Examination of the relationships generally between philosophy and literature. Focuses on the philosophical aspects of form and introduces aspects of narratology. 
May satisfy the general education requirement in upper-level humanities.

41 American Philosophy (4)
Prerequisite: PHL-20
A history of American philosophy organized around the theme of the search for authority. Readings include James, Peirce, Santayana, and Dewey. 
May satisfy the general education requirement in upper-level humanities.

42 Twentieth Century Philosophy (4)
Prerequisite: PHL-20
Introduction to the important figures and themes of twentieth century philosophy. Attention given to material from both the analytic and phenomenological traditions. Postmodern responses to these traditions also examined. 
May satisfy the general education requirement in upper-level humanities.

A43 Indian Philosophy (4)
Prerequisite: PHL-20
Survey of six orthodox and three heterodox schools including Advaita Vedanta, Yoga, Samkhya, Mimamsa, Nyaya, Vaisesika, Early Buddhism, Jainism and Ajivika Materialism. Comparative (East/West) analyses are explored. 
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

A44 Chinese Philosophy (4)
Prerequisite: PHL-20
Survey of traditional literature and history with emphasis on the classical tradition including Confucian, Neo-Confucian, and Daoist traditions. 
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

45 Japanese Philosophy (4)
Prerequisite: PHL-20
Survey of development of Japanese philosophical thought from the Heian period to modern times. Analysis includes Early Buddhism, Kukai’s Shingon Buddhism, Dogen’s Soto Zen philosophy, its encounter with the West and modern figures Nishida, Watsuji, and Yuasa. 
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

46 Philosophy of Gender (4)
Prerequisite: PHL-20
Examination of competing feminist theories; for example, liberal feminism, socialist or Marxist feminism, radical feminism and others. The goal of the course is to analyze the philosophical assumptions concerning women and women’s situations that underlie each view, to examine the philosophical traditions from which each theory is developed and the philosophical theories in opposition. 
May satisfy the general education requirement in upper-level humanities.

75 Seminar in Philosophy (4)
Prerequisite: PHL-20
Intensive treatment of one or two major issues or areas of philosophic debate. 
May satisfy the general education requirement in upper-level humanities.

80 Independent Study (2)
Prerequisite: PHL-20 and permission of the department
Either a research project or a reading program. To be considered for a research project, a student must have a 3.00 grade point average in philosophy courses (a minimum of three) and an overall average of 2.70.

95 Special Topics in Philosophy (4)

Physics

Professors: Baker (Chair), Brantley, D’Amato, Turner
Associate Professor: Moffett

Physics offers majors in physics and in pre-engineering. Students majoring in either field must have a minimum grade point average of 2.00 in all physics courses, and must take a comprehensive examination in physics.

Physics Major

The major consists of 11 courses (40 semester hours) and must include:
- MTH-12 and 13,
- PHY-11 and 12,
• PHY-20, 21, 26, 30, 41, 42, 44, and
• at least one of the following: PHY-32, 35, 39, 45, 47, 80, 85 or 95.

Students intending to pursue a B.S. degree in physics are strongly encouraged to complete PHY-11, 12, 20 and 41 along with MTH-11, 12 and 13 by the end of their sophomore year. MTH-12 and 13 serve as pre- or co-requisites to all upper-level physics courses.

Majors intending to pursue graduate study in physics should enroll in physics courses beyond the minimum of 11, such as PHY-39, 45, 47, 80 or 85, plus courses in related fields, such as CS-11 and MTH-21 and 22.

Dual-Degree Engineering Program

The dual-degree engineering program normally consists of three years at Furman and two or more years at one of our affiliated schools: Auburn University, Clemson University, Georgia Institute of Technology, North Carolina State University, the University of South Carolina or the University of Georgia. The Furman degree is awarded with a major in either pre-engineering or physics. Degree requirements vary depending on the major pursued at Furman and the engineering school attended.

The course requirements for students in the pre-engineering program who want to major in physics include:
• CHM-11 and 12,
• PHY-11, 12, 21, 26, 41, 42 and 44,
• at least one of the following: PHY-20, 30, 32, 35, 39, 45, 47, 80, 85 or 95, and
• additional MTH and/or CS courses as specified by the destination engineering program.

The pre-engineering major requirements for students not planning to also complete a physics major include:
• CHM-11 and 12,
• PHY-11, 12, 21, 26, and 41, and
• additional MTH and/or CS courses as specified by the destination engineering program.

Additional details and requirements are available from the department and can be found on the department web site: physics.furman.edu.

The bachelor’s degree at Furman is awarded after successful completion of an appropriate portion of the engineering curriculum at the other school. The engineering degree is awarded upon completion of the entire program.

A minimum grade point average of 2.60 is required to declare a major.

Physics majors planning to teach physics in secondary schools must also complete BIO-11, CHM-11, CS-16, EES-11 or 16, PHY-15 or 47, ED-11, 20, 21, 50, ED-54 or PHY-60, and EDEP-100 and 170 in addition to the prescribed courses in the major. MTH-21 and 22 are also highly recommended. The requirements for certification (teaching internship) will be completed on a post-baccalaureate, graduate credit basis, with the student becoming eligible for certification at the end of fall term following graduation. Refer to the Education section of this catalog for specific requirements for admission to the Teacher Education Program and other pertinent information.

Physics (PHY) Courses

11 General Physics I (4)
Prerequisite: high school calculus
MTH-11 or (10 and 11-S) strongly recommended
The basic concepts and laws of classical mechanics. Measurement and units, vectors, kinematics, Newton’s laws of motion, work and energy, systems of particles, collisions, rotational kinematics, torque and angular momentum, rigid body statics and dynamics, simple harmonic motion, gravitation, and mechanics of solids and fluids. Lab fee required.
Helps satisfy the general education requirement in natural sciences.

12 General Physics II (4)
Prerequisites: PHY-11 and MTH-11 or (10 and 11-S).
MTH-12 strongly recommended
The basic concepts and laws of classical electricity and magnetism. Electrostatic and magnetostatic forces and fields. Gauss’ law, electric circuits, Ampere’s law, Faraday’s law, electric and magnetic properties of matter, time-varying fields, Maxwell’s equations and electromagnetic waves, and geometrical optics. Lab fee required.

Helps satisfy the general education requirement in natural sciences.

13 General Physics III (4)
Prerequisite: PHY-11
Introduction to thermodynamics and wave motion.

14 Energy—of Man, Creation and Calories (4)
The concept of energy treated from the broadest possible perspective. Emphasis on the four laws of thermodynamics and the four black-hole analogs. With this foundation the various thermodynamic aspects of energy are treated as they relate to a variety of areas.

Helps satisfy the general education requirement in natural sciences.

15 Descriptive Astronomy (4)
Prerequisite: high school algebra
The celestial sphere; apparent motion of the sun, moon, and planets; light and telescopes; Planet Earth and the solar system; stellar spectra; the structure, properties, and evolution of stars; black holes; galaxies; cosmology. No prior knowledge of science is assumed. Lab fee required.

Helps satisfy the general education requirement in natural sciences.

17 Survey of Physics for Non-Science Majors (4)
A philosophic and conceptual examination of selected fundamental principles of physics. No prior knowledge of science is assumed, and only high school algebra is prerequisite. Some historical and biographical material is included.

Helps satisfy the general education requirement in natural sciences.

19 Science of Music (4)

20 Introduction to Modern Physics (4)
Prerequisite: PHY-12
Special theory of relativity, particle nature of electromagnetic radiation, waves and wave nature of matter, the Heisenberg Uncertainty Principle, historical models of the atom, Schroedinger’s equation and its application to one-dimensional systems, quantum theory of the hydrogen atom, electron spin, many-electron atoms, and introduction to nuclear physics. Should be enrolled with MTH-13. Lab fee required.

21 Electromagnetic Theory I (4)
Prerequisite: PHY-12
Development of the microscopic and macroscopic Maxwell equations. Electrostatic forces and fields, dielectrics, potential theory, magnetostatic forces and fields, time-varying fields and magnetic properties of matter. Recommended to be enrolled with MTH-22.

23 Electronics (4)
Prerequisite: PHY-12
Theory and applications of active and passive circuits containing resistors, capacitors, inductors, transistors and integrated circuits. The course is laboratory-oriented. Students build and analyze circuits involving these components in various applications, including active and passive filters, transistor amplifiers, operational amplifiers, power supplies and digital circuits. Lab fee required.

26 Classical Mechanics I (4)
Prerequisite: PHY-12
Kinematics and dynamics of particles and systems of particles, oscillations, introduction to Lagrangian and Hamiltonian dynamics, central force motion, motion in non-inertial reference frames, and dynamics of rigid bodies. Recommended to be enrolled with MTH-22.

30 Introduction to Quantum Mechanics (4)
Prerequisite: PHY-20
Introduction to quantum formalism, the simple harmonic oscillator, angular momentum, the hydrogen atom, spin and indistinguishable particles, and applications. Recommended to be enrolled with MTH-22.

32 Optics (4)
Prerequisite: PHY-21
Geometrical optics, properties of light, coherence, interference, diffraction, optics of solids, optical spectra, Fourier optics, and lasers.

35 Experimental Methods in Physics (4)
Prerequisite: PHY-20
Experiments in classical and modern physics designed to give practice in the art of making precise measurements and manipulating experimental apparatus. Lab fee required.

39 Nuclear Physics (4)
Prerequisite: PHY-30
Particle in a potential well, the nuclear force and structure, the deuteron, complex nuclei, nuclear decay, compound-nucleus and direct reactions, experimental methods and applications. Lab fee required.

41 Thermodynamics and Statistical Mechanics (4)
Prerequisite: PHY-20 is recommended
42 **Classical Mechanics II** (4)
Prerequisite: PHY-26
An advanced treatment of topics studied in PHY-26, plus gravitation, coupled oscillations, mechanics of continuous media, the one-dimensional wave equation, and relativistic kinematics and dynamics.

44 **Electromagnetic Theory II** (4)
Prerequisite: PHY-21

45 **Quantum Mechanics** (4)
Prerequisite: PHY-30
Duality of matter and radiation, state functions, linear momentum, the Schroedinger equation, systems of particles, angular momentum and spin.

47 **Introduction to Astronomy and Astrophysics** (4)
Prerequisite: PHY-20, 21, and 26
Survey course in introductory astronomy and astrophysics for science majors. Gravitation and orbital motion; evolution and structure of the solar system, galaxy, and universe; stellar classes, structure and evolution. Laboratory activities include numerical simulations of various cosmological and stellar models, the study of spectrographic data, and astronomical observations. Credit is not normally granted (except as approved by the Physics faculty) for both PHY-15 and 47. Lab fee required.

60 **Teaching Methods and Materials in Physics** (4)
By approval of department.

80 **Directed Independent Study** (1)
Study of selected topics designed to instill deeper understanding of areas of physics beyond formal course work.

85 **Research in Physics** (1)
Guided experimentation or theoretical research on selected topics. Potential for publication of results or presentation of findings at professional meetings.

95 **Special Topics in Physics** (4)

A major in political science must include:
- PS-11, 12, 13, 14, and
- at least five additional advanced courses, including at least one course in three of the four designated sub-fields: American Politics, Comparative Politics, International Relations, and Political Thought.

Students planning to major in political science should consult with the chair or a faculty advisor in the department to select specific courses suited to their individual interests and needs.

**Political Science (PS) Courses**

11 **Introduction to American Government** (4)
The basic political science course focusing on American politics. Emphasis on the principles, institutions and politics of the federal government. Topics include the U.S. Constitution, the presidency, Congress, the Supreme Court, political parties and interest groups, and the federal bureaucracy.
*Helps satisfy the general education requirement in social sciences.*

12 **Introduction to World Politics** (4)
Examination of similarities and differences between the institutions, processes and policies of selected nations, in the context of globalization and the evolution of international politics.
*Helps satisfy the general education requirement in social sciences.*

13 **Introduction to Political Thought** (4)
A survey of major political thinkers, focusing on analysis of issues and themes dealing with the nature and limits of politics.

14 **Introduction to Political Analysis** (4)
Prerequisite: PS-11 or 12
The methodology of contemporary political science, including research techniques for studying political behavior.

**American Politics**

20 **The American Congress** (4)
Prerequisites: PS-11 and 14
The development and operation of the U.S. Congress, focusing on its constitutional and political bases. Topics include elections, representation, congressional parties and committees, policy making, and relations with the presidency.
21 The American Presidency  (4)  
Prerequisites: PS-11  
The constitutional and political evolution of the presidential office, with emphasis on relations with Congress, the federal bureaucracy and the judiciary. Focus on presidential functions such as legislative leadership, budgeting, administrative coordination and making foreign policy.

22 Judicial Process and the U.S. Supreme Court  (4)  
Prerequisites: PS-11  
The judicial process and the federal system through the case method.

23 Civil Rights and the U.S. Constitution  (4)  
Prerequisites: PS-11  
Study of the civil rights of the American constitution through readings and the case method.

24 Public Policy and Administration  (4)  
Prerequisites: PS-11  
Study of policy-making and public administration, with emphasis on such areas as energy, environment, natural resources, education, agriculture, public works, housing and national defense.

25 State Politics  (4)  
Prerequisites: PS-11 and 14  
Comparative analysis of politics in the American states. Emphasis on federalism (intergovernmental relations), state governmental services and functions.

26 Urban Politics  (4)  
Prerequisites: PS-11  
Study of problems facing cities, including community power structures, poverty, welfare, education, housing, urban renewal and law enforcement.

27 Interest Groups and Political Movements  (4)  
Prerequisites: PS-11  
Analysis of the role of interest groups and political movements in the United States, with a focus on the origins, maintenance and strategies of these organizations.

28 Racial and Ethnic Politics  (4)  
Prerequisites: PS-11  
Examination of African American, Hispanic, Asian American and Native American efforts to organize for political action in the face of political, social and economic constraints. Groups are compared to other politically active groups in U.S. politics.

29 Women and Politics  (4)  
Prerequisites: PS-11  
Examination of the experience and role of women in the political arena, including such topics as campaigns and elections, political leadership, social movement participation, media coverage, public policy formation and public opinion.

30 Media and Politics  (4)  
Prerequisites: PS-11 and 14  
The place of the media as an institution in the American political system. Topics include the nature of the U.S. media, their relationship to the president and the bureaucracy, Congress, the courts and interest groups, the media’s role in political campaigns and policy-making, and the media’s influence on opinion and political behavior of elites and the public.

31 Political Behavior  (4)  
Prerequisites: PS-11 and 14  
Formation, organization and change of attitudes about American politics; study of political participation and its correlates. Methods of survey design and analysis including computer adaptations.

32 Southern Politics  (4)  
Prerequisites: PS-11  
An investigation of how the American South has developed politically and how the region has helped to shape American politics as a whole. Points of particular focus include race, economics, and religion and how they have affected the political dynamics of the region.

Comparative Politics

40 Politics of Europe  (4)  
Prerequisites: PS-12 and 14  
Study of political institutions, policies and processes in European democracies.

41 Politics of the European Union  (4)  
Prerequisites: PS-12  
Study of the institutions, policies and processes of the European Union and the major theories of regional integration.

42 Politics of Russia  (4)  
Prerequisites: PS-12  
Examination of the impact of change on the development of institutions, policies and culture in post-Soviet Russia.

A43 Politics of Developing Nations  (4)  
Prerequisite: PS-12  
Introduction to politics of the non-Western nations, with emphasis on the political development of the Middle East, Africa, Asia and Latin America. Presentation of a comparative framework for understanding diverse political cultures.  
Satisfies the asian-african requirement.

A44 Politics of Africa  (4)  
Prerequisite: PS-12  
Comparative study focusing on traditional political structures, the impact of colonialism, and contemporary political systems and parties.  
Satisfies the asian-african requirement.
A45  Politics of the Middle East  (4)
Prerequisite: PS-12
Focus on the interplay of religion, nationalism, colonialism and regional conflict in the context of national as well as world politics.  
Satisfies the asian-african requirement.

A46  Politics of China  (4)
Prerequisite: PS-12
Examination of the political, social and economic factors affecting the Chinese Communist Party and its relationship to the Chinese citizenry.  Analysis of the domestic and international challenges confronting the Chinese state.  
Satisfies the asian-african requirement.

A47  Politics of Asia  (4)
Prerequisite: PS-12
Examination of the political development of one of the world’s most rapidly changing regions.  Focus on Japan and its dominant influence in the region.  Additional topics include Korean unification and the rise of ASEAN as well as the implications for U.S. foreign policy-makers.  
Satisfies the asian-african requirement.

49  Politics of Latin America  (4)
Prerequisites: PS-12
Emphasis on the institutions, processes and policies through which Latin American countries attempt to accommodate the forces of tradition and of political, economic and social change.

50  Politics of Religious Movements  (4)
Prerequisites: PS-12
Effects of religious movements on the politics of modernizing societies, comparing Europe, the United States, the Middle East and Latin America.

51  Political Parties  (4)
Prerequisites: PS-12
Examination of political parties as they appear in established and emerging democracies.  Special emphasis on U.S. political parties in comparative perspective.

International Relations

55  International Relations  (4)
Prerequisites: PS-12
Examination of the sources of conflict and cooperation in the international system and their effects on the development of foreign policy.

56  American Foreign Policy  (4)
Prerequisites: PS-12
Emphasis on the nature of U.S. national interests, major foreign policy actors and institutions, and principal modes and patterns of decision-making.  American foreign policy toward selected allies and adversaries is also considered.

57  International Political Economy  (4)
Prerequisites: PS-12
The relationship between politics and economics on the national and international levels, focusing on the impact of political forces on the functioning of the international economic system.

58  International Law  (4)
Prerequisites: PS-12
This course examines the origins of international law and the creation of institutions to develop, entrench, and enforce international norms.  Particular attention will be paid to international legal frameworks designed to address human rights abuses.

59  International Organizations  (4)
Prerequisites: PS-12
This course familiarizes students with international and transnational actors in the corporate, governmental, and non-governmental sectors, such as Coca-Cola, the World Bank, the United Nations, and Amnesty International.

Political Thought

60  Classical Political Thought  (4)
Prerequisites: PS-13 or PHL-20
Analysis of selected works of such writers as Plato, Aristotle, St. Augustine and St. Thomas.

61  Modern Political Thought  (4)
Prerequisites: PS-13 or PHL-20
Analysis of selected works of such writers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill and Nietzsche.

62  American Political Thought  (4)
Prerequisites: PS-13 or PHL-20
Analysis of the principles underlying American politics, focusing on the period stretching from the founding through the Civil War.

Study Abroad

70  Economic and Political Analysis of the European Union  (4)
Prerequisite: PS-12
Same as ECN-81. An examination of the formation, implementation and operation of the European Union, with special emphasis on political and economic issues.  Taught as part of the Furman program in Europe.  Students may not receive credit for both PS-70 and ECN-81.

71  Issues in Central and East European Politics  (4)
Prerequisite: PS-12
Examination of change in Central and Eastern Europe, with emphasis on such topics as the politics of democratization, economic transformation, international security, and environmental degradation and protection.
A72 Issues in African Politics (4)  
Prerequisite: PS-12  
Examination of change in Africa, with emphasis on such topics as the politics of democratization, ethnicity, economic development, the environment and international relations.  
Satisfies the asian-african requirement.

A73 Issues in Chinese Politics (4)  
Prerequisite: PS-12  
Examination of China in the post-Mao era, focusing on the pressures for reform and the central government’s ongoing struggle to maintain control while liberalizing the political and economic system. Includes interviews with government officials and citizens in Shanghai.  
Satisfies the asian-african requirement.

Capstone Courses

75 Senior Seminar in Political Science (4)  
Prerequisites: permission of the instructor  
Reading, research and writing course for majors that covers a specific topic in political science.

78 Senior Honors Essay (4)  
Prerequisites: permission of the instructor  
Guided research and writing on a topic in any field of political science proposed by the student and approved by the instructor.

Engaged Learning

80 Directed Independent Study (4)  
Prerequisites: permission of the instructor and the department chair

84 Fieldwork in Politics (4)  
Prerequisite: PS-11 or 12  
Through internships and related assignments, students employ research methods, test previous political science research, and acquire a deeper understanding of domestic and international affairs.

85 Fieldwork in State and Local Public Affairs (4)  
Prerequisite: PS-11  
Through 25-hour-per-week internships in local or state governmental agencies (both political and administrative) or nongovernmental agencies (such as interest groups, media or nonprofits), students are exposed to the way in which subnational policy is formulated, implemented and evaluated. In addition, students attend a weekly seminar that integrates various themes in public administration, public policy and state and local government.

86 The Washington Experience (4)  
Prerequisites: PS-11 or 12  
Internship in a government agency or political organization, with appropriate academic perspectives.

Special Topics

95 Special Topics in Political Science (4)  
Prerequisites: PS-11 or 12

A95 Special Topics in Political Science (4)  
Prerequisite: PS-12  
Satisfies the asian-african requirement.

Psychology

Professors: Batson, Brewer, Einstein, Nocks, Rasmussen  
Associate Professor: Grisel  
Assistant Professors: Hahn, Pontari, Stetler  
Visiting Assistant Professor: Rice  
Lecturer: Pellew  
Adjunct: Provenzano

To graduate with a major in psychology, a student must have an overall grade point average of at least 2.00 in all psychology courses.

A major must include:
- PSY-21 and 22, and
- eight additional courses as specified by the department.

It is recommended that majors enroll in PSY-22 immediately following PSY-21, or as soon as possible thereafter.

Psychology majors may earn either a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. Students pursuing the B.S. must also complete:
- MTH-11 or (10 and 11S), and
- at least two courses from the following: BIO-11, 21, CHM-11, 12, 21, EES-11, 21, PHY 11, 12, or 21.

It is also recommended that all majors complete as many of the following courses as possible:
- BIO-11, 21 and 37,
- COM-20,
- CS-16,
- ENG-31,
- MTH-30, and
- PHL-20.
All majors are required to take the Graduate Record Examination in psychology.

**Psychology (PSY) Courses**

**21 General Psychology (4)**
Comprehensive introduction to psychology as a behavioral science through a survey of historical, empirical, and theoretical perspectives of psychological research. Topics may include biological bases of behavior, development, learning, personality, cognition, perception, motivation, behavior disorders, and social psychology. 
*Helps satisfy the general education requirement in social sciences.*

**22 Experimental and Statistical Methods (4)**
Prerequisites: PSY-21 and a course in mathematics
Introduction to the principles of experimentation, experimental design, hypothesis testing, and statistical analysis (through factorial analysis of variance). Designed to acquaint students with the experimental study of behavior; covers the basic methodological background necessary for several advanced courses. Lab work, computer analysis of data, and written reports of lab projects are integral parts of the course. Lab fee required.

**23 Human Development (4)**
Prerequisite: PSY-21
Study of the cognitive, physical, social, and emotional life of the individual throughout the life span, with primary emphasis on child development through adolescence. Emphasis on theories of development and developmental processes. Pertinent research in various aspects of development is reviewed. A student may not enroll in both ED-20 and PSY-23. ED-20 cannot be applied to the psychology major. 
*Helps satisfy the general education requirement in social sciences.*

**25 Social Psychology (4)**
Prerequisite: PSY-21
Study of individual human behavior as it affects and is affected by other people. Topics include the self, attitudes, group dynamics, prejudice, interpersonal attraction, impression formation, attribution, aggression, and prosocial behavior.

**28 Introduction to Biopsychology (4)**
Prerequisite: PSY-22 or BIO-22
Study of the biological bases of behavior. Appropriate for all majors, particularly those with potential interest in neuroscience or neuropsychology. Fundamentals of brain structure (gross and fine anatomy) and function (neurophysiology and chemical transmission). Overview of sensory systems from peripheral to central processing, including perception. Study of motor pathways and diseases of movement. Introduction to human neuropsychology, motivation, mood, memory and cognition. Lab projects focus on neuroanatomy and sensory systems. Lab fee required.

**31 Behavior Disorders (4)**
Prerequisites: PSY-21 and one other course in psychology or BIO-22
An introduction to the study of psychopathology. Topics covered include the definition, assessment, and classification of psychopathology; a survey of the types of disorders, their etiologies, symptoms, and treatments.

**32 Learning (4)**
Prerequisites: PSY-22 or BIO-22
Introduction to the empirical facts and theories of animal and human learning. Historical perspective provided for the development of experimental approaches to learning. Topics include classical and instrumental conditioning, reinforcement, learning related to emotion and motivation, generalization, and discrimination. More recent cognitive emphases also considered. A research report is an important aspect of the course.

**33 Theories of Personality (4)**
Prerequisites: PSY-21 and at least two other courses in psychology
Study of the major theories of personality that have provided the historical groundwork and perspective for current personality research. Topics include psychoanalytic, trait, cognitive, behavioral, and humanistic theories.

**34 Psychopharmacology (4)**
Prerequisites: PSY-28
An introduction to the mechanisms of drug action, effects, use and abuse. General topics include principles of pharmacology, neural substrates underlying drug addiction, and the therapeutic use of drugs for mental illness.

**37 Health Psychology (4)**
Prerequisites: PSY-22 or BIO-22
The goal of this course is to provide an overview of the biological, psychological and social factors that influence disease and well-being. We will examine current theories as well as empirical data. Areas of focus include: stress, social support, coping, socio-demographic factors, health behaviors and the role of personality.

**42 Animal Behavior (4)**
Prerequisites: PSY-22 or BIO-22
Comparative analyses of behavior among a variety of nonhuman species. Evolutionary theory is emphasized in the study of social behavior, aggression, reproductive and parental behavior, territoriality, predator-prey relationships, and other topics. Lab projects with birds, insects, mammals, fish, and reptiles emphasize the development of adaptive behaviors. Lab fee required.
43 Psychometrics and Assessment (4)
Prerequisite: PSY-22 or BIO-22
An introduction to the psychometric principles of test construction and test use and to the theories and methods of psychological assessment.

44 Memory and Cognition (4)
Prerequisite: PSY-22 or BIO-22
Examination of the research and theories of human memory and cognition. Topics include pattern recognition, attention, encoding and retrieval processes, forgetting, knowledge representation, problem-solving, and decision-making. Experimental approaches to studying these topics will be discussed.

45 Introduction to Counseling and Psychotherapy (4)
Prerequisite: PSY-31
Survey of the mental health profession and discussion of the classic and contemporary theories of psychotherapy with emphasis on the examination of commonalities and differences among approaches.

50 History and Systems of Psychology (4)
Prerequisites: PSY-22 or BIO-22 and at least four other courses in psychology
Historical perspective on contemporary psychology. Various approaches to defining and studying psychology are analyzed in a seminar format.

52 Organizational Psychology (4)
Prerequisite: PSY-25
Seminar covering applied research and practices in social psychology specific to organizational behavior. Topics covered include: personnel recruitment, performance appraisal, training, leadership, motivation, conflict resolution, strategic planning, development, ethics, and diversity issues. Project involving eight hours of on-site observation/participation in a local organization is required.

54 Behavioral Neuroscience (4)
Prerequisite: PSY-28
Advanced study of the relationship between the brain and behavior, including fundamental principles of neurobiology, neuroanatomy and neurochemistry/pharmacology, and application to complex problems in the field of behavioral neuroscience. Seminar discussion of current research in neuroscience, including genetics, mood disorders, drug abuse and cognition. Group and independent laboratory research required. Lab fee required.

55 Self (4)
Prerequisites: PSY-22 or BIO-22 and PSY-25
Advanced study of current and classic research on the self, particularly the processes involved in maintaining positive self-views. Topics may include the biases inherent in attributions, memories, and self-assessments, and the possible drawbacks associated with such biases. Course is taught in seminar format. Students read and discuss primary literature.

81 Supervised Research (2, 4)
Prerequisites: PSY-22 or BIO-22 and permission of instructor
Students participate in all or several phases of the research process, including literature review, research design, creation of materials and stimuli, data collection, data entry, and data analysis and interpretation. Students are required to produce a written or oral summary of the research project. Does not contribute to the 10 course major.

83 Internship (2, 4)
Prerequisites: PSY-22 or BIO-22, at least one other course in psychology, and permission of instructor
Provides majors with experience in professional psychology. Interns complete a minimum of 100 hours (4 semester hours) or 50 hours (2 semester hours) of on-site activities related to internship objectives, complete a comprehensive paper, participate in scheduled seminar meetings, and have individual meetings with their faculty and on-site supervisors. Must be enrolled pass-fail and cannot be included in the ten course psychology major.

85 Independent Research (4)
Prerequisites: PSY-22 or BIO-22 and permission of instructor
Students conduct original research under the supervision of a three-person committee (chaired by the supervising faculty member). A proposal, research paper and an oral presentation are required. May contribute only once in the 10 course major.

95 Special Topics in Psychology (4)
Prerequisite: PSY-22 or BIO-22 and potentially other relevant courses based on specific topic.
Topics vary with each offering and are announced in advance for each course. May contribute twice in the 10 course major.

Religion

Professors: Rutledge (Chair), Shelley, Turner
Associate Professors: Britt, Crowe-Tipton, Matthews, Teipen
Assistant Professors: Bibb, Knight, Ray, Stulting
Lecturers: Grieser, Nix
Adjuncts: Frein, Hewitt, Strange

In keeping with the liberal arts tradition, a religion major includes studies in four areas: biblical studies, religions of the world, religious thought, and religion and society. The specific courses included for completion of the major are agreed upon in consultation with the department chair.
A major requires a minimum of eight courses numbered 20 or greater and must include REL-A25 and REL-75.

Religion (REL) Courses

11  Introduction to Biblical Literature  (4)
Study of the Bible to heighten appreciation for its literary origins and forms, historical settings, moral wisdom and religious insights, and enduring contributions to Western culture. Students may not earn credit for both REL-11 and 12.
*Helps satisfy the general education requirement in humanities (religion).*

12  Introduction to Religion  (4)
Exploration of the nature of religion as manifested in the variety of religious experiences and expressions, including symbols, myths, rituals, and religious literature. The Bible serves as a primary text. Students may not earn credit for both REL-11 and 12.
*Helps satisfy the general education requirement in humanities (religion).*

13  Introduction to the Old Testament  (3)
Prerequisite: REL-11, 12 or HUM-13
The history, literature and teachings of the Old Testament. Offered through the Undergraduate Evening Studies program only.

14  Introduction to the New Testament  (3)
Prerequisite: REL-11, 12 or HUM-13
The history, literature and teachings of the New Testament. Offered through the Undergraduate Evening Studies program only.

21  History, Literature, and Religion of the Old Testament  (4)
Prerequisite: REL-11, 12 or HUM-13
Study of the Old Testament in its historical context, with emphases on the forms and contents of its literature and the religion of ancient Israel.
*May satisfy the general education requirement in upper-level humanities.*

22  The New Testament and Early Christianity  (4)
Prerequisite: REL-11, 12 or HUM-13
Study of the New Testament in the context of the social and historical development of earliest Christianity, emphasizing the nature and variety of the religion of the early Church.
*May satisfy the general education requirement in upper-level humanities.*

24  Religion in America  (4)
Prerequisite: REL-11, 12 or HUM-13
Historical survey of belief systems and practices of the religions and civil religion of Americans. Emphasis on the principal denominations and movements within and growing out of Judaism and Christianity. Native American religions, the American form of selected non-Western religions, and larger cult groups studied briefly.
*May satisfy the general education requirement in upper-level humanities.*

A25  Religions of the World  (4)
Prerequisite: REL-11, 12 or HUM-13
Nature of religion and principal features of living religions. Important ideas and practices of major religions examined in historical and cultural context, with emphasis on the human quest for meaning and integrity.
*Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.*

29  Basic Christian Theology  (4)
Prerequisite: REL-11, 12 or HUM-13
Introduction to what the Christian community as a whole has believed, taught, and confessed on the basis of Scripture and theological reflection. The course examines the nature of theology, and its traditional expressions in such topics as the Trinitarian understanding of God, human sinfulness, reconciliation, and servanthood, and God’s relation to the world in creation, providence, and eschaton.
*May satisfy the general education requirement in upper-level humanities.*

30  Old Testament Prophets  (4)
Prerequisite: REL-11, 12 or HUM-13
Study of the phenomenon of Hebrew prophecy and the Hebrew prophets in their historical context, with emphases on the literary forms of prophetic literature and the social, political, and religious values of the prophets.
*May satisfy the general education requirement in upper-level humanities.*

31  Wisdom Literature  (4)
Prerequisite: REL-11, 12 or HUM-13
Study of Proverbs, Job, Ecclesiastes, and other Wisdom writings of the Hebrew Bible and Apocrypha, and their relationship to other literature, ancient and modern. Topics include pain and suffering, the origin and nature of evil in a theocentric world, and the nature of the good life.
*May satisfy the general education requirement in upper-level humanities.*

32  Jesus and the Gospels  (4)
Prerequisite: REL-11, 12 or HUM-13
(1) Exploration of early Christian gospels, both canonical and non-canonical, focusing on the distinctive features of each of the four canonical gospels and the relationships among the synoptic gospels. (2) Study of modern quests for the historical Jesus, beginning in the nineteenth century and focusing on contemporary historical research.
*May satisfy the general education requirement in upper-level humanities.*
33 Paul’s Life and Thought (4)
Prerequisite: REL-11, 12 or HUM-13
Introduction to the writings and social world of Pauline Christianity. Topics include Paul and “the Jews,” his collaboration and conflict with women, and slavery in early Christianity. Includes examination of how Paul’s authority is appropriated by later Christian authors, and how the character Paul is portrayed in early Christian fiction. May satisfy the general education requirement in upper-level humanities.

A41 Buddhism (4)
Prerequisite: REL-11, 12 or HUM-13
The doctrines, practices, and communal life of the Buddhist religious tradition, as well as a survey of the origin, development, and expansion of Buddhism in its various cultural forms: Theravada, Mahayana, and Tantric. Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

34 The Pentateuch (4)
Prerequisite: REL-11, 12 or HUM-13
Examination of the literary, historical and religious dimensions of the first five books of the Hebrew Bible. Topics include the compositional history of the text and the development of ancient Israelite religion. Special attention given to contemporary issues in interpretation, including feminist, socio-logical and post-modern approaches to the text. May satisfy the general education requirement in upper-level humanities.

A42 Islam (4)
Prerequisite: REL-11, 12 or HUM-13
An examination of the origins and development of Islam, the world’s second largest religious tradition. Particular attention is given to the formation of Islamic faith and practice as well as contemporary manifestations of Islam in Asia, Africa, and North America. Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

35 Critical Issues in the Study of Biblical Literature (4)
Prerequisite: REL-11, 12 or HUM-13
May satisfy the general education requirement in upper-level humanities.

A43 Judaism (4)
Prerequisite: REL-11, 12 or HUM-13
Examination of the development, beliefs and practices of Judaism. Historical and sociological issues related to Judaism’s interaction with other cultures, and especially with Christianity, are considered. May satisfy the general education requirement in upper-level humanities.

A36 Geography and Archaeology of the Biblical World (4)
Prerequisite: REL-11, 12 or HUM-13
A travel course to ancient sites of the biblical world and modern centers of Middle East culture, with special attention to archaeological research and discoveries. Conducted with a companion travel course from another department. Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

A44 African Religions (4)
Prerequisite: REL-11, 12 or HUM-13
Introduction to the depth and variety of religious expression in Africa. The course focuses on three types of religion in Africa — Traditional, African Islam, and African Christianity — and explores relations between religious and cultural experience. Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

40 Church History (4)
Prerequisite: REL-11, 12 or HUM-13
Study in historical context of determinative periods in the development of the Christian church, with consideration of implications for Christian churches today. Emphasis upon both secondary and primary texts. May satisfy the general education requirement in upper-level humanities.

45 Religious Pluralism (4)
Prerequisite: REL-11, 12 or HUM-13
Study of Christian and non-Christian attitudes toward the plurality of religions. Focus on the variety of theological responses to religious pluralism and their implications for interfaith dialogue. A historical survey of western attitudes toward religious diversity is also undertaken. Readings include both theological and literary works. May satisfy the general education requirement in upper-level humanities.

46 Religion and Literature (4)
Prerequisite: REL-11, 12 or HUM-13
Interpretation of novels, poems, plays, chiefly modern, with emphasis on religious and moral significance, aiming to illuminate our human pilgrimage and moral quests. Recent texts have included works by Tolstoi, Hesse, Sayers, Sartre, Buck, Pirandello, O’Connor, Percy, Endo, and Carver. May satisfy the general education requirement in upper-level humanities.
47 Christian Classics (4)
Prerequisite: REL-11, 12 or HUM-13
Interpretation of texts expressing the devotional tradition of Christian faith, with emphasis on their time, place, and ecclesiastical tradition, as well as the perennial human issues they raise. Recent courses have included works by Augustine, Francis of Assisi, Julian of Norwich, Martin Luther, John Woolman, Soren Kierkegaard, Dietrich Bonhoeffer and others.
May satisfy the general education requirement in upper-level humanities.

48 Christian Thought (4)
Prerequisite: REL-11, 12 or HUM-13
Developments in Christian thinking through periods of crucial formulation and change, such as the sixteenth-century Reformations or the Enlightenment and early Romanticism. Attention to such issues as interpretation of Scripture and the relation of head and heart in faith.
May satisfy the general education requirement in upper-level humanities.

A49 Hinduism (4)
Prerequisite: REL-11, 12 or HUM-13
An exploration of Hindu beliefs and practices with an emphasis on major religious themes that link classical traditions with popular piety.
Satisfies the asian-african requirement and may satisfy the general education requirement in upper-level humanities.

50 Eastern Orthodoxy and Roman Catholicism (4)
Prerequisite: REL-11, 12 or HUM-13
Study of the development, beliefs, institutions, and public and private practices of Eastern Orthodox Christianity and Roman Catholicism. Relationship of these traditions to each other and to Protestantism also examined.
May satisfy the general education requirement in upper-level humanities.

51 Native American Religions (4)
Prerequisite: REL-11, 12 or HUM-13
This course considers both the diversity and common themes in Native American religion through the study of selected tribal groups. Central are the ways in which these traditions contribute to our understanding of myth, ritual, the creation of religious worldviews, and even our definition of religion.
May satisfy the general education requirement in upper-level humanities.

52 Psychology of Religion (4)
Prerequisite: REL-11, 12 or HUM-13
Individual and corporate religious experience as means to personal identity. Emphasis on religious assumptions of contemporary psychology; psychology’s contribution to understanding religious thinking, feeling, deciding; and the organization of religious life styles.
May satisfy the general education requirement in upper-level humanities.

54 Faith and Ethics (4)
Prerequisite: REL-11, 12 or HUM-13
Study of human values and conduct in light of the basic affirmations of Christian faith. Topics include the nature of moral reasoning, the use of the Bible in Christian ethics, the relationship between religious faith and moral life, and contemporary ethical problems.
May satisfy the general education requirement in upper-level humanities.

55 The Nature of Ministry (4)
Prerequisite: REL-11, 12 or HUM-13
Examination of the biblical and historical background of ministry, areas of contemporary ministry, and personal and social motivation for ministry.
May satisfy the general education requirement in upper-level humanities.

56 Religion and Science (4)
Prerequisite: REL-11, 12 or HUM-13
A comparative study of these fundamental interpretative systems, examining historical conflicts (especially Copernican astronomy and evolutionary theory), the nature, methods, and presuppositions of each, and contemporary issues involving both.
May satisfy the general education requirement in upper-level humanities.

58 Religion and the Environment (4)
Prerequisite: REL-11, 12 or HUM-13
Study of the relationship of religious traditions to the natural world, in historical, theological, and ethical perspectives. The course surveys human attitudes to nature; biblical traditions concerning creation; Christian and scientific views of nature; the current ecological crisis; and resources for respecting nature within the world’s spiritual traditions.
May satisfy the general education requirement in upper-level humanities.

75 Senior Seminar (4)
Prerequisite: REL-11, 12 or HUM-13
May satisfy the general education requirement in upper-level humanities.

80 Directed Independent Study (4)
Prerequisites: permission of the instructor and approval of written prospectus by department chair.

95 Special Topics in Religion (4)
Prerequisite: REL-11, 12 or HUM-13
Satisfies the asian-african requirement.
To graduate with a major in sociology, a student must have a grade point average of at least 2.00 in all sociology courses.

A major consists of eight courses and must include:
- SOC-11, 50, 51, 52 and 54, and
- at least three other sociology or anthropology courses, only one of which may be in anthropology, and excluding ANT-80, SOC-80 and 83.

It is also recommended for majors to complete as many of the following courses as possible:
- CS-16,
- ECN-11,
- PHL-20, and
- PSY-21.

**Sociology (SOC) Courses**

**11 Principles of Sociology (4)**
The sociological perspective of human behavior, including an analysis of the human condition and society, culture, personality, the socialization process, social institutions and social change. *Helps satisfy the general education requirement in social sciences.*

**22 Introduction to Criminology (4)**
A basic introduction to the field of criminology: the criminological enterprise; measuring criminal behavior; victims and criminals—profiles; theories of crime causation—biological, psychological, and sociological; crime typologies—violent, property, corporate, political and public order. Briefly discussed: cops, courts, and corrections.

**24 Social Problems (4)**
An analysis of current social problems and social policies: the definitions and causes of problems as well as the efficacy and feasibility of proposed solutions. *Helps satisfy the general education requirement in social sciences.*
femininity. Historical cross-cultural examples are examined as well as a discussion of the nature/nurture debate. Consideration of the influence of the family, media and language. Additional attention to the role of gender in the social institution (e.g., education, work, health care).

43 Urban Community (4)  
Prerequisite: SOC-11  
A study of the dynamics of urbanization; urban ecology, lifestyles and institutions; urban problems; and urban planning.

44 Medical Sociology (4)  
Prerequisite: SOC-11  
An introduction to the sociological study of medicine and the applications of sociology in medicine, emphasizing the sociocultural aspects of health and illness. This course requires extensive field work at a Greenville hospital. Entry is by application only. Course must be enrolled with PHL-28.

45 Social Movements and Collective Behavior (4)  
Prerequisite: SOC-11  
Origin, maintenance and operation of American social movement organizations and political interest groups. Civil rights, environmental, occupational health, and activist student groups examined in detail. Special emphasis on strategies to acquire political access, influence governmental policy, and theoretical criteria for assessing movement success.

46 Population and Environment (4)  
Prerequisite: SOC-11  
Analysis and review of basic population theory and trends, including a detailed study of the effects of demographic components (fertility, mortality and migration) on contemporary human society and the environment. Students may not receive credit for both ECN-35 or SOC-35 and SOC-46.

47 Race and Ethnic Relations (4)  
Prerequisite: SOC-11  
Racial, ethnic and religious minorities in America and around the world. “Race” and social identities; stigmatization and prejudice; intergroup cooperation, collusion and competition.

48 Deviance and Social Control (4)  
Prerequisite: SOC-11  
Consideration of both individual and group conformity and deviation. Analysis of the theories of deviance; its forms, e.g., crime, delinquency, sexual deviation, drug dependence; and the mechanisms of social control. The interaction process within which deviance and control evolve.

49 Sociology of Religion (4)  
Prerequisite: SOC-11  
Examines religion’s role in social cohesion and conflict, in continuity and change. A central focus is contemporary American religious life and its mix of seemingly contradictory trends.

50 Sociological Theory (4)  
Prerequisite: SOC-11  
Philosophical and historical influences on and contemporary orientations in sociological theory. The sociological approach to knowledge is compared to that of the other sciences and the humanities.

51 Methods of Social Research (4)  
Prerequisite: SOC-11  
Introduction to the basic techniques of sociological research. Stages of research project development considered: hypothesis formulation; methods of proof; data collection; attitude scaling; the research report. Individual research proposals are developed to be completed in SOC-54.

52 Analysis of Social Data (4)  
Prerequisites: SOC-11 and MTH-11 or (10 and 11S) or 16  
Introduction to basic techniques of statistical description and inference, with an emphasis upon the application of statistics.

53 Contemporary Social Theory (4)  
Prerequisite: SOC-11  
Overview of contemporary social theory from 1920 to the present. Examination of these problems associated with the growth of formal and technological rationality in modern society. Authors to be read include Alan Wolfe, Thomas Kuhn, Herbert Marcuse, Max Weber, and Michael Harrington.

54 Sociology Seminar (4)  
Prerequisites: SOC-51 and 52  
Students complete the research proposal developed in SOC-51. The seminar ends with a colloquium in which student research findings are summarized.

80 Independent Study (4)  
Prerequisite: permission of instructor  
Prospectus for study must be presented to instructor and approved in the term preceding registration for the course. Course does not count toward the eight course major in Sociology.

83 Internship in Sociology (4)  
Prerequisites: SOC-11 or 24, at least one upper-level course in sociology, and a GPA of 2.80 or greater in the major  
This course provides advanced students with practical experience in a variety of local social service agencies. Interns complete at least 120 hours of on-site activities relating to their internship objectives, participate in scheduled seminar meetings, workshops, and field research exercises, and meet regularly with internship director and agency supervisor. Students cannot enroll in this course pass-fail and it does not count toward the eight course major in Sociology.
95 Special Topics in Sociology (4)

Anthropology (ANT) Courses

12 Cultural Anthropology (4)
An introduction to social and cultural anthropology. Topics include the comparative study of subsistence regimes and economics, stratification and political organization, marriage and kinship, culture and personality, religion, and social and cultural change. Helps satisfy the general education requirement in social sciences.

21 World Prehistory (4)
An introduction to physical anthropology and archaeology. Topics include human evolution, the realities of human physical variation, the peopling of the world, and the origins of food production and complex societies. Helps satisfy the general education requirement in social sciences.

26 Peoples of Latin America (4)
Survey of contemporary issues in the social and cultural anthropology of Latin America (and the Caribbean), including ethnicity and race, family and gender, and political economy and environment.

A27 Peoples of Black Africa (4)
A social and anthropological survey of the diversity of peoples in sub-Saharan Africa. Examining rural and urban social life before, during, and after colonial life. Satisfies the asian-african requirement.

A28 Cultures of the Non-Western World (4)
Ethnographic survey of African, Asian, Middle Eastern, and Latin American societies. Focuses on ecological adaptation, politics, and sociocultural change and male-female relations. Satisfies the asian-african requirement.

A29 Understanding Modern Japanese Society Through Films (4)
Survey of various facets of modern Japanese society and culture, including family, life cycle, education, gender, work, popular culture, as well as cultural aspects of economic and political systems through readings and films. Satisfies the asian-african requirement.

37 Anthropology of Ethnicity (4)
Ethnic, racial, and religious minorities in America and around the world. Ethnicity and ethnocentrism, race and “scientific” racism; stigmatization and prejudice; assimilation and pluralism; primordialism and circumstantialism; nationalism and identity politics.

80 Independent Study (4)
Prerequisite: Consent of instructor. Prospectus for study must be presented to instructor and approved in the term preceding registration for the course.

95 Special Topics in Anthropology (4)

Theatre Arts

Professors: Bryson, Cummins
Associate Professor: Oney (Chair)
Assistant Professor: Caterisano
Adjuncts: Peyrouse, Stenhouse, Sutton

All majors are required to participate in every production of the department and to complete the following course requirements:
- six terms of THA-01,
- THA-20, 25, 28, 31, 34, 35, 40, 42, 75, and
- at least one of the following courses: THA-21, 36, 45 or 50, or ENG-57

ENG-57 is applicable only when a Theatre Arts faculty member is participating in the study abroad program.

Theatre Arts (THA) Courses

01 Theatre Practicum (0)
Significant participation in the department’s theatre production as determined by the faculty, including, but not limited to, serving as a cast member, in stage management, as a crew head or as an assistant to a designer.

11 Introduction to Theatre (4)
Script analysis, dramatic structure, production styles, introductory overview of acting, directing, design and technical elements of production. Participation in some phase of play production (backstage or onstage) or a creative project is part of the course. Satisfies the general education requirement in fine arts.
12 Makeup (2)
Principles of makeup design for the theatre based upon play reading and script analysis. Techniques of application limited to the painterly approach and beginning three-dimensional techniques. Compilation of a resource file of graphic images provides the basis for design choices.

13 Sound Design (2)
Study of the history of theatre sound design and production. Introduction to sound recording, digital sound capturing and editing, microphones and sound reinforcement techniques. Students complete design projects related to theatrical production.

20 Acting (4)
Prerequisite: THA-11
Fundamentals of acting technique including script reading and analysis, movement, vocal development, and performance theory and practice.

21 Digital Technology for the Theatre (4)
Introduction to hardware and software technologies used in theatrical production, study, research and analysis. Students produce projects directly related to theatre scholarship, design and practice in such areas as graphics, database, audio and video production and editing, html and web publishing, page layout, and design. Lab required.

25 Stagecraft (4)
Prerequisite: THA-11
Technical theatre nomenclature, tools and materials, rigging, scene painting and standard construction techniques for standard scenery. Lab required.

26 Costume Crafts (4)
Prerequisite: THA-11
Principles of costume technology, including basic sewing/construction techniques, fabric identification and modification technique, and crafts techniques such as millinery armor construction, and dyeing and painting. Lab and lab fee required.

28 Lighting Design and Practice (4)
Prerequisite: THA-25
Introduction to the history and practice of theatrical lighting design, including basic electricity, instruments, control, analysis, research and execution of design projects. Lab required.

30 Actor’s Voice (4)
Exploration of the natural voice using methods developed by Kristen Linklater including articulation for the stage, Shakespearean acting, developing character voices and stage dialect.

31 Directing (4)
Prerequisite: THA-20
Introduction to modern directing theory and strategies, including script analysis, casting and rehearsal techniques, and direction of a one-act play for public performance.

34 History of the Theatre I: Ancient Theatre to 1700 (4)
Prerequisite: THA-11
A survey of classical Greek and Roman theatre, the beginnings of eastern theatre, the theatre of medieval Europe, Renaissance Italy, France and Japan, Golden Age Spain, Elizabethan and Restoration England, and Baroque France. May satisfy the general education requirement in upper-level humanities.

35 History of the Theatre II: Eighteenth Century to the Present (4)
Prerequisite: THA-11
A survey of theatre history from the end of neo-classicism through German romanticism and on through realism. Includes elements of twentieth-century eclecticism such as epic theatre, the theatre of the absurd, and the theatres of participation, confrontation, protest and ritual. May satisfy the general education requirement in upper-level humanities.

36 Readings in Dramatic Literature (4)
Study in depth of the dramatic literature of a particular historical period, genre or nation. The topic changes depending on the instructor teaching the course. Offerings might include readings in Irish Theatre; Restoration Theatre; Theatre of the Absurd; 19th Century Realism; Late 20th and Early 21st Century American Theatre. May satisfy the general education requirement in upper-level humanities.

40 Scene Design (4)
Prerequisite: THA-25
Exploration of theatrical perspective drawing techniques. Analysis, research and execution of selected scenic design projects. Completion of ART-21 and 23 helpful, but not required.

42 Costume Design (4)
Prerequisite: THA-26
The costume design process, from elements and principles of design to analysis of script and character, historical research, and methods of rendering.

45 Acting II: Characterization (4)
Prerequisite: THA-20
Advanced acting techniques with emphasis on exploration and development of character through play reading and analysis, improvisation, ensemble acting, experimentation and performance.
Playwriting  (4)
Introduction to and practice in the art and craft of playwriting for the stage. Emphasis on play structure, character development and dialogue. Students write frequently, read their work in class and complete a 10-minute play and a one-act play.

Theatrical Criticism  (4)
Prerequisite: THA-34 or 35
Analysis and discussion of major trends in theatrical criticism from Aristotle to the present.

Creative Dramatics  (4)
Practical games, exercises and improvisations for actors and teachers who wish to work in the children’s theatre field or use creative dramatics in the non-theatre arts classroom. Includes creative dramatics and drama structures for the non-theatre classroom.

Seminar: Senior Synthesis  (4)
Prerequisite: senior class standing and permission of instructor
The opportunity to research a special topic, solve a production problem, examine a critical theory or complete a creative project as a synthesis of the major course of study.

Independent Study: Advanced Directing Project  (4)
Direction of a full-length play in the laboratory theatre season. Offered only after production proposal has been approved by theatre arts faculty.

Independent Study: Advanced Design Project  (4)
Research and design of scenery, lighting or costumes for a major production. Preparation of all applicable renderings, working drawings and plans. Supervision of execution of the designs. Offered only on approval by the scenic or costume designer.

Independent Study  (4)
Independent projects not specifically related to directing or design. Projects may be approved in, although not necessarily limited to, acting, theory and criticism, theatre history or playwriting.

Special Topics in Theatre Arts  (4)

Urban Studies Program

Professors: Halva-Neubauer, Peterson (Director), Redburn
Assistant Professor: Borer

The major in urban studies provides students with an interdisciplinary perspective on the forces of urbanization, urban growth and decline, urban life, and urban problems.

A major in urban studies must include:
- ECN-11, PS-11, and SOC-11,
- ECN-25, MTH-30, PS-14 or SOC-52,
- two of the following three courses: ECN-34, PS-26, and SOC-43, and
- at least five additional courses from the list below.

For course descriptions, see listings under individual departments.

Independent Study  (4)
Guided research normally focused on urban development.
Medals and Awards

Honorary Degrees

*Doctor of Humanities*
Minor Mickel Shaw, April 5, 2006

**Meritorious Teaching Award**

*The Alester G. Furman, Jr., and Janie Earle Furman Award for Meritorious Teaching.*

Through the benefaction of the late Mr. Alester G. Furman, Jr., and Mrs. Furman, an annual cash award for meritorious teaching is made to the member or members of the faculty judged to have been most effective in undergraduate teaching during the current academic session. Any member of the faculty who has taught one or more courses during the session is eligible.

Recipients are selected by an unannounced selection committee, composed of faculty and students, appointed annually by the president. The selection is announced at spring commencement.

In considering prospective recipients, the selection committee places primary emphasis upon the following aspects of teaching: the inspiration of students toward an enthusiastic interest in an academic discipline and in learning in general, evidence of professional competence in the teacher’s field, and interest in the academic and personal welfare of students, both within and outside the classroom. Nominations for the award with supporting information may be submitted in writing in sealed envelopes by faculty or students to the Vice President for Academic Affairs by April 15 each year.

The Meritorious Teaching Award was won in 2006 by John Michel Harris and Lon Bishop Knight.

**Meritorious Advising Award**

*The Alester G. Furman, Jr., and Janie Earle Furman Award for Meritorious Advising.*

This annual award, made possible by an additional gift from the Furman family, recognizes a member of the faculty who, in the opinion of students, other faculty, and alumni, is an exceptional academic advisor.

Recipients are selected by an unannounced selection committee on the basis of written nominations sent to the Vice President for Academic Affairs by April 15 of each year. The factors considered by the selection committee are each nominee’s long-term commitment to advising, rapport with students, concern for advisees’ career goals and future plans, willingness to seek answers to advisees’ questions, knowledge of university regulations and curriculum, and effectiveness in directing students toward productive college experiences.

The Meritorious Advising Award was won in 2006 by William James Pierce and Sandra Goldsmith Roberson.

**Chiles-Harrill Award**

*The Chiles-Harrill Award,* provided through the benefaction of Mr. Frank Keener ‘64, is an annual cash award to a member of the faculty or administrative staff considered to have made substantial contributions to the lives of students. The award honors Marguerite Moore Chiles, former vice president for student services, and Ernest E. Harrill, professor emeritus of political science and former dean of students. Recipients are selected by an unannounced committee composed of faculty, staff and students.

The Chiles-Harrill Award was won in 2006 by Idella G. Glenn, Office of Multicultural Affairs.

**Student Awards**

*Furman University Scholarship Cup.* Donated by Hales Jewelers. Awarded to the senior with at least 64 semester hours at Furman who earns the highest grade point average. Won in 2006 by John Robert Dickson and Christopher Barrett Osborne.
Bradshaw-Feaster Medal for General Excellence. Endowed by the late Dr. S. E. Bradshaw in continuation of the medal provided by the late W. L. Feaster ‘13. Awarded by the faculty to a senior man on the bases of scholarship, general culture, participation in college activities, high moral character. Won in 2006 by John Robert Dickson.

Donaldson-Watkins Medal for General Excellence. Given by the late Mrs. Elizabeth Wilson Donaldson and the late Mrs. Maude Wakefield Watkins, members of the class of 1889. Awarded by the faculty to a senior woman on the bases of scholarship, general culture, participation in college activities, high moral character. Won in 2006 by Nadezhda Dimitrova Savova.

President’s Award. Awarded by a committee of faculty, administrators and students to seniors for qualities of scholarship, leadership, service, and participation in college and community activities. Won in 2006 by Kimberly Sue Jackson and Bradley Garret Richards.

American Legion Medal. Awarded by the American Legion, South Carolina, to a senior man and a senior woman for qualities of honor, courage, scholarship, leadership and character. Won in 2006 by April Elise Bernardo and Amer Hussain Ahmad.

Alfred S. Reid Award. Certificate awarded by the Furman chapter of Omicron Delta Kappa to the man in each class who has made the best all-around contribution to the improvement of the university and student life during the year. Won in 2006 by Wendell Scott Kimbrough.

Winston Babb Memorial Award. Plaque awarded by the Furman chapter of Omicron Delta Kappa to the woman in each class who has demonstrated the most outstanding qualities of leadership, scholarship and service to the university. Won in 2006 by Kimberly Celia Bass.


Dean's Achievement Award (2004). Award given to a student who has overcome extraordinary personal obstacles in pursuit of a college degree. Recipient demonstrates persistence, character, and a zest for learning that has earned the respect of faculty members and inspired fellow students. Not awarded in 2006.

Art

Thomas E. Flowers Award in Art. Won in 2006 by Lauren Elizabeth Jung.

Glen E. Howerton Award in Art. Won in 2006 by Jennifer Lauren Shores.

Art Faculty Award for Leadership and Exceptional Service. Won in 2006 by Mary Helen Driscoll.

Asian Studies


Biology


Elizabeth Thackston Taylor Botany Medal (1942). Established by the late R. K. Taylor, Jr., ’31 in memory of his mother. Awarded by the biology faculty to the student with the greatest interest and aptitude in field study of plants of the Piedmont. No student is eligible a second time. Won in 2006 by Kelly Kay Wilson.

Beta Beta Beta General Excellence Award (1974). Annual monetary award to a junior or senior biology major for outstanding academic achievement.
achievement and unselfish service. Won in 2006 by Adrienne Leigh DuBois.

Paul Lewis Fisher Book Award (1977). Annual monetary gift for book purchase to one or more deserving biology students. Won in 2006 by Mary Alice Carpenter.


Carolina Foothills Garden Club Award. Won in 2006 by Adrienne Leigh DuBois.


Business and Accounting

Fred and June Current Accounting Award (2003). Award presented each year to an outstanding graduating senior majoring in accounting who has shown high academic achievement, has demonstrated leadership in the Furman Accounting Society, and who has actively participated in other campus organizations that have a primary goal of serving others. Won in 2006 by Jennifer Renea Milner.

General Excellence in Business Award (2003). Award presented each year to a graduating senior business major who has exceptionally strong academic achievement, a proven work ethic, leadership ability and well diversified extracurricular activities. Won in 2006 by Brian Michael Boyd and Stephanie Megan Chandler.

Lawrence Kessler Award for Excellence in Accounting (2006). Won in 2006 by Dawn Elyse Snyder

Chemistry
John Sampey Award in Chemistry (1968). Cash award to an exceptional graduating chemistry major, based on meritorious scholarship, strength of character and promise of a productive scientific career. Won in 2006 by John Robert Dickson.

John Albert Southern Award in Chemistry (1973). Won in 2006 by April Elise Bernardo and Mark Leon Turlington.

American Chemical Society Outstanding Senior Award (1954). A year’s membership in the American Chemical Society (ACS) by the Western Carolinas Section of ACS, awarded to the senior member of the student chapter with the best record in chemistry. Won in 2006 by Matthew Scott Vandyker.

CRS Press Freshman Chemistry Award (1968). Lange Handbook of Chemistry presented by the student affiliate chapter of the American Chemical Society to the outstanding student or students in freshman chemistry. Won in 2006 by Stephen James Ramey.


Award for Achievement in Organic Chemistry (2004). Won in 2006 by Melissa Mundy Allen.

Classical Studies
Award for Excellence in Ancient Greek and Roman Studies Concentration (2001). Won in 2006 by Benjamin Michael Lathrop.

Classics
J. S. Murray Greek and Latin Prizes (1928). Two prizes, one in Greek and one in Latin, established by the late Dr. John Scott Murray. Greek Prize won in 2006 by Miriam Hamilton Clark. Latin Prize won in 2006 by Jeremy Michael Spencer.
**Chair’s Language Award (2006)**  Won in 2006 by Jeremy Trey Grainger.

**Communication Studies**  

*The Charles A. Batson Award (2004).* The award recognizes excellence in the intellectual, ethical and aesthetic aspects of broadcast journalism. The student recipient must display a strong commitment to the liberal arts as well as to broadcast journalism. Won in 2006 by Kelly Kristine Norton.

*Communication Studies Award for Achievement in Mass Communication (2004).* This award recognizes a communication studies major who has achieved distinction in the field of mass communication. In granting the award, the department’s committee considers excellence in scholarship, as well as service to the department, the university and the community. Won in 2006 by Amy Michelle Lehman.

*Endel Award for Excellence in Oratory & Debate (2004).* This award recognizes excellence in effective and ethical public speaking and debate. In granting the award, the department's committee considers both the quality and the quantity of a student's public discourse, and particularly values those who practice what the Greeks called *parrhesia,* "fearless speech," speech based on moral principle and delivered in the face of powerful opposition. Won in 2006 by Joel Towers Rice IV.

*Communication Studies Award for Achievement in the Study of Rhetoric (2004).* The award honors a student or students whose work in rhetoric exemplifies the highest standards. In granting the award, the department's committee considers excellence in scholarship but may also consider a student's efforts to improve the quality of public discourse in the department, the university, and the community. Won in 2006 by Kelly Anne Jakes and Allison Jaclyn McCann.

**Computer Science**  
*Computer Science Faculty Award (1996).* Won in 2006 by Tyler Lansden Johnson and Adam Harold Murphree.

**Earth and Environmental Science**  
*Wallace C. Fallaw Outstanding Senior Award in Earth and Environmental Sciences (1996).* Won in 2006 by Patricia Jane Bowie.

*American Mineralogist Undergraduate Award (2001).* Not awarded in 2006.

**Economics**  
*Wall Street Journal Medal and Award (1960).* A medal and year’s subscription to the *Wall Street Journal,* awarded for outstanding work in economics and business administration. Won in 2006 by Carolyn Murphy Young.

*J. Carlyle Ellett Economics Prize (1990).* Won in 2006 by Rebecca Ford Blosser and Hilary Jean Mogle.

*Arthur Magill Economics Award (1999).* Award recognizes a rising senior at Furman judged to be the outstanding student in economics. Won in 2006 by Jane Elizabeth Crockett and Boris Milkov Michev.

**Education**  
*Outstanding Scholar and Leader in Education Award (2005).* Won in 2006 by Natasha Lynn Baird and Sarah Gilchrist Heedy.

**English**  
*Gilpatrick Award for Scholarly Writing.* Not awarded in 2006.


*Margaret Beattie Courtenay Poetry Prize (1981).* Won in 2006 by Mary Rebecca Adkins, Leah Elizabeth Coakley and Katherine Anne Pilburn.


J. Decherd Guess Scholarship (1989). Won in 2006 by Rose Marie Burlingame, Elizabeth Caroline Cooke, Kathryn Elizabeth Deal, Sarah Elizabeth Denton, Alice Elizabeth McLeod, Sarah Kathryn Parmenter, Kristen Nicole Pitts, Megan Heather Slemons, Lindsay Phifer Timmerman, Kathryn Rose Tipton, Kimberly Jean Tonkin, Whitney Nicholson Vann and Heather Diane Wayne.


Environmental Studies
Award for Excellence in Environmental Studies (2001). Won in 2006 by Christopher Martin Jones.

Health and Exercise Science
Thomas Award in Health and Exercise Science (1996). Awarded to a graduating Health and Exercise Science major who has shown unusual professional growth, interest and service, and who exemplifies the desired characteristics of a physical educator. Won in 2006 by Kristen Joan Edgar.

Ruth Reid Award (2005) Award presented to a graduating Health and Exercise Science major who will be certified to teach health and physical education who exemplifies the attributes of a dedicated teacher. Won in 2006 Julie Elizabeth Holmberg.

History
Endel Memorial History Medal (1937). Founded by the late Mrs. H. Endel as a memorial to her husband and awarded to the man doing the best work in history. No student is eligible a second time. Won in 2006 by Christopher Barrett Osborne.

Gilpatrick History Prize (1937). A cash prize, given by Choice Mccoin ’57 as a memorial to Delbert H. Gilpatrick, professor of history emeritus, and Meta E. Gilpatrick, professor of English emeritus, and awarded to a woman for outstanding work in history. No student is eligible a second time. Won in 2006 by Shannon Rebecca Megison.


Latin American Studies
Award for Excellence in Latin American Studies (2001). Won in 2006 by Emily Denise Dean.

Mathematics
DeLany Medal in Mathematics (1945). A gold medal given by William J. DeLany ‘42 to the graduating senior mathematics major earning the highest grade point average in upper-level mathematics courses. Won in 2006 by Amanda Michelle Pascoe.

Mathematics Faculty Award for Excellence (2005) Presented to the graduating senior mathematics majors whose grade point average in upper-level mathematics is 3.80 or higher. Won in 2006 by Amanda Michelle Pascoe and Katharine Marie Poole.

Modern Languages and Literatures


Goethe Award in German (1969). Won in 2006 by Margaret Brannan Lewis.


Music
DuPre Rhame Award. Won in 2006 by Joshua Scott Taylor.

Dan A. Ellis Award. Presented to the outstanding freshman band member by the Furman Band and Iota chapter of Kappa Alpha Order in honor of Dan A. Ellis. Won in 2006 by Melanie Ann Baxley.

Jake Rasor Award. Won in 2006 by Selena Loren Adams.

John Carmichael Award. Won in 2006 by Kimberly Witherspoon.

Sigma Alpha Iota Scholastic Award. Won in 2006 by Lara Louise Larberg.

Sigma Alpha Iota College Honor Award. Won in 2006 by Selena Loren Adams.

Phi Mu Alpha Lockhart Music Award. Won in 2006 by Brian Lindsey Lupo.

Phi Mu Alpha Goldsmith Music Award. Won in 2006 by Melissa Louise McNair.

Phi Mu Alpha Sinfonia Scholastic Award. Won in 2006 by Christopher James Smith.

Phi Mu Alpha Sinfonia College Honor Award. Won in 2006 by Patrick Allen Mainieri.

Vince Perone Outstanding Bandsman Award. Won in 2006 by Levi Franklin Gable.

Philosophy

Physics

Senior Physics Award (2005). Based upon academic achievement, enthusiasm for learning physics and positive contributions to the physics program by their scholarly example and service, the Senior Physics Award is given annually to the best all around senior physics major. The recipient is selected by the Physics Faculty, in conjunction with the donor, Dr. Paige Ouzts. Won in 2006 by Dana Leigh McCall Boltuch.

Political Science


Political Science Faculty Award (1997). Won in 2006 by Amer Hussain Ahmad, Emily Mayman Farris and William Graham Swinson.-

Political Science Chair’s Award (2003). Award given to a senior major in recognition of superb academic achievement and distinguished service to the department. Won in 2006 by Lindsay Diane Woolf.

Political Science Faculty Senior Honors Essay Prize. Not awarded in 2006.

Pre-Medical
Alpha Epsilon Delta Scholarship Award (1982). Presented annually to a premedical student on the bases of scholarship, financial need and contribution to Alpha Epsilon Delta, the honorary premedical fraternity. Won in 2006 by John Robert Dickson.

Psychology
Allport Scholar in Psychology (1968). Given by Robert J. Maxwell, Jr., to the senior psychology major best representing the integration of psychology and other disciplines. Won in 2006 by Lauren Rachel Few.


Religion
Baggott Ministerial Award (1970). Endowed by the Rev. and Mrs. James L. Baggott. Annual award in cash or books and medallion to the outstanding graduating ministerial student, based on Christian dedication, leadership, academic record and promise of outstanding service as minister and preacher. Won in 2006 by Victor Paul Ingalls and Anna Leigh Lovett.

Baggott Excellence Award (1978). Endowed by the Rev. and Mrs. James L. Baggott. Annual awards of a medallion and cash to a senior man and woman on the basis of academic achievement and Christian character and for being an outstanding volunteer in church-related vocations. Won in 2006 Lydia Keller Balmos and Andrew Jason Floyd.


Sociology

Theatre Arts
Furman Theatre Award for Distinguished Achievement. Awarded annually to the student who has contributed most significantly to the theatre program over a four-year period. Won in 2006 by Allison Heather Allgood and Ian Mallonee Philips.

Furman Theatre Most Valuable Player Award. Not awarded in 2006.

Undergraduate Evening Studies
Frances Selby “Gig” Meredith Undergraduate Evening Studies Outstanding Student Award (1999). Won in 2006 by Anna Martinez O’Brien.

Women’s Studies

Enrollment Summary

Summer 2005
Undergraduates 438
Graduate Students 686
Total 1,124

Fall 2004
Undergraduate Day Program 2,669
Undergraduate Evening Studies 96
Graduate Studies 383
Total 3,148
Directory

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Stanford J. Jennings ’84, Alpharetta, Georgia
C. Dan Joyner ‘59, Greenville, South Carolina
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Kathleen C. McKinney, Greenville, South Carolina
Patrick W. McKinney, Charleston, South Carolina
Leighan Roberts Rinker H’04, Atlantis, Florida

2006-2009
*Lloyd E. Batson ’47, H’87, Easley, South Carolina
Merl F. Code, Greenville, South Carolina
John C. Cothran ’54, Greenville, South Carolina
Angela W. Franklin ’81, Atlanta, Georgia
Douglas K. Freeman ’72, Alpharetta, Georgia
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James L. Hamrick ’50, H’96, Spartanburg, South Carolina
*Thomas S. Hartness H’72, Greenville, South Carolina
Frannie M. Heller, Greenwich, Connecticut
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Celeste Hunt Patrick, Charleston, South Carolina
Linton B. Puckett ’65, Greenville, South Carolina
Dudley C. Reynolds ’75, Birmingham, Alabama
L. Stewart Spinks, Greenville, South Carolina
*Mary Peace Sterling H’02, Greenville, South Carolina
Lizanne Thomas ’79, Atlanta, Georgia

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Philip Hughes, Greenville, South Carolina
J. Thomas Humphries ‘49, Pawleys Island, South Carolina
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Donald W. Janney ’74, Atlanta, Georgia
Thomas E. Kerns H’89, Greenville, South Carolina
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Clifford Rosen, Miami, Florida
Daniel S. Sanders, Greenville, South Carolina
Susan E. Shaw, Atlanta, Georgia
Ben F. Shoaf, Spartanburg, South Carolina
George O. Short, Jr. ‘54, Greenville, South Carolina
Robert S. Small, Greenville, South Carolina
W. Randolph Smith ‘70, Dallas, Texas
Harold T. Southern ‘37, Winston-Salem, North Carolina
W. Grady Southern, Jr. ‘50, Winston-Salem, North Carolina
Robert Earl Stillwell ‘67, Anderson, South Carolina
Paul A. Stroup III ‘73, Charlotte, North Carolina
William A. Sturgis, Jr., Atlanta, Georgia
Kota C. Suttle ‘93, Atlanta, Georgia
Ronald O. Swinson, Jr. ‘76, Columbia, South Carolina
James A. Taylor III ‘83, Vero Beach, Florida
Nancy Dew Taylor ‘61, Greenville, South Carolina
James W. Terry, Jr., Greenville, South Carolina
Nick A. Theodore ’52, H’93, Greenville, South Carolina
Lizanne Thomas ’79, Atlanta, Georgia
James C. Thompson ’65, Charlotte, North Carolina
Kathryn W. Timmons ‘48, Greenville, South Carolina
William R. Timmons III, Greenville, South Carolina
Carrie R. Tucker ’71, Lake Wylie, South Carolina
Margaret E. Ulmer ’56, Greenville, South Carolina
Ronald V. Wade ’66, Charlotte, North Carolina
David B. Wall ‘73, High Point, North Carolina
James Bailey Watts ’57, Camden, South Carolina
Wilson C. Wearn, Atlanta, Georgia
Lucius H. Weeks ’54, Travelers Rest, South Carolina
Rory T. Welch ’91, Harrington, New Jersey
Lisa Roberts Wheeler ‘82, Boca Raton, Florida
Alexandra Furman Whitley, Greenville, South Carolina
F. McKinnon Wilkinson, Walnut Creek, California
Daniel F. Williamson, Greer, South Carolina
Gettis D. Wood, Jr. ‘45, Columbia, South Carolina
Michael G. Wright, Dallas, Texas
Marguerite Ramage Wyche, Greenville, South Carolina
Baxter Wynn, Greenville, South Carolina
Melvin K. Younts ‘50, Fountain Inn, South Carolina

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Steven B. Smith ‘83, Charlotte, North Carolina

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Davin K. Welter ’89, Athens, Georgia

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Clare F. Morris ’83, Columbia, South Carolina
James H. Simkins, Jr. ’78, Greenville, South Carolina

2009
Venita T. Billingslea ’81, Spartanburg, South Carolina
David Cobb ’90, Charleston, South Carolina
Allen Cothran ’01, Anderson, South Carolina
Vicki Bieksha Johnson ’93, Winston-Salem, North Carolina

2010
John M. Block ’63, Greenville, South Carolina
Edna Wells Boyd ’54, Albuquerque, New Mexico
Bobby E. Church ’78, Villa Rica, Georgia
J. Cordell Maddox ’54, Jefferson City, Tennessee
Heyward M. Sullivan ’59, Greenville, South Carolina
Harriet A. Wilburn ’74, Greenville, South Carolina

2011
Rebecca Ann Armacost ’89, Tucson, Arizona
Randolph W. Blackwell ’63, Greenville, South Carolina
L. Yates Johnson, Jr. ’59, Spartanburg, South Carolina
Joseph C. Moon, Jr. ’76, Monroe, Georgia
Ellison L. Smith ’89, Asheville, North Carolina
Cynthia B. Sparks ’80, Columbus, Georgia

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Thomas A. Kazee (2003), Ph.D., Vice President for Academic Affairs and Dean
Mary Lou Merkt (2003), M.B.A., C.P.A., Vice President for Business Affairs
Donald J. Lineback (1993), Ph.D., Vice President for Development
Benny Hamilton Walker (1971), M.B.A., Vice President for Enrollment
Harry Batdorff Shucker (1968), M.Ed., Ed.D., Vice President for Student Services
Gregory A. Carroll (1998), M.A., Vice President for Marketing and Public Relations
Brad E. Barron (2002), M.A., Associate Dean for Academic Records and University Registrar
Linda Boone Bartlett (1991), Ph.D., Associate Academic Dean
Thomas Bradley Bechtold (2001), M.S., Ed.D., Director of Continuing Education
Bonnie B. Mullinix (2005), Ed.D., Assistant Academic Dean for the Center for Teaching and Engaged Learning
Silas Nathaniel Pearman III (1990), M.A., Dr. P.H., Assistant Academic Dean
Troy M. Terry (2005), Ph.D., Director of Graduate Studies

Faculty

Kenneth Clyde Abernethy (1983), Herman N. Hipp Professor of Computer Science, B.S., University of North Carolina, Charlotte; M.A., Ph.D., Duke University.
Donald Paul Aiesi (1965-67, 1970), Professor of Political Science, B.A., Stetson University; J.D., Duke University; M.A., Emory University; Ph.D., University of Florida.
Gilbert Bruce Allen (1977), Professor of English, B.A., M.F.A., Ph.D., Cornell University.
James Thomas Allen, Jr. (1987), Professor of Computer Science, B.A., M.A., Memphis State University; M.S., University of South Carolina; Ph.D., University of Georgia.
William Glen Allen (1987), Professor of Modern Languages and Literatures, B.A., Wake Forest University; M.A., Ph.D., University of North Carolina.
Charles Brannon Andersen (1994), Associate Professor of Earth and Environmental Sciences, B.S., Texas A&M University; M.S., Miami University; Ph.D., Syracuse University.
Erik Albert Anderson (2001), Assistant Professor of Philosophy, B.A., University of Puget Sound; M.A., Ph.D., University of Connecticut.
Henry L. Anderson CPT (2006), Assistant Professor of Military Science, M.S., Central Michigan University.
John Stevenson Armstrong (2002), Assistant Professor of Communication Studies, B.A., Pomona College; M.A., University of California; Ph.D., University of Utah.
Judith Gatlin Bainbridge (1976), Professor of English, B.A., Mary Washington College; M.A., Ph.D., University of Iowa.
Laura Ellen Baker (2001), Instructor Librarian, B.A., Syracuse University; M.S.L.S., Clark Atlanta University.
William Mebane Baker (1994), Professor of Physics, B.S., North Carolina State University; M.S., University of North Carolina, Greensboro; Ph.D., North Carolina State University.
Janis Marie Bandelin (1996), Director of Libraries, B.A., University of California, Davis; M.L.S., Ph.D., Texas Woman’s University.
John James Banisaukas III (2003), Visiting Assistant Professor of Chemistry, B.S., M.S., Furman University; Ph.D., University of Florida.
John Patrick Thaddeus Barrington (1996), Associate Professor of History, B.A., University of Oxford; M.A., Ph.D., College of William & Mary.

Linda Boone Bartlett (1991), Professor of Modern Languages and Literatures, B.A., Wake Forest University; M.A., Ph.D., University of Virginia.

John Dean Batson (1982), Professor of Psychology, B.A., Furman University; M.A., Ph.D., University of Virginia.


Judy Lytell Bell (1999), Associate Professor of Education, B.A., Louisiana Tech University; M.Ed., Ph.D., University of New Orleans.

Theodore Lloyd Benson (1990), Walter Kenneth Mattison Professor of History, A.A., Empire State College; B.A., M.A., Ph.D., University of Virginia.

Karni Pal Bhati (2001), Assistant Professor of English and Asian Studies, B.A., University of Jodhpur; M.A., M.Phil., Maharaja Sayajirao University of Baroda; M.A., M.F.A., Ph.D., University of Notre Dame.

Bryan Donald Bibb (2000), Assistant Professor of Religion, B.A., Furman University; M.Div., Ph.D., Princeton Theological Seminary.

Christopher William Blackwell (1996), Associate Professor of Classics, B.A., Marlboro College; Ph.D., Duke University.

William Dennis Blaker (1990), Professor of Biology, A.B., Washington University; Ph.D., University of Missouri.


Michael Ian Borer (2005), Assistant Professor of Sociology, B.A., Lafayette College; M.A., Ph.D., Boston University.

David Herbert Bost (1981), Professor of Modern Languages and Literatures, B.A., University of North Carolina at Charlotte; M.A., Ph.D., Vanderbilt University.

William Henry Brantley (1967), Professor of Physics, A.B., Mercer University; M.A., Ph.D., Vanderbilt University.

Michael Lee Bressler (1993), Associate Professor of Political Science, B.A., Ohio State University; A.M., Ph.D., University of Michigan. Sabbatical leave winter and spring 2007.

Charles Lee Brewer (1967), William R. Kenan, Jr., Professor of Psychology, B.A., Hendrix College; M.Ed., M.A., Ph.D., University of Arkansas.

Butler Emanuel Brewton (2000), Lecturer in English, B.A., Benedict College; Ph.D., Rutgers University. Part-time.

Terri Lynn Bright (1999), Associate Professor of Art, B.A., Connecticut College; M.F.A., University of Texas.

Mark Ewart Britt (1995), Associate Professor of Music, B.M.E., Appalachian State University; M.M., Northwestern University; Ph.D., Florida State University.


Michael Richard Brodeur (2003), Associate Professor of Art, B.A., University of New Hampshire; M.F.A., Boston University.

Bruce Lynn Brown (1984), Professor of Economics, B.A., M.S., Baylor University; Ph.D., University of South Carolina.

Rhett Bennett Bryson, Jr. (1972), Professor of Theatre Arts, B.A., Florida State University; M.F.A., University of Georgia.

Christina Anne Buckley (1998), Associate Professor of Modern Languages and Literatures, B.A., College of William and Mary; M.A., Ph.D., Tulane University. Leave of absence 2006-07.

Geneal G. Cantrell, Coordinator, Teacher-to-Teacher Program, B.A., Lander University; M.Ed., Clemson University.

Jeremy Leeds Cass (2004), Assistant Professor of Modern Languages and Literatures, B.A., Furman University; M.A., Ph.D., University of Kentucky.

Richard Cass, Distinguished Visiting Professor of Music, B.A., Furman University.

Anthony Caterisano (1984), Professor of Health and Exercise Science, B.S., State University of New York; M.A., Ph.D., University of Connecticut.

Margaret Pyfrom Caterisano (2004), Assistant Professor of Theatre Arts, B.A., Troy State University; M.F.A., University of Alabama.

Bryan Allen Catron (1997), Lecturer in Computer Science, B.A., Wake Forest University; M.C.S., University of Virginia. Part-time.


Sean Chen (2006), Associate Professor of Business and Accounting, B.B.A., National Taiwan University; M.Ed., National Taiwan Normal University; M.B.A., Youngstown State University; Ph.D., University of Pittsburgh.

Charles Maurice Cherry (1969-71, 1974), Carey Shepard Endowed Professor of Modern Languages and Literatures, B.A., Furman University; M.A., University of South Carolina; Ph.D., Northwestern University.

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John Henry Crabtree, Jr. (1957-93), Professor of English Emeritus, B.A., M.A., Ph.D., University of North Carolina; D.Hum., Furman University.

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Robert Wilson Crapps (1957-87), Reuben B. Pitts Professor of Religion Emeritus, A.B., Wake Forest University; B.D., Th.D., Southern Baptist Theological Seminary.

Dixon Courson Cunningham (1976-2002), Professor of Economics and Business Administration Emeritus, B.A., Erskine College; M.B.A., University of South Carolina; D.B.A., University of Virginia.

Frederick Dale Current (1979-99), Associate Professor of Economics and Business Administration Emeritus, B.A., Franklin and Marshall College; M.B.A., Michigan State University.

Philip Lovin Elliott (1967-99), Professor of English Emeritus, B.A., Furman University; M.A., University of North Carolina; Ph.D., University of Georgia.


Gilbert Wayne Fairbanks (1964-2000), Professor of Biology Emeritus, B.S., Trinity College; M.A., Wesleyan University; Ph.D., University of South Carolina.

Ramon Fernandez-Rubio (1970-96), Professor of Modern Languages Emeritus, S.C.J., S.Sc.D., University of Havana; M.S., Kansas State Teachers College; Ph.D., University of Georgia.

Thomas Earl Flowers (1959-89), Professor of Art Emeritus, B.A., Furman University; M.F.A., University of Iowa.

Sadie Lee Franks (1949-53, 1962-83), Professor of Modern Languages Emerita, B.A., Furman University; M.A., University of Chattanooga; S.C.J., S.Sc.D., University of South Carolina.

Francis Courtlandt Raoul Gilmour (1981-96), Associate Professor of Drama Emeritus, B.A., Ed.M., Harvard University; Ph.D., Loyola University; M.F.A., Ohio University.

Thomas Toliver Goldsmith, Jr. (1957-65), Professor of Physics Emeritus, B.S., Furman University; Ph.D., Cornell University.

Sallie Jeanette Grant (1971-93), Professor of Education Emerita, B.S., M.S., Florida State University; Ph.D., University of Illinois.
Michael Erwin Hammett (1962-2000), Professor of Mathematics Emeritus, B.A., Furman University; M.S., Ph.D., Auburn University.

Ernest Eugene Harrill (1949-83), Professor of Political Science Emeritus, B.A., M.A., Ph.D., University of North Carolina.


Philip George Hill (1964-98), Professor of Drama Emeritus, B.A., University of Florida; M.A., University of North Carolina; Ph.D., Tulane University.

John Willard Hoskins (1949-60, 1966-86), Professor of Sociology Emeritus, B.A., Georgetown College; M.A., George Peabody College; Ph.D., Indiana University.

Glen Eugene Howerton (1967-88), Associate Professor of Art Emeritus, B.S., Pittsburg State College; M.S., Fort Hays State College.

Archie Vernon Huff, Jr. (1968-2003), Professor of History Emeritus, B.A., Wofford College; M.Div., Yale University; M.A., Ph.D., Duke University, D.Hum., Furman University.

Eugene Milton Johnson (1966-93), Professor of Sociology Emeritus, B.A., Louisiana State University; B.D., Southern Baptist Theological Seminary; M.A., Ph.D., Louisiana State University.

James William Johnson (1957-94), Associate Professor of Economics and Business Administration Emeritus, B.S., University of Tampa; M.B.A., Emory University.

Edward Brodus Jones (1956-96), Gordon Poteat Professor of Chinese Studies and Professor of History Emeritus, B.A., Furman University; M.A., University of North Carolina; Ph.D., Duke University.

Robert Withers Kelly (1964-88), Professor of Biology Emeritus, A.B., Centre College; M.S., University of Oregon; Ph.D., University of Missouri.

Rex Eugene Kerstetter (1967-2000), Professor of Biology Emeritus, B.S., M.S., Fort Hays State College; Ph.D., Florida State University.

Joe Madison King (1953-88), Professor of Religion Emeritus, B.A., Louisiana Technical University; B.D., Southern Baptist Theological Seminary; Th.M., Th.D., New Orleans Baptist Theological Seminary.

Myron Low Kocher (1959-92), Professor of Modern Languages Emeritus, B.A., Wake Forest University; M.A., Middlebury College; Ph.D., University of North Carolina.


William John Lavery (1968-2006), Professor of History Emeritus, A.B., DePauw University; M.A., Ph.D., University of North Carolina.

Douglas Malcolm MacDonald (1970-99), Professor of Philosophy Emeritus, A.B., College of William and Mary; M.A., University of New Mexico; M.A., Ph.D., Vanderbilt University.

Laurin Currie McArthur, Jr. (1974-83), Professor of Education Emeritus, B.A., M.A., University of South Carolina; Ed.D., Columbia University.

Edgar Vernon McKnight (1962-98), William R. Kenan, Jr., Professor of Religion Emeritus, B.S., College of Charleston; M.Div., Ph.D., Southern Baptist Theological Seminary.

Thomas Ray Nanney (1961-2001), Herman N. Hipp Professor of Computer Science Emeritus, B.S., University of North Carolina; Ph.D., University of South Carolina.

Charles Stuart Patterson (1954-88), Professor of Chemistry Emeritus, B.S., Furman University; M.S., Ph.D., University of North Carolina.

William Percival Pielou (1964-91), Professor of Biology Emeritus, B.S., M.S., University of Michigan; Ph.D., Michigan State University.

James Milton Pitts (1967-2003), Professor of Religion Emeritus, B.A., Furman University; M.Div., Southeastern Baptist Theological Seminary; D.Min., Southern Baptist Theological Seminary.

Benny Ramon Reece (1961-90), Professor of Classical Languages Emeritus, A.B., Duke University; M.A., Ph.D., University of North Carolina.

Alice Ruth Reid (1956-85), Professor of Health and Physical Education Emerita, A.B., Valdosta State College; M.A., Columbia University; Ph.D., State University of Iowa.

Ann Wyatt Sharp (1973-96), Professor of English Emerita, A.B., Alabama College; M.A., Ph.D., University of Alabama.

James Harrison Smart (1967-95), Professor of History Emeritus, B.A., M.A., Baylor University.

Charlotte Reed Smith (1948-92), Professor of Music Emerita, B.A., Tift College; M.A., Eastman School of Music; Peabody Conservatory of Music; Juilliard School of Music.
Garmon Brooks Smith (1968-91), *Professor of Education Emeritus*, B.S., Western Carolina University; M.Ed., Ph.D., University of North Carolina.

Taylor Clarence Smith (1966-80), *Professor of Religion Emeritus*, A.B., Louisiana College; Th.M., Th.D., Southern Baptist Theological Seminary; Ph.D., University of Edinburgh.

Walter Lindsay Smith (1948-86), *Professor of Music Emeritus*, B.A., Furman University; M.Sac.Mus., D.Sac.Mus., Union Theological Seminary; Eastman School of Music.


Richard Olof Sorensen (1974-2003), *Professor of Art Emeritus*, B.F.A., Minneapolis School of Art; M.F.A., Pratt Institute; Ph.D., Ohio University.

Alma Davis Steading (1970-87), *Associate Librarian Emerita*, B.A., Furman University; M.A., University of South Carolina; M.A., Presbyterian School of Christian Education; M.S.L.S., George Peabody College.

Lewis Palmer Stratton (1967-2000), *Professor of Biology Emeritus*, B.S., Juniata College; M.S., University of Maine; Ph.D., Florida State University.

Frank Charles Taylor, Jr. (1979-99), *Professor of Physics Emeritus*, B.S., Georgia Institute of Technology; M.S., Ph.D., University of North Carolina.

Larry Stanley Trzupek (1974-2005), *Professor of Chemistry Emeritus*, B.S., Loyola University; Ph.D., Massachusetts Institute of Technology.


Caroline Delores Wallin (1964-90), *Associate Professor of Health and Physical Education Emerita*, B.S., M.Ed., University of Houston.

Marjorie Watson (1961-80), *Associate Professor of Modern Languages Emerita*, A.B., Wesleyan College; M.A., Duke University.


**Administrative and Staff Personnel**

Melanie K. Armstrong (2001), M.S., *Associate Director, Alumni Association*

Michael A. Arnold (1997), M.A., *Executive Director of Conference & Event Services*

Joe J. Ashley (1975), B.A., *Coordinator of Technical Services*

Elcainey Baker (1989), *Construction Supervisor*

John D. Barker (1999), Ph.D., *Director of Career Services*

Christopher M. Beckham (2005), M.Ed., *Senior Major Gifts Officer*

William Douglas Berg (1999), M.A., *Director of Planning and Institutional Research*

Jeny M. Bishop (2002), B.A., *Assistant Director of Admissions*

Amy T. Blackwell (1991), B.A., *Budget Director*

Karen Bost (1997), M.A., *International Student Advisor*

Diane E. Boyd (2006), Ph.D., *Instructional Development Consultant*

Paul M. Brandenburg (1999), B.A., *Golf Course Grounds Superintendent*

Julie Jeane Branyon (2004), B.S., *Teacher, Child Development Center*

James H. Braziel (1995), *Housing Services Manager*


Marie T. Burgess (1993), M.A., *Assistant Director, Conferences & Event Services*


Jane B. Burton (1989), B.S., *Accounting Manager - Bursar*

Meredith W. Burton (2005), M.A., *Coordinator, Child Development Center*


Martin J. Carney (2000), M.S.A., *Director of Financial Aid*

Jason F. Cassidy (1999), M.S., *Assistant Director, University Housing*

Roxanne Chase (2001), *Graphic Designer*

M. Jean Childress (1991), B.G.S., *Help Desk/Multimedia Manager*

Susan H. Clark (2000), M.S., *Counselor*

Jean P. Cobb (1974), *Accounting Manager - General Accounting*

Nancy M. Cooper (1988), *Coordinator, Volunteer Services & University Center Reservations*

Kay W. Cornelison (2004), B.S., *Assistant Director, Conferences & Event Services*

Vaughn Crowe (2003), M.A., Ph.D., *Chaplain*

Christen M. Cullum (2001), B.A., *Assistant Director of Admissions*

Carol S. Daniels (1972), B.G.S., *Coordinator of Student Services*

A. Stephen Dawes (1995), Ph.D., *Director, Counseling Center*

Kevin Dehlinger (2006), B.A., *Golf Professional*

J. Scott Derrick (1999), M.Ed., *Director of Student Activities & the University Center*
Ronald E. Dickert (1989), Environmental & Code Compliance
Randall T. Dill (1994), M.S., Administrative Systems Director
Chandra E. Dillard (2004), B.S., Assistant to the President for Community Relations
Audrey Elizabeth Dodson (2003), M.A., Assistant Director, Riley Institute
Kimberly M.K. Dressler (2006), M.Ed., Area Coordinator
Rebecca J. Duckett (2006), M.A., Program Coordinator, Asian Studies
Todd Duke (1997), M.A., Associate Director, Conferences & Events Services
Jane Fidler Dungan (1998), M.S., Associate Director, Alumni Association
Susan T. Dunnivant (1997), Ed.D., Client Services Director
Randy N. Eggenspiller (2005) B.A., Campus Planner/Landscape Architect
Russell Ensley (2005), B.A., Systems Administrator
Sylvia G. Evette (2002), B.A., Teacher’s Aide, Child Development Center
Linda Rui Feng (2005), M.A., Furman in China On-Site Program Director
Eric Jon Fisher (2004), B.A., Area Coordinator
M. Ryan Fisher (2001), B.S., Web Development Director
Sarah A. Fletcher (1993), Ph.D., Learning in Retirement Director
Barbara M. Foltz (2004), Ed.D., Director of Academic Assistance
Donald E. Fowler (1987), B.S., Senior Major Gifts Officer
Bruce A. Fox (1998), M.A., Horticulturalist
Catherine J. Frazier (1998), B.S., LAN Administrator
Marcella Frese (1998), B.M., Music Program Coordinator
Michael D. Gatchell (2006), M.B.A., Director of Development
Idella G. Glenn (1996), B.S., Director, Multicultural Affairs
Kay R. Goodwin (2006), M.A., Assistant Director, Graduate Studies
Shirley R. Haines (2005), Productivity Systems Manager
Cort Haldaman (2000), B.A., Academic Computing Specialist
Gary I. Hassen (2006), B.S., Director of Major Gifts
Michael Hawley (1999), M.B.A., Project Accounting
Thomas Enloe Hay (2005), B.A., Director of Human Resources
Danielle M. Hernandez (1997), B.A., Manager, McAlister Auditorium
Timothy D. Hiightower (2005), A.S., Multimedia Coordinator
Clinton Lee Hill (2004), B.A., Major Gifts Officer
Beth A. Hopping (2001), M.A., Administrative Assistant, Graduate Studies
Phillip A. Howard (1996), M.A., Director of Donor Participation
James G. Hudson (1969), B.S., Director of Administrative Services
Kay B. Hudson (1978), Assistant to the President
Larry A. Hudson (1997), M.A., Assistant Director, Career Programs
Gwendolyn A. Johnson (1994), A.S., Director, Gospel Choir
Scott E. Johnson (2003), B.A., Assistant Manager, McAlister Auditorium
Faye Sams Jordan (1973), A.A., Student Employment Director
Kimberly A. Keefer (1994), M.Ed., Director of Leadership Programs
Eddie W. Keeler (1987), Materials Manager
John M. Kemp (2006), B.A., Associate Director of Annual Giving
Allen Wayne King (1984), M.S., Director of Stewardship
Soren Kirk Summers King (2004), B.A., Database Administrator
S. Lynn Lawless (2000), A.S., Senior Human Resources Representative
Larry J. Lawter (1985), A.A.S., Director, University Store
George Leventis (2005), B.A., Blackbaud Programmer Analyst
Phillip B. Lewis (1988), B.S., Custodial/Events Manager
Jason Stephen Long (2005), M.A., Assistant Registrar-Technology
Steven E. Long (1974), A.S., Project Manager
Jennifer Mahon (2006), M.A., Assistant Director, University Center
Sheila J. Manchester (1997), B.A., Grants Administrator
Edward C. Marshall (2001), B.A., Director of Special Projects
Kyle F. Martin (1997), M.A., Chemistry Laboratory Coordinator
Allison J. McCann (2006), B.A., Associate Director, Stewardship
Kenneth M. McCauley (2002), Fitness Center Assistant
J. Frank McClary (2001), M.S., Associate Director of Admissions
Owen Michael McFadden (1984), Ed.D., Director of Recreational Sports
Georgianna McMakin (1985), Ticket Manager
Debbie S. McNeely (1999), B.L.A., Accountant
S. Catherine Meggs (2006), B.S., Fitness Center Assistant
Maggie P. Milat (1998), M.B.A., Budget Manager
Robert M. Miller (1978), B.A., Director of Public Safety
William F. Miller (1978), Director of Golf Course
Charmaine Moore (2003), B.A., Education Analyst
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vinson L. Moore (1982)</td>
<td>M.A., Director of News and Media Relations</td>
</tr>
<tr>
<td>D. Elizabeth Moseley (1996)</td>
<td>B.A., Director, Planned Giving</td>
</tr>
<tr>
<td>M. Scott Murr (1998)</td>
<td>Ed.D., Fitness Center Director</td>
</tr>
<tr>
<td>David R. O‘Cain (1998)</td>
<td>B.S., Director of Admissions</td>
</tr>
<tr>
<td>Janna D. Pennington (2004)</td>
<td>B.A., Area Coordinator</td>
</tr>
<tr>
<td>Donald E. Pierce (2003)</td>
<td>M.A., Assistant Director, Planning and Institutional Research</td>
</tr>
<tr>
<td>Margaret A. Praytor (1987)</td>
<td>M.S.W., Associate Director, Counseling Center</td>
</tr>
<tr>
<td>Ann A. Quattlebaum (2001)</td>
<td>M.S.W., Lilly Program Coordinator</td>
</tr>
<tr>
<td>Jeff P. Redderson (1997)</td>
<td>M.B.A., Director, Facilities Services</td>
</tr>
<tr>
<td>Tommie E. Reece (2001)</td>
<td>B.S., Program Manager, Lifelong Learning</td>
</tr>
<tr>
<td>Charles A. Register (1990)</td>
<td>B.S.A., University Photographer</td>
</tr>
<tr>
<td>Edward Rees Riley (2000)</td>
<td>B.S., Computer Science Laboratory Manager</td>
</tr>
<tr>
<td>John S. Roberts (1996)</td>
<td>B.A., Director of Internal and Electronic Communications</td>
</tr>
<tr>
<td>Judith J. Romano (2006)</td>
<td>B.A., Associate Director of Grants</td>
</tr>
<tr>
<td>Kenneth G. Roper (1986)</td>
<td>Manager of Telecommunications</td>
</tr>
<tr>
<td>Linda G. Sarratt (1992)</td>
<td>B.A., Controller and Financial Services Director</td>
</tr>
<tr>
<td>Rachel V. Sauve (2000)</td>
<td>B.B.A., Development Systems Director</td>
</tr>
<tr>
<td>Laura Brown Simmons (1984)</td>
<td>B.A., Associate Director of Admissions</td>
</tr>
<tr>
<td>Anne H. Smith (1993)</td>
<td>B.A., Associate Director, Financial Aid</td>
</tr>
<tr>
<td>Spurgeon P. Smith (2003)</td>
<td>B.A., Assistant Director of Admissions</td>
</tr>
<tr>
<td>Nancy M. Spitler (1997)</td>
<td>B.A., Director of Publications Services</td>
</tr>
<tr>
<td>Kyle Stam (2003)</td>
<td>B.S., Assistant Golf Professional</td>
</tr>
<tr>
<td>Bernard P. Stanton (1993)</td>
<td>B.S., Work Control Manager</td>
</tr>
<tr>
<td>David P. Steinour (2004)</td>
<td>M.B.A., Chief Information Officer</td>
</tr>
<tr>
<td>James T. Stewart, Jr. (1986)</td>
<td>B.A., Director of Editorial Services</td>
</tr>
<tr>
<td>Linda F. Sulek (1985)</td>
<td>A.A., Manager, North Village</td>
</tr>
<tr>
<td>Tobi K. Swartz (2004)</td>
<td>M.Ed., Director, Bridges to a Brighter Future</td>
</tr>
<tr>
<td>Carolyn M. Thompson (2003)</td>
<td>B.S., Mail Services Supervisor</td>
</tr>
<tr>
<td>Astrid Truman (1997)</td>
<td>A.A., CADD Operator</td>
</tr>
<tr>
<td>Craig L. Waldon (2000)</td>
<td>B.A., Director of Donor Research</td>
</tr>
<tr>
<td>Gayle G. Warth (1972)</td>
<td>A.S., Special Events Coordinator</td>
</tr>
<tr>
<td>Sarah S. Wells (1965)</td>
<td>A.S., Assistant Registrar</td>
</tr>
<tr>
<td>Davin K. Welter (2006)</td>
<td>B.A., Senior Major Gifts Officer</td>
</tr>
<tr>
<td>Sandra Kay Wheeler (1992)</td>
<td>Ph.D., Laboratory Equipment Assistant</td>
</tr>
<tr>
<td>Giselle A. Williams (1988)</td>
<td>B.S., Human Resources Representative</td>
</tr>
<tr>
<td>Jo Ann Williams (1981)</td>
<td>Assistant Registrar</td>
</tr>
<tr>
<td>Mary F. Williams (2003)</td>
<td>M.A., Human Resources Representative</td>
</tr>
<tr>
<td>Judy Jennings Wilson (1999)</td>
<td>B.A., Director, Parents Programs</td>
</tr>
<tr>
<td>Joy B. Workman (2006)</td>
<td>B.S., Major Gifts Officer</td>
</tr>
<tr>
<td>Ernest Boyd Yarbrough (1999)</td>
<td>Ed.D., Director, University Housing</td>
</tr>
<tr>
<td>Lishan Yau (1999)</td>
<td>M.S., M.B.A., Purchasing Director</td>
</tr>
<tr>
<td>Edward J. Young (2005)</td>
<td>M.Ed., Area Coordinator</td>
</tr>
<tr>
<td>Susan H. Zeiger (1999)</td>
<td>B.A., Internship Program Director</td>
</tr>
<tr>
<td></td>
<td><strong>Intercollegiate Athletics Staff</strong></td>
</tr>
<tr>
<td>Gary Clark (1998)</td>
<td>Ph.D., Director of Athletics</td>
</tr>
<tr>
<td>William Pierce (1983)</td>
<td>Ed.D., Faculty Athletics Representative</td>
</tr>
<tr>
<td>Doug Allison (1995)</td>
<td>M.A.T., Head Men’s Soccer Coach</td>
</tr>
<tr>
<td>Elaine Baker (1985)</td>
<td>M.A., Associate Athletics Director and Director of Sports Medicine</td>
</tr>
<tr>
<td>Melissa Barnes (2005)</td>
<td>B.A., Assistant Women’s Soccer Coach</td>
</tr>
<tr>
<td>Julie Barton (2005)</td>
<td>M.S., Assistant Athletic Trainer</td>
</tr>
</tbody>
</table>
Andrew Burr (2001), B.A., Head Women’s Soccer Coach
Gretchen Buskirk (2006), M.Ed., Assistant Athletic Trainer
Brooke Carrigan (2006), B.A., Assistant Women’s Basketball Coach
Jordan Caskey (2002), B.A., Assistant Sports Information Director
Drew Cronic (2002), M.Ed., Assistant Football Coach
Chris Colvin (2000), M.I.S., Assistant Athletics Director for Operations
Beth Davis (2004), M.S., Physical Therapist
Eric DeLaet (2005), M.I.S, Assistant Football Coach
Julius Dixon (1994), B.A., Assistant Football Coach
Sam Dixon (2002), Ph.D., Head Women’s Basketball Coach
Jonathan Edmonds (2005), M.S., Assistant Strength and Conditioning Coach
Susan Fair (2002), B.S., Physical Therapist
Jeff Farrington (2002), B.S., Assistant Football Coach
Alan Ferguson (2004), B.S., Assistant Men's Tennis Coach
Rebekah Gregory (2005), M.S., Assistant Director of Paladin Club
Jen Hanna (2005), B.A., Head Women’s Golf Coach
Phil Hedrick (2002), M.Ed., Head Athletic Trainer
Clayton Hendrix (1988), B.A., Assistant Football Coach
Chuck Hussion (2000), B.A., Director of Athletic Sales and Promotions
Jeff Jackson (2006), B.S., Head Men’s Basketball Coach
Dana Jenkins (2003), M.Ed., Head Women’s Softball Coach
Desmond Kitchings (2004), B.S., Assistant Football Coach
Bobby Lamb (1987), B.A., Head Football Coach
Annie Lewis (2005), M.A., Assistant Softball Coach
Stephen Mannino (2005), M.Ed., Head Strength and Conditioning Coach
Derek Marinatos (2006), M.S.A, Assistant Men’s Soccer Coach
Gene Mullin (1983), M.A., Head Men’s and Women’s Track and Cross Country Coach
Ken Pettus (2001), M.A., Director of Paladin Club
Cassandra Phillips (2002), M.A., Assistant Athletic Trainer
Roberto Pinilla (2006), B.A., Assistant Football Coach
Jon Placko (2003), B.A., Assistant Baseball Coach
Bob Price (1998), B.S., Assistant Football Coach
Mark Price (2006), B.S., Assistant Men’s Basketball Coach
Curtis Quattlebaum (2005), M.S., Assistant Athletic Trainer
Hunter Reid (1986), B.S., Assistant Athletic Director, Sports Information
Stephanie Rich (2005) B.S., Assistant Women's Basketball Coach
Nicholas Sanders (2006), B.A., Assistant Men’s Basketball Coach
Todd Satterfield (1996), B.B.A., Head Men’s Golf Coach
Paul Scarpa (1967), B.S., Director of Tennis Center and Head Men’s Tennis Coach
Derek Schroeder (2003), B.S., Assistant Volleyball Coach
Spear Sedgley (1991), Equipment Manager
Brent Shade (2004), M.B.A., Assistant Baseball Coach
Ron Smith (1993), M.A., Head Baseball Coach
Timothy Lee Sorells (1986), M.A., Assistant Football Coach
Debbie Southern (1985), M.A., Head Women’s Tennis Coach
James Strong (2006), B.S., Assistant Men’s Basketball Coach
Christine Taylor-Kathe (2005), A.S., Physical Therapist
Tessa Taylor (2005), B.A., Assistant Men’s and Women’s Track and Cross Country Coach
Steve Wilson (2002), B.A., Assistant Football Coach
Michelle Young (2000), B.A., Head Volleyball Coach
Bryan Zeiger (2005), B.A., Assistant Director, Athletic Marketing & Game Operations

University Medical Services

Paul V. Catalana (2000), M.D., University Physician and Medical Director
Jill D. Golden (2000), M.D., University Physician
Philip Manley (2001), M.D., University Physician
Kerry Sease (2004), M.D., University Physician
Sandra P. Adams (1988), R.N.C., Registered Nurse
Regina F. Fowler (1988), L.P.N., Licensed Practical Nurse
Mary B. Haselden (2000), R.N.C., M.S.N., Director of Nursing
Mary Ann McCain (1997), L.P.N., Licensed Practical Nurse
Judith F. Thompson (1981), R.N.C., Registered Nurse
Correspondence Directory

Furman University, Greenville, South Carolina 29613

Admissions, Undergraduate
Admissions, Graduate
Alumni Interests
Business and Financial Matters
Counseling
Educational Program
Employment of Seniors and Alumni
Evening Courses
Graduate Courses
Scholarships and Other Financial Aid
Student Accounts
Student Interests
Summer Courses
Transcripts and Academic Records

Telephone: 864-294-2000
Director of Admissions
Director of Graduate Studies
Director of Alumni Association
Vice President for Business Affairs
Director of Counseling Center
Vice President for Alumni Association
Vice President for Academic Affairs & Dean
Director of Career Services
Director of Continuing Education
Director of Graduate Studies
Vice President for Enrollment
Accounting Manager (Bursar)
Vice President for Student Services
University Registrar
University Registrar

Visiting the Campus. Visitors are welcome. Admissions is open Monday through Friday from 9:00 to 5:00. Visitors desiring to attend campus tours or information sessions are requested to make appointments in advance.

How to Reach Furman. Furman is five miles north of Greenville, South Carolina, on U.S. Highway 25. Greenville is on U.S. Interstate 85 and is served by train, bus and airlines (Greenville-Spartanburg International Airport).

Further Information: You may receive additional information through the following electronic addresses:
E-mail: admissions@furman.edu
World Wide Web: www.furman.edu
Calendar

Fall 2006

New resident students arrive
Tuesday, September 5
Residence halls open for returning students at 10 a.m.
Sunday, September 10
Enrollment Day
Monday, September 11
Classes begin
Tuesday, September 12
Drop-Add period concludes
Monday, September 18
Family Weekend
Friday-Sunday, October 13-15
Mid-Term
Thursday, October 19
Homecoming
Friday-Sunday, October 20-22
Fall Break
Monday-Tuesday, October 30-31
Thanksgiving holidays
Wednesday, December 6
Classes End
Thursday, December 7
Study Day
Friday-Wednesday, December 8-13
Examinations
Thursday, December 14
Residence halls close at 10 a.m.

Winter 2007

Residence halls open at 2 p.m.
Tuesday, January 2
Enrollment Day
Wednesday, January 3
Classes begin
Thursday, January 4
Drop-Add period concludes
Monday, January 8
Martin Luther King, Jr., holiday
Monday, January 15
Mid-Term
Monday, January 29
Classes End
Wednesday, February 21
Study Day
Thursday, February 22
Examinations
Friday-Saturday, February 23-24
Residence halls close at 10 a.m.
Sunday, February 25

Spring 2007

Residence halls open at 2 p.m.
Saturday, March 3
Enrollment Day
Sunday, March 4
Classes begin
Monday, March 5
Drop-Add period concludes
Friday, March 9
Easter holidays
Friday-Monday, April 6-9
Mid-Term
Friday, April 13
Classes End
Wednesday, May 23
Study Day
Thursday, May 24
Examinations
Friday-Tuesday, May 25-29
Residence halls close for non-graduates at 5 p.m.
Wednesday, May 30
Commencement
Saturday, June 2
Residence halls close for graduates at 5 p.m.
Sunday, June 3