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.

Furman University is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An Equal Opportunity employer, Furman also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C. Sec. 1681 et seq.) Furman University prohibits sex discrimination, including sexual harassment. For student related disability discrimination concerns, contact the Disability Services Coordinator, 864-294-2320, 3300 Poinsett Hwy, Greenville, SC 29613. For all other concerns, including any arising under Title IX, contact the Assistant Vice President for Human Resources, who is also Furman's Title IX Coordinator, at 864-294-3015, 3300 Poinsett Hwy, Greenville, SC 29613.

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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 University is among the leading liberal arts institutions in the nation.

Mission

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.

Values

Founded by Baptists and grounded in Judeo-Christian values, Furman challenges students, faculty, and staff to grow both in knowledge
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.

Integrity Pledge

It is the desire of Furman University to unite its members in a collective commitment to integrity. In so doing, Furman University strives to teach its members to live lives of humility, respect, and responsibility. Therefore, it is the expectation that all members of the Furman University community will conduct themselves with integrity in all endeavors. In honoring these values and ideals as Furman University's foundation, it is with the utmost faithfulness and dignity that I will subscribe to them.

An Engaged Approach to Liberal Learning

Furman University enriches traditional liberal arts education by offering students an array of 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 sciences, 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 additional 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 away 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.

The Furman Curriculum

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 field. At the core of Furman's educational mission, the curriculum is dedicated to the following ideals of liberal learning:

- Invigoration and stimulation of intellectual curiosity,
- Broad preparation in a diverse set of
disciplines, including the humanities, natural sciences, social sciences, and the fine arts,

• Intellectual inquiry in sufficient depth to allow one to contribute to a greater body of knowledge;
• Development of expressive capabilities in writing, speaking, and the arts,
• Cultivation of world citizenship—an understanding of those not like oneself, and
• Integration of knowledge into a meaningful synthesis.

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.

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 500,000.

Since 1958, Furman has occupied a beautifully designed 750 acre campus with a 30 acre lake. A rose garden, Asian 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 McAlist er 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, recently renovated, contains classrooms, seminar rooms, and departmental offices for the humanities, a language resource center, and a television studio. Other academic buildings surrounding the fountain adorned Milford Mall include John E. Johns Hall, housing facilities for a variety of social science disciplines, the Richard W. Riley Hall for Computer Science and Mathematics, and over 200,000 square feet of classrooms, laboratories, and other space dedicated to effective teaching and learning in the new state-of-the-art Charles H. Townes Center for Science.

Recent additions to the campus also include, the LEED green building certified, Herman N. Hipp Hall, an academic building; the Cherrydale Alumni House, the reclaimed home of James Clement Furman, the university's first president; North Village, an apartment style residential complex; the Hartness Welcome Center for campus visitors and prospective students; and the Younts Conference Center.

The Furman University Libraries consists of the James B. Duke Library, the Maxwell Music Library, and the Science Library. The James B. Duke Library, located at the center of campus, was constructed in 1957. 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 450,000 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 and viewing stations, a computer lab with MIDI capabilities at each station, and a multimedia seminar room. The Music Library collection consists of over 22,000 books and scores, 4,000 compact disks, and 65 current periodicals. The new Science Library was completed in August 2008. It houses specialized journals in the natural sciences, including Biology, Chemistry, Earth and Environmental Sciences, and Physics. It is located in the Townes Center for Science and provides access to a host of on-line and print resources.

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 while the recently renovated Charles E. Daniel Dining Hall provides student, faculty, staff and visitors to campus a healthy variety of dining options. The newly renovated Herman W. Lay Physical Activities Center provides for an extensive curriculum in health sciences, as well as a full program of recreational and intramural sports.

The university’s commitment to intercollegiate athletic excellence is clearly evident in its physical plant as well, which features several new athletic facilities, including Pepsi Softball Stadium; Timmons Arena, the home of Furman basketball, volleyball, and football; the Irwin Belk Complex for Track & Field; REK Center for Intercollegiate Golf; Minor Herndon Mickel Tennis Center; Eugene Stone III Soccer Stadium; and Paladin Football Stadium. Finally, Furman sports one of the nation’s finest on-campus golf courses, a nationally recognized cross country course, and a lighted baseball stadium nestled in one of the most pleasing settings in the Southern Conference.
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 sciences, 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 composition, 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 sciences, 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 and Education Specialist degrees are awarded in education, while 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 away, internships, and undergraduate research, and refer the student to campus support services as appropriate.

First Year Seminars

The centerpiece of recent curricular reform at Furman, first year seminars are intended to ignite the interests and passions of students. Most seminars require little prior knowledge about a given academic discipline. Seminars encourage students to think, write, and speak with rigor and with passion about topics that matter. They treat the undergraduate classroom as an introduction to a set of problems—problems considered in a content-rich environment. Under these conditions, classroom activity can become a model for critical thought, controversy, and the posing of, and grappling with, hard questions. The seminars model a way of teaching and learning significantly different from the ordinary high school experience. They clearly expect a new level of responsibility for learning for every student.

Stimulating the mind for the pursuit of knowledge is the real heart of liberal education. The seminars should be understood as a chance to press into intellectual areas not easily accommodated in “introductory” courses. While these seminars certainly use the professional expertise of the faculty teaching them, their point is not to create a new generation of specialists. Their point is to encourage clear, precise, informed, imaginative, engaged, and ethically sensitive thinking.
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 successfully complete courses fulfilling a prescribed set of general education requirements. General education courses include a pair of first-year seminars; core requirements in empirical studies, human cultures, mathematical and formal reasoning, foreign language, ultimate questions, and body and mind; and global awareness offerings focusing on humans and their natural environment and world cultures. 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 at Furman. 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 eight 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 four to six courses (16 to 24 credits) 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, Poverty Studies, Science Education and Women’s, Gender, and Sexuality 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 destabilize 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.

**Poverty Studies**

Poverty is among the oldest and most intractable problems faced by humankind. Well over half the world lives in serious poverty, including tens of millions in wealthy countries. The Poverty Studies Concentration brings students face-to-face with this reality. Students will study poverty locally, nationally and globally from a variety of academic disciplines, and they will engage poverty directly through a summer internship. The concentration invites informed, critical conversations about what it means to live in poverty, causes of poverty, and how poverty might be addressed and alleviated through individual and institutional actions.

**Science Education**

The ability to communicate and respond to the general public is a vital skill for scientists. The goal of the Science Education Concentration is to explore the interactive link between the natural sciences and society and to prepare students to be able to help make science accessible to the general public. Students will complete field experiences in various local settings including undergraduate laboratories, state parks, schools, camps or science museums. The concentration will prepare the students for a future that may include graduate school, preparation for teaching in the public or private sector, and/or employment as resource consultants in museums, state parks, or businesses.

**Women’s, Gender, and Sexuality Studies**

Women’s, Gender, and Sexuality Studies provides a methodology for exploring the ways gender shapes knowledge throughout the academy and society. As such, it is an important branch of interdisciplinary knowledge often ignored in conventional curricula. Courses in Women’s, Gender, and
Sexuality Studies examine not only women in specific contexts from multiple disciplinary perspectives, but also the various ways in which gender and sexuality shape human experience.

**Study Away Programs**

Furman offers qualified students a wide variety of opportunities to study internationally or participate in a number of thematic programs in locations throughout the United States either in Furman sponsored travel programs or through affiliate programs with other colleges and universities. Study away programs are competitive and range from short-term study during the May Experience to full semester programs during the fall and spring.

Travel study programs involve continuous study based at one location or in some instances travel across several countries. Participants in these programs are accompanied by Furman faculty members who coordinate and direct the programs. Directors ensure that field trips, experiential learning, and interaction with local experts are integrated into the curriculum for each program.

Fall semester programs are sponsored in the British Isles, with resident study in London and Stratford-upon-Avon; extensive language and literature study offered in Madrid, Paris and Bonn, Germany; while other fall term possibilities typically include Asian Studies offerings in China; a music program in Italy; internship experiences associated with a European Union institution in Brussels, Belgium, and a trip focusing on the issues of present-day Latin America. Spring term study abroad opportunities include travel study to the Mediterranean, the Baltic, Africa, Belize, Costa Rica, Ecuador, Chile and India. Internship based travel study programs on this continent are also available in Columbia, S.C., Washington, D.C., and with the Canadian Parliament in Ottawa.

Qualified students may also spend a term or more studying through affiliate programs. Opportunities for study in Australia and New Zealand exist through Furman’s association with AustralEARN, a consortium of 19 Australian and New Zealand universities. Students may arrange to spend a semester as an exchange student at Kansai Gaidai or Waseda University in Japan, Groningen University in The Netherlands, Rhodes University in South Africa, or Soochow University in China. In cooperation with the University of Georgia, art students may spend a term in Cortona, Italy, while students interested in business administration may study through the CIMBA program in northern Italy. Study in mathematics is offered in Budapest and opportunities for internships or study in Edinburgh, Scotland and Northern Ireland are also available.

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 in consortial arrangements, 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. Through formal agreements with other universities, Furman also offers students the option of studying the Civil War era at Gettysburg College; participating in the United Nations program sponsored by Occidental College; spending a fall semester at the Duke University Marine Laboratory in Beaufort, North Carolina; or enrolling for an environmental science semester at the Marine Biological Laboratory in Woods Hole, Massachusetts.

Students interested in any of these study away opportunities should consult the Study Away and International Education website at www.furman.edu/international for more information. Application deadlines for most programs are typically at least as much as a year prior to the program start date.

Participation in study away 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

An integral part of the educational program at Furman is the opportunity for independent study. 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 regular course offerings. Independent study opportunities are offered in every academic department.

Research and Internships

Furman strongly supports programs which allow students to apply their in-class learning to a research or internship experience. Research projects offer students an opportunity to engage in original scholarship activity, usually in collaboration with a faculty member. These projects can take place either during the academic year or the summer. Students regularly 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, Harvard University, Oak Ridge National Laboratory, and the Reedy and Saluda River basins.

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 with 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.

Various fellowship and grant programs support a select group of students who undertake full-time research projects, creative activity, or internships each summer.

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 credits accrued during the post-baccalaureate year may be applied toward a master’s degree. The certification program in music education may be completed in four years. Additional areas of certification are offered in curriculum and instruction, early childhood, special education, literacy, school leadership, and teaching English to speakers of other languages are completed on the graduate level.

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 as well.

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 they have completed at least 96 credits 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. Pre-dental students may need to complete additional coursework.

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 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.

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.

Forestry and Environmental Management
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.

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.

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 is comprised of two fifteen week semesters in the fall (August through December) and the spring (January through May). The May Experience provides students an opportunity to explore a specific area of intellectual interest during a three week period each May. Courses may also be offered in shorter time frames in addition to and overlapping the traditional academic calendar.
May Experience

An optional three-week term following commencement exercises in the spring semester, offerings during the May Experience include an assortment of engaging academic experiences that allow faculty and students to explore topics of mutual interest. Courses are unique in content, class activities, and scheduling from courses offered during the fall or spring semesters.

May Experience courses yield two credits and may not fulfill a general education requirement, nor can they be required for a major.

Summer Study

Furman operates a summer session with courses meeting in a variety of patterns between three and ten weeks. Undergraduates may enroll in up to 12 credits during this term. Summer study enables 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 Student Government Association, the chaplains, and Student Life staff work together to help students grow.

Student Government Association

The Student Government Association (SGA) is Furman’s student government organization. SGA 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 the university housing and residence life staff 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 interfaith dialogue and events. The Recreational Sports and Intramural Councils oversee the creation and funding of all intramural and club sports teams. Finally, the SGA Council is the coordinating body for Furman’s student government.

SGA Council is comprised of representatives from all elements of the student body. Each class is represented by a President, Vice President, a Secretary and Treasurer. The SGA 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 for SGA, 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. The SGA Council conducts its business each Monday evening in open meetings. Student Life staff serve as advisors to SGA.

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 focus of Student Activities at Furman is exciting and innovative programs that are planned and produced by students. The Office of Student Activities coordinates many of these campus programs and advises the Furman University Student Activities Board (FUSAB) and the new student orientation program.

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 datebook, "The Slate," and offers discount tickets to various concerts and events in the Greenville area. Students are selected each fall for membership in FUSAB.

Orientation is a comprehensive program designed to introduce incoming students to life at Furman. The new student website, newatfu.furman.edu, answers many pertinent questions about coming to college, including placement testing, initial course selection, prepping students for academic advising, and many other pre-arrival tasks that students must accomplish before arriving on campus. The five-day on-campus orientation program, conducted immediately prior to the beginning of fall semester, provides essential academic, residential, and social information to all new students that will hopefully ensure a smooth transition from high school to Furman. For questions regarding Furman’s Orientation program, please contact the Office of Student Activities & Orientation by e-mail at student.activities@furman.edu.

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 SGA, FUSAB, Student League for Black Culture, RLC, Heller Service Corps, student publications, and the campus radio station. The PalADen Food Court, post office, Barnes & Noble university bookstore, and an information center are also located in the University Center, as are the offices of the Vice President for Student Life, University Center, Student Activities, Orientation, Volunteer Services, Career Services, Alcohol and Drug Education, Student Employment, Leadership Programs, and Multicultural Affairs.

Heller Service Corps
Nearly 65% of the Furman student body participates in volunteer service with the forty agencies of Heller Service Corps. Heller Service Corps is the umbrella organization that pairs students with opportunities for service outside of the Furman campus. Through opportunities designed to engage students and support the community, volunteers can serve in the areas of recreation, education, medical, animal interest, special needs, and community concerns. All students are encouraged to become involved with the service corps; transportation is available when necessary. For more information, visit www.hellerservicecorps.org or stop by the Heller office in the University Center.

Harry B. Shucker Leadership Institute
Explore. Engage. Emerge. The Shucker Leadership Institute (SLI) is an endowed Furman leadership development program reflecting the belief that leadership is action, not just a position of power. Using the Social Change Model of Leadership, the Leadership Identity Model and the Relational Leadership Model, SLI participants experience a process approach to leadership development. Focal points of the institute include collaboration, community connections, personal growth and development, skill building and servant leadership. Twenty-five students comprised of freshmen and sophomores are selected in the fall of each year to become New Fellows in the Shucker Leadership Institute. In the spring, the new Fellows join approximately 100 other sophomore, junior and senior Shucker Fellows. All Fellows have the opportunity to broaden their understanding of leadership concepts and are challenged to enact change through servant leadership projects and social change initiatives. For more information, visit: www2.furman.edu/studentlife/leadership.

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 the Shucker Leadership Institute.

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), utilizes a team of faculty, staff and students who provide programs and workshops to create understanding and works to eliminate barriers within the Furman community.

The Director of Multicultural Affairs advises and supports various multicultural student organizations, including the Student League for Black Culture (SLBC) and the Furman University Gospel Ensemble (FUGE), the campus chapter of the National Association for the Advancement of Colored People (NAACP), and the Hispanic Organization for Learning and Awareness (HOLA).
Student Media
Student editors 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. 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 field, and volleyball and nine for men: baseball, basketball, cross country, football, golf, soccer, tennis and indoor and outdoor track and field. 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 15 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, rugby, soccer, triathlon, ultimate frisbee and baseball.

Herman Lay Physical Activities Center (PAC)
Furman has exceptional facilities for physical activities. In the newly renovated PAC, students will find courts for handball, racquetball and paddleball; a swimming pool; a gym for basketball or volleyball; 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 music department sponsors more than 200 concerts which are open to the public each year in a number of on-campus venues including McAlister Auditorium, Daniel R. Recital Hall, and the Daniel Memorial Chapel. This wide array of opportunities to experience high quality live music includes presentations by ensembles of all shapes and sizes, such as major choral and orchestral concerts, faculty recitals, chamber music programs, student recitals, and guest artist recitals. In addition, there is an active series of concerts in the community which include the Greenville Symphony Orchestra and the Greenville Chorale.

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, Bachelor of Science, and Bachelor of Music 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 organization for men. Undergraduate membership, limited to four juniors and eight seniors, is based on character, scholarship, leadership, loyalty, and service 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 international honor society that recognizes the outstanding achievement of those who make significant contributions to education. Open to undergraduate and graduate students enrolled in the teacher education program, membership is based on intellectual competence and scholarship; overall performance in the program of teacher education; leadership potential; and commitment to students and teaching. The Xi Epsilon chapter was installed in 1977.

Lambda Pi Eta is the national honor society in Communication Studies. Organized around and devoted to the Aristotelian virtues of Logos (reasoned discourse), Pathos (passionate concern), and Ethos (character and ethical discourse), Lambda Pi Eta is comprised of students who have demonstrated outstanding academic achievement in Communication Studies and liberal education. The Nu Theta chapter was installed at Furman in 2001 and invites membership on the basis of qualifications set in accordance with the regulations of the national organization.

Among other national honor societies are Alpha Epsilon Delta, pre-health; Alpha Kappa Delta, sociology; Beta Beta Beta, biology; Eta Sigma Phi, classics; 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; Pi Sigma Alpha, political science; 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; the Bartram Society, earth and environmental sciences; Order of Furman Theatre; Le Salon Francais; Sigma Alpha Iota, national professional music fraternity; Phi Mu Alpha Sinfonia, national professional music fraternity; Philosophy Club; Society of Physics Students; The Cicero Society, the Debating Society, and the Murrow Society in Communications Studies; the Psychology Club; Spanish Club; and the Political Thought Club.

Sororities and Fraternities
Approximately 35 percent of Furman students participate in Fraternity and Sorority Life.

The seven sororities in Furman’s Panhellenic Conference (FPC) include Alpha Delta Pi, Alpha Kappa Alpha, Chi Omega, Delta Delta Delta, Delta Gamma, Kappa Delta, and Kappa Kappa Gamma.
The seven fraternities in Furman's Inter-Fraternity Council (IFC) are Beta Theta Pi, Kappa Alpha Order, Kappa Alpha Psi, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Chi, and Sigma Nu. Alpha Kappa Alpha and Kappa Alpha Psi are also members of Furman's National Pan-Hellenic Council (NPHC). Delta Sigma Theta allows members of Furman's student body to join their organization through an Upstate, South Carolina city-wide chapter.

New students must attain a minimum grade point average of at 2.00 and earn at least one semester of coursework before being allowed to receive a bid to a PC or IFC organization. Student Life Administrators advise the three councils that serve as umbrella organizations for the individual fraternities and sororities.

**Religious Life**

Furman encourages students to engage ethical issues and explore mature spirituality. The chaplain provides Christian ministry to the Furman community and nurtures campus religious life, offering pastoral care and prophetic witness. He encourages an ecumenical spirit that affirms the diversity of religious traditions represented on campus. Stressing a collegial approach, the chaplain views 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 chaplain, faculty and students, is held each Sunday evening at 5:00 p.m. (unless otherwise noted) in the Charles Ezra Daniel Memorial Chapel.

Complementing the leadership of the university chaplains and the chaplaincy intern, campus ministers offer leadership to individual groups and are available for pastoral care and counseling. Campus religious organizations include: Baptist Collegiate Ministry, Canterbury (Episcopal), Catholic Campus Ministry, Cooperative Student Fellowship, Exploration of Vocation and Ministry, Fellowship of Christian Athletes, Gospel Ensemble, Habitat for Humanity, International Justice Mission, Jewish Student Association, Lutheran Student Association, Mere Christianity Forum, Muslim Student Association, Orthodox Christian Fellowship, Presbyterian Student Association, Reformed University Fellowship, Society for Free Inquiry, Wesley (United Methodist) and Young Life. These organizations provide opportunities for service, fellowship and seek to create an atmosphere conducive to spiritual growth.

Religious Council, composed of representatives from each religious organization, the secretary of religious affairs for the Association of Furman Students, and the chaplains, promote 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, Graduate School Fair, Shadow Program, mock interviews, and online job postings among others. Services are available to students and alumni at no cost.

**Commuter Services**

All students permitted to live off campus are urged to participate fully in 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 Charles E. Daniel 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 Amendments Act (ADAAA) of 2009 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 ADAAA may be obtained from the Disability Services Coordinator, as well as from the Disability Services web site at www.furman.edu/disability.

**Student Health Services**

The Earle Infirmary is the home of Student Health Services for Furman undergraduates. Open Monday-Friday from 8:00am until 8:00pm 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 and Wednesday from 9:00am until 5:00pm and Tuesday, Thursday and Friday from 9:00am until Noon. The Nurse Practitioner is available on Mondays from 5:00pm until 8:00pm and Tuesday, Thursday and Fridays from 9:00am until 6:00pm. Referrals to specialists or hospitals are made by the University physicians. If hospitalization is required, the attending physician will make the necessary arrangements. Families will be notified in case of serious illness or accident. Medical Insurance information is available in the Expenses section of this catalog.

When the residence halls are closed, medical needs are the responsibility of the individual student. A listing of options for afterhours care is available on the Health Services web site. After hours care includes the North Greenville hospital emergency room, five minutes from campus in Travelers Rest.

For emergencies, call Campus Police at 864-294-2111.

**Housing and Residence Life**

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 2,600 students. Campus housing is available for freshmen in Blackwell, Geer, Judson, McBee, McGlothlin, Poteat, Ramsay and Townes halls. Campus housing is available for sophomores, juniors, and seniors in Chiles, Gambrell, Haynsworth, Manly and Ramsay halls. Men and women are housed on alternating floors or wings. Four lakeside cottages are also available.

Other housing options typically available for juniors and seniors include North Village and the Vinings apartments. Although a few single rooms on campus are available, most students are housed in double and triple rooms. Rooms may be re-configured to accommodate three people comfortably and safely when 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 occur from 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, the Viningings, and other campus apartments follow a self-regulated visitation program.

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

All students must plan to live in campus housing for their entire undergraduate career. Exceptions will be considered for students who are commuting from home, married, in their fifth year, or who need a documented and approved medical or disability accommodation. All students living off-campus must have approval from Housing and Residence Life.

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 afforded opportunities to challenge the accuracy of files or records. Requests for hearings should be made through Student Life.

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 policies and regulations which govern its students. Elements which have helped shape these regulations include the size of the university, its co-educational status, the diversity of its student body, the liberal arts tradition, and our commitment to academic excellence.

Students who enroll at Furman must understand that they are part of a residential living and learning environment where they should respect the rights of all members of the university community. Furman expects that students will act in a manner that is respectful of the rights and privileges of others. The university has a responsibility to provide an environment which is conducive to the freedom to learn on the part of its students. In order to provide such conditions, Furman has developed policies and procedures designed to safeguard this freedom.

Responsibility for maintaining the integrity of the community rests with each individual member. Only if every member assumes responsibility for personal and group integrity and civility will the community best meet the developmental needs of its members. Each person must examine, evaluate and regulate his or her own behavior to be consistent with the expectations of the Furman community. The university maintains in its Student Conduct Code policies 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 all university policies and regulations.
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 appropriate local, state or federal law enforcement and the appropriate university official or through the student conduct process.

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.
Admission

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

Admission is selective, based primarily on previous academic performance and proven leadership and committed involvement in activities outside of the classroom. 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 Admission Committee may not benefit from Furman's educational program or whose presence or conduct may be detrimental to the program.

Candidates for undergraduate admission should make initial contact with the Office of Admission, Furman University, 3300 Poinsett Highway, Greenville, South Carolina 29613-0645. The Office of Admission will provide necessary application materials. Information may also be obtained through the Admission website, www.engagefurman.com.

Freshman Admission

Freshman applications are available through the Admission website at www.engagefurman.com. Furman only accepts the Common Application. Typically, candidates for admission must have graduated from a regionally accredited high school prior to enrollment at Furman. The Admission Committee uses the following criteria in its decisions:

High school record. An official transcript is required. A strong college preparatory course of study is essential. 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 advanced or honors-level academic credits each year. Quality of courses and grades are the two most important factors in admission.

Essay. One essay is required of all students. Specific topics and word limits are listed on the admission application and website.

Extracurricular activities. All prospective students should provide information about their activities outside of the classroom, emphasizing their leadership, service, commitment to the community and civic engagement. The Admission Committee seeks students who demonstrate passion and commitment to these activities.

Teacher evaluation. One evaluative recommendation from a current teacher is required.

Application supplement. All applicants must complete Furman University's supplement to the Common Application.

Optional standardized test scores. The Admission Committee believes that a student's potential for success cannot be determined solely by standardized test scores. Rather, the Committee is interested in getting to know the whole student—one who pursues leadership and passionate engagement with the world. Therefore, submitting official test scores is optional. If the student does decide to submit test scores and submits multiple test results, the Admission Committee will select the scores that offer the student the greatest advantage in the admission review process.

Optional Furman Admission Network (FAN) interview. Applicants may elect to participate in an informal FAN interview with a Furman alumnus or parent volunteer. The applicant is matched with an interviewer in the student's area whenever possible, and the interview takes place preferably in person. Other formats include phone or Skype interviews. Though a FAN interview is an optional part of the application process, the Admission Committee strongly urges every applicant to participate, as the interview allows the Committee to learn details about the student that may not be expressed in the formal application.
Early Decision Plan for Admission

Candidates who are confident that they will attend Furman if admitted should apply Early Decision. Furman’s Early Decision plan is binding, meaning that applicants must agree to withdraw all other applications and commit to enrolling at Furman if offered admission. Deadline to submit the application is November 1, and admission decisions are announced December 1. Admitted students learn of any financial aid award around December 15. If the student applies for the Lay, Duke, Hollingsworth, Townes, or departmental scholarships, he or she will receive notification in early April. Therefore, if the student’s college decision is dependent upon financial assistance from these scholarships, applying Early Decision is not recommended.

To reserve a class space for the fall, admitted students must submit a $500 non-refundable enrollment deposit and a signed statement of intent no later than January 5. 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. The candidate is required to have the high school submit a transcript of grades for the first semester of the senior year.

Early Action Plan for Admission

First-year candidates who wish to know of their admission decisions earlier than Regular Decision may elect to apply Early Action, which is non-binding. Deadline to submit the application is November 15, and admission decisions are announced February 1. Admitted students learn of any financial aid around March 1. If the student applies for the Lay, Duke, Hollingsworth, Townes, or departmental scholarships, he or she will receive notification in early April.

To reserve a class space for the fall, admitted students must submit a $500 non-refundable enrollment deposit and a signed statement of intent no later than May 1.

Regular Decision Plan for Admission

Students applying Regular Decision must submit their applications no later than January 15. Admission decisions are announced April 1. Admitted students learn of any financial aid award in early April. If the student applies for the Lay, Duke, Hollingsworth, Townes, or departmental scholarships, he or she will receive notification in early April.

To reserve a class space for the fall, admitted students must submit a $500 non-refundable enrollment deposit and a signed statement of intent 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 Admission Committee.

Early admission candidates or early high school graduates should be students of unusual academic promise and personal maturity. Candidates must have a minimum un-weighted high school grade point average of a 3.50. An interview with a member of the Admission staff is also required.

Home-schooled students should submit all the materials described in the Freshman Admission section, as well as an outline of topics or curriculum covered in the secondary school experience. The student is required to interview with the Admission home-school coordinator.
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 in 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 website at <www.furman.edu/registrar> for more specific information about AP and IB exam equivalencies.

Transfer Students

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

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

College Official’s Report. A College Official’s Report, found on the Common Application website, 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.

Transfer applications are considered for both semesters. Application review for fall semester begins January 15. First offers of admission are delivered April 1. Applications for fall semester 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 $500 by May 1 or by the deadline in their acceptance letters if later.

Transfer students may apply for spring semester by completing the application for admission by November 1, and they will be notified of a decision no later than December 1. Accepted students who wish to enroll must submit a non-refundable enrollment deposit of $500 by Jan. 5 or by the deadline in their acceptance letters if later.

After approval for admission, Academic Records will correspond with the student concerning courses for which credit will be transferred, minimum number of credits 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 successfully completed 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 Admission Committee considers the following criteria in its decisions:

Secondary school record. All applicants must send official transcripts.

Standardized test scores. Scores from TOEFL or IELTS should be sent to Furman by the testing agency.

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

Certificate of Finance. 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. This form is necessary to process the I-20 form for the F-1 student visa.
Proof of Health Insurance. All visa holders and any accompanying dependents must maintain active health insurance coverage that meets or exceeds U.S. federal regulations. Proof of coverage must be presented to the Office of Study Away and International Education prior to enrollment. Failure to provide proof of coverage may result in termination of visa status.

In addition to the documents above, all international 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 has already earned a bachelor's degree from a regionally accredited institution and is not seeking a degree from Furman. Each applicant for admission is required to submit a non-degree seeking application and a transcript detailing all previous post-secondary educational experiences, including date of graduation. Admission is based on the quality of college work and available space. Non-degree students must re-apply for each term in which they wish to enroll. Financial aid is not available to non-degree students.

Transient Students

A transient student is seeking a degree at another accredited institution and seeks to earn credit at Furman. Each applicant for admission is required to submit a non-degree seeking application, a transcript detailing all previous post-secondary educational experiences, and a statement from the other institution reflecting that the student is in good standing. Admission is based on the quality of college work and available space. Financial aid is not available to transient students either.

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 $50 must accompany the student’s initial application for admission. The fee is waived for all students submitting their application via our web site.

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 $500. 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

<table>
<thead>
<tr>
<th></th>
<th>16 Week Semester</th>
<th>Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Fee</td>
<td>$19600.00</td>
<td>$39,200.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence hall double occupancy</td>
<td>2,796.00</td>
<td>5,592.00</td>
</tr>
<tr>
<td>Residence hall designed single</td>
<td>3,120.00</td>
<td>6,240.00</td>
</tr>
<tr>
<td>North Village 2 bedroom apartment</td>
<td>3,168.00</td>
<td>6,336.00</td>
</tr>
<tr>
<td>North Village 4 bedroom apartment</td>
<td>3,393.00</td>
<td>6,786.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board:</td>
<td>Food Points/semester</td>
<td>Guest Meals/semester</td>
</tr>
<tr>
<td>Unlimited</td>
<td>250</td>
<td>5</td>
</tr>
<tr>
<td>190 Block Plan</td>
<td>300</td>
<td>15</td>
</tr>
<tr>
<td>160 Block Plan</td>
<td>320</td>
<td>15</td>
</tr>
<tr>
<td>90 Block Plan</td>
<td>340</td>
<td>10</td>
</tr>
<tr>
<td>75 Block Plan</td>
<td>340</td>
<td>5</td>
</tr>
<tr>
<td>60 Block Plan</td>
<td>250</td>
<td>0</td>
</tr>
</tbody>
</table>

Special Fees

|                            |                  |
| Late Enrollment            | 100.00           |
| Association of Furman Students | 180.00 | 360.00     |

For 2012, pending approval by the Board of Trustees, summer session undergraduate tuition will be $864 per credit.

A study away fee will be assessed to all students participating in faculty-led travel study programs or exchange programs. An administrative fee is assessed to all students participating in affiliate programs. Consult the Study Away and International Education web site at www.furman.edu/international for more information.
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 $5,592. 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 six different meal plans. First year students are required to subscribe to the unlimited plan which provides unlimited access to the dining hall and 250 food points. Students entering their second year must subscribe to at least the 160 meals per semester plan, while students in their third year are required to choose at least the 90 meals per semester plan. All other resident students may select from any of the top 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.

Campus Cash Accounts. Campus Cash accounts work like a declining balance debit card—add funds to your account and the balance is reduced by the amount of each purchase. Money added to a Campus Cash account can be used for on-campus purchases in all Dining Services locations and the Furman Bookstore.

General Fee Policy

The university reserves the right to change tuition and other charges at the beginning of any term if such a 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 12, 2011</td>
<td>$24,876.00</td>
<td>$19,780.00</td>
</tr>
<tr>
<td>By December 16, 2011</td>
<td>$24,876.00</td>
<td>$19,178.00</td>
</tr>
<tr>
<td>Total</td>
<td>$49,752.00</td>
<td>$38,560.00</td>
</tr>
</tbody>
</table>

Statements are mailed in July and November.

Tuition Payment Plan. Furman University recognizes that managing the cost of education is a challenge for some families. Through our program with Educational Computer Systems, Inc. (ECSI), we are pleased to offer you affordable and convenient payment options for meeting the costs of the academic year.

The Tuition Payment Plan (TPP) helps you to stretch out your tuition payments instead of making a lump sum payment each semester. The annual plan provides for ten monthly payments and semester plans are available for three, four, or five payments per semester.

This is an interest-free payment plan. The only cost to you is the non-refundable application fee, $75 for an annual plan and $50 for a semester plan.

You can apply for a new TPP at www.ecsi.net. Click on “Students,” select “Apply for a monthly tuition payment plan,” then select Furman University. If you had a TPP last year, start by entering your current ECSI account number. You can also contact ECSI at 1-866-927-1438 with any questions.
TPP is not available for students participating in study away programs. However, students participating in a study away program during only one semester may use the TPP for the other semester in the academic year. Students who register for any term after established deadlines may be assessed a $100 late registration fee.

Comprehensive Fee Policy

Furman assesses a comprehensive tuition fee for students seeking a bachelor’s degree through the undergraduate day program enrolled for up to 20 credits in the fall or spring semesters. Requests for exceptions may be made by students who are financially independent as determined by the Free Application for Federal Student Aid (FAFSA), who have documented medical, or learning difficulties, or who are considered fifth year seniors for billing purposes.

Students are considered fifth year seniors for billing purposes if one of the following conditions is met. Credit awarded through exam equivalencies, such as Advanced Placement (AP) or International Baccalaureate (IB), do not contribute to the credit requirement in this situation.

- A student has attended Furman University for eight or more semesters,
- A student has attended Furman University for at least six semesters and has earned at least 27 credits prior to their enrollment at Furman as a degree-seeking student, excluding credits awarded based on exam equivalencies, or
- A student has attended Furman University for at least four semesters and has earned at least 57 credits prior to their enrollment at Furman as a degree-seeking student, excluding credits awarded based on exam equivalencies.

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 course adjustment period for the term in question.

Students permitted to register for an overload while on study away will be assessed tuition for any credits beyond the standard course load expected for the specific study away experience consistent with the per-credit charge in effect for the term in question.

May Experience Fees

Students charged the comprehensive tuition fee in either the fall or spring semester may enroll for the May Experience tuition-free. Students charged on a per credit basis during the academic year or not enrolled at any time during the academic year on a degree-seeking basis will be charged on a per credit basis for May Experience.

Students failing to register for May Experience by the established deadline available on the Academic Records website are subject to a $100 late registration fee.

Students choosing to live in university-affiliated housing during the May Experience will pay a discounted all-inclusive room and board rate determined each year prior to May Experience registration.

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. The date of withdrawal is established by the Associate Academic Dean.

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. 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 refunds:

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Fall &amp; Spring semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first 7 class days</td>
<td>90%</td>
</tr>
<tr>
<td>Between the 8th and 12th class days</td>
<td>75%</td>
</tr>
<tr>
<td>Between the 13th and 17th class days</td>
<td>50%</td>
</tr>
<tr>
<td>Between the 18th and 22nd class days</td>
<td>25%</td>
</tr>
<tr>
<td>After the 22nd class day</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.

Student Government Association 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. Furman will return the unearned portion of federal (Title IV) student aid for any students receiving this aid who withdraw from the university, do not return from an approved leave of absence or extend an approved leave of absence beyond 180 calendar days. Title IV funds that may have to be returned include the Pell Grant, the Academic Competitiveness Grant (ACG), the National SMART Grant, Stafford Loan, Parent Loans for Undergraduate Students (PLUS), Perkins Loans, Supplemental Educational Opportunity Grant (SEOG) and the Leveraging Educational Assistance Partnership. The unearned portion of federal Title IV funds is determined by dividing the number of days in the term that have passed as of the date of withdrawal (defined below) by the total number of days in the term. If the withdrawal occurs after 60% of the term has elapsed, no return of Title IV funds is required. The Office of Financial Aid calculates the return of Title IV funds using a federally-prescribed formula.

Funds will be returned in the following order: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Perkins Loans, PLUS Loans. If funds remain after repaying all loan amounts, the remaining funds are repaid to Pell Grants and Supplemental Educational Opportunity Grants.

Students and their families should be aware that the requirement to return federal Title IV assistance might result in a balance due to the university; the student and/or his or her family is responsible for paying any balance resulting from the return of Title IV aid.

For non-federal funds, the institutional refund policy is applied to all other aid received by the student unless the Office of 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 will receive a refund in accordance with stated policy. Any student in this situation who re-enrolls within the following five years will 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 $900 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, frequently involve nominal fees.

Group Medical Insurance. Furman does not provide medical insurance for its students. Please check with your family insurance provider to ensure that the student will be adequately covered throughout the enrollment period. Many family insurance policies may provide for emergency coverage while a student is away from home, but do not cover non-emergency situations. If you have a PPO or HMO, health care providers in Greenville may be considered out of network or out of the service area.

If a student desires to purchase a medical insurance policy, you may do so through United Healthcare. You can enroll in and pay for the policy through their website at www.uhcsr.com. Click on “Find My School’s Plan” and follow the online instructions. If you have questions, please contact UHC Customer Service by telephone at 888-251-6243.

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, dressers, 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.
Financial Aid

Furman University administers over $66 million in federal, state, and institutional financial aid, over $43 million of which is funded directly by Furman. 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 study opportunities.

Most aid awarded by the university is offered as a combination of grant, loan and student employment (work study).

Definitions

**COA.** Cost of Attendance includes tuition, fees, weighted average room cost, board, estimated cost of books, estimated personal expenses, and estimated transportation costs. “Direct COA” includes only tuition, fees, the weighted average room cost, and board. All resident students are assigned the same COA based on Furman’s four-year residency requirement.

**EFC.** Expected Family Contribution is the minimum amount a family is expected to contribute for the student’s education for a given academic year. The EFC is calculated by the FAFSA and the CSS PROFILE and assumes families will finance education utilizing current income, past savings, and student and/or family borrowing. The EFC does not include out-of-pocket expenses that families incur.

**Demonstrated Need.** The difference between the Cost of Attendance (COA) and the Expected Family Contribution (EFC).

**FAFSA.** Free Application for Federal Student Aid used in awarding federal and state grants as well as loans and work study.

**CSS PROFILE.** A financial aid application that Furman uses to determine need for Furman Grant funding. The CSS PROFILE is a product of The College Board.

Need Based Financial Aid. Aid awards for which a student must demonstrate financial need in order to qualify. Such awards include the Federal Pell Grant, the Federal SEOG, the Federal Direct Student Loans, the Federal Direct PLUS Loan, the Federal Perkins Loan, the Federal Work Study program, the South Carolina Tuition Grant, and the Furman Grant.

Financial Aid Package. The offer of financial aid awards, including merit scholarships, for which a student is eligible. The student is notified of his or her financial aid package via traditional mail, e-mail, or made available to the student through the MyFurman site on Furman’s web page.

Financial Aid Application Procedures for Prospective Students

- Submit the CSS PROFILE at https://profileonline.collegeboard.com. Early Decision applicants should complete the CSS PROFILE by November 15, Early Action applicants by February 15, and Regular Decision applicants no later March 1. Furman’s CSS PROFILE code is 5222.
- Submit the FAFSA (www.fafsa.ed.gov). Early Decision and Early Action applicants should submit the FAFSA by February 15, and Regular Decision applicants should submit the FAFSA by March 1. Furman’s Title IV code for FAFSA results is 003434. Early decision applicants who received a financial aid award package based solely on the CSS PROFILE must complete the FAFSA in February to confirm the Early Decision package.
- Notification of financial aid packages for admitted Early Decision applicants will occur in December, while admitted Early Action applicants will receive their financial aid packages around March 1, and Regular Decision applicants will be notified on or about April 1.
Financial Aid Application Procedures for Returning Students

Returning students (enrolled in a previous term at Furman) who wish to continue eligibility for need-based financial aid (see definition of need-based financial aid in the preceding paragraphs) must complete the FAFSA each year. Furman encourages returning students to complete the renewal FAFSA between February 1 and May 1.

The U.S. Department of Education will send renewal FAFSA notices to students in January of each year, typically via e-mail. Returning students who are re-applying for financial aid do not need to complete the CSS PROFILE unless the student is asking for re-evaluation of aid eligibility based on special financial circumstances; otherwise, the CSS PROFILE is required of first-time financial aid applicants only.

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

Study Away

Financial aid applies as it would during a semester on campus to all Furman-sponsored faculty-led travel study programs. Students participating in approved affiliate programs may receive federal and state aid for which they qualify, but no Furman financial aid aid can apply to these programs. No financial aid of any type will be administered by Furman for students pursuing study opportunities while on a leave of absence from the University. Contact the Office of Study Away & International Education for more details.

Furman Merit Scholarships

Furman offers renewable merit scholarships for first year students. They include Herman W. Lay Scholarships (tuition, SGA fee, weighted average room cost and board), Duke Scholarships (full tuition), Hollingsworth, Townes and Achiever scholarships. These scholarships are awarded on the basis of high school grades, courses, test scores, essay, and extracurricular activities to Early Decision, Early Action, and Regular Decision admitted applicants. The Lay, Duke, Hollingsworth and Townes scholarships require a separate application available on the Office of Admission website. The maximum timeframe for which a student may receive merit scholarships is four years or eight semesters, and with the exception of the Lay and Duke Scholarships, merit scholarships do not increase in value as tuition increases.

Furman Scholars

Students are nominated by their high schools during their junior year for this honor. Furman Scholars who enroll at the university will receive a $5,000 Furman Scholars award. They may also compete for Lay, Duke, Hollingsworth, and Townes Scholarships which, if awarded, will replace the $5,000 Furman Scholars award.

Renewal of Merit Scholarships

Herman W. Lay, James B. Duke, Achiever Scholarships, and Furman Scholar awards are renewable as long as the student maintains a cumulative 3.000 cumulative grade point average. For all 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 Awards and Honor Scholarships

Furman Awards and the Honor Scholarships are offered to admitted applicants who do not qualify for merit scholarships, yet show potential for success at Furman. Furman Awards are renewable, provided the student maintains satisfactory
academic progress, as defined in the academic regulations portion of this Catalog. The maximum time-frame for which a student may receive Furman Awards is four years, or eight semesters.

Legacy Scholarships

Legacy Scholarships are available to admitted applicants who have indicated on their admission application that a parent or grandparent attended Furman University. Legacy Scholarships are renewable, provided the student maintains satisfactory academic progress as defined in the academic regulations portion of this Catalog, and the amount of the Legacy Scholarships is $5,000 annually. If an admitted applicant is eligible for any Furman scholarship or grant in excess of the amount of the Legacy Scholarship, the higher scholarship will be awarded and will replace the Legacy Scholarship.

University-Sponsored National Merit Scholarships

Renewable $1,000 or $2,000 scholarships, depending on need, may be offered to National Merit finalists who indicate to the National Merit Corporation that Furman is their first choice institution. National Merit Corporation Scholarships are determined solely by the National Merit Corporation and their sponsoring business partners. Recipients of scholarships funded by the National Merit Scholarship Foundation and/or National Merit Corporate partners are not eligible to receive university-sponsored National Merit Scholarships from Furman.

Merit Scholarships Requiring a Separate Application

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

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

Alden Transfer. Two-year, full-tuition scholarship for students who have completed a two-year college transfer program at a technical college, community college or junior college.

Dreyfus Foundation. Renewable scholarships awarded to entering first year students planning a career in the chemical industry or planning to pursue a Ph.D. in chemistry.

Liberty. Two renewable scholarships awarded to entering first year students 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 first year students who indicate teaching as their career goal.

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

Special Scholarships

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

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

Athletic Scholarships. Partial to full scholarships awarded in 18 men’s and women’s intercollegiate sports. For details, contact the Athletic Department 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 jointly by Furman and the U.S. Army, complete military science courses each term. Upon graduation they receive a commission in the U.S. Army, Army Reserve or National Guard.

For three-year ROTC scholarship recipients, Furman provides scholarship or grant assistance in the amount of the weighted average room cost and the maximum board costs for the student's first year; the student is responsible for all other costs, including the comprehensive tuition fee.

For four-year ROTC scholarship recipients, the Army provides full tuition and fee support as well as a monthly stipend, while Furman provides scholarship or grant assistance in the amount of the weighted average room cost and the maximum board costs.

For more information, contact the Military Science Department.

Kittie Moss Fairey Scholarship Fund. Established to aid worthy entering first year 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 a 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 credits 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 the Chemistry Department.

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

Hope Scholarships. Hope scholarships are $2,800 awards for South Carolina residents who graduate from high school with at least a 3.000 grade point average and who do not qualify for a South Carolina LIFE or Palmetto Fellows award. The Hope award is for the first year only; recipients who earn at least 30 credits with a 3.000 grade point average are eligible for a LIFE scholarship the following year. Recipients must be enrolled in at least twelve credits each semester.

LIFE scholarships are $5,000 awards for South Carolina residents attending a four year private college or university in the state. To qualify, students must meet two of the following criteria: a 3.000 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 3.000 grade point average and completes at least 30 credits each year consistent with provisions enacted through South Carolina law. Recipients must be enrolled in at least twelve credits each semester.
Palmetto Fellows awards are $6,700 academic grants to students from South Carolina based on annual guidelines established by the state legislature: currently a 3.500 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 3.000 grade point average and completes at least 30 credits each year. Recipients must be enrolled in at least twelve credits each semester.

Students must be South Carolina residents, as defined by the South Carolina Commission on Higher Education, 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 any of the scholarships fails to meet the renewal criteria, appeal information is available from the South Carolina Commission on Higher Education web site at www.che.sc.gov.

Need-Based Financial Aid

Furman will normally offer the student a financial aid package that consists of gift-aid (grants and/or scholarships) and self-help (loans and student employment) to students with demonstrated need as determined by the FAFSA and CSS PROFILE. Funds from any source (Furman, federal, state or through outside organizations) are all considered part of a need-based financial aid package and are applied to the student's demonstrated need first, per federal regulations. Need-based programs commonly available at Furman are described below.

Grants

*Furman Grant.* Students may receive a Furman Grant along with other forms of assistance such as merit scholarships, student loans, and work study. Furman Grants are predominantly need-based, and eligibility is determined by the student's CSS PROFILE. Furman uses this funding to meet need and/or to offer assistance based on the overall characteristics of students who show promise of success at Furman. Furman Grant amounts remain constant throughout the student’s tenure at Furman. Exceptions to this are within the purview of the Office of Financial Aid in response to extreme increases in demonstrated need from one year to the next per the FAFSA and/or CSS PROFILE.

*Federal Pell Grant.* The federal government provides assistance to eligible students through the Pell Grant program. Eligibility for the Pell Grant is determined by the results of the FAFSA.

*Federal Supplemental Educational Opportunity Grant (SEOG).* Supplemental Educational Opportunity Grants are awarded by Furman to students with exceptional financial need, defined as those students who are eligible for Pell Grant. SEOG funds are limited.

*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 $2,600. Students must be enrolled full-time (at least twelve credits) to be eligible to receive the maximum grant. For students to qualify, the FAFSA must be submitted no later than June 30. Funding is contingent upon state appropriations.

Student Loans

*Federal Perkins Loan.* Furman awards Perkins Loans to students who demonstrate exceptional financial need. The Perkins Loan is a 5% interest loan on which no interest is charged and no payments are made as long as the student is enrolled at Furman for at least six credits. Repayment begins nine months after the student graduates or ceases being enrolled at least on a half-time basis. Repayment of the Perkins Loan may extend over a ten-year period. Perkins funds are limited and loan amounts may vary from year to year.

*Federal Direct Student Loan Program.* Loans up to $5,500 are available to first year undergraduate
students. After earning 28 credits, students may obtain a loan up to $6,500 for the sophomore year, and, upon earning 58 credits, students may obtain a loan of up to $7,500 per year for the remaining years of undergraduate study.

Federal Direct Loans are either subsidized or unsubsidized. In the case of a subsidized loan, the federal government pays the interest while the student is enrolled in an eligible institution at least a half-time. In the case of an unsubsidized loan, the student is responsible for interest payment while enrolled at least half-time. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. The maximum repayment period is ten years, and the interest rate for the Federal Direct Subsidized Loans for 2011-2012 is fixed at 3.5%. This rate may change as federal legislation changes. Federal Direct Unsubsidized Loans are fixed at a 6.8% interest rate. Information on obtaining these loans may be found on our web site at www.furman.edu/finaid.

Student Employment
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, which allows for students to work between ten and twelve hours per week. For more information about this program, contact the Student Employment Office.

Alternative Financing
Tuition Payment Plan. Furman recognizes that managing the cost of education is a challenge for some families. Through a program with Educational Computer Systems, Inc. (EC SI), we offer an affordable and convenient set of options for meeting the costs of the academic year. See the Expenses section of this catalog for more details.

Federal Direct Parent Loan for Undergraduate Students (PLUS). Parents with an acceptable credit history may borrow up to the difference between the cost of education and the amount of financial aid the student is awarded. The interest rate is fixed at 7.9 percent. Repayment begins 60 days after the last disbursement of the academic year. Application procedures for the PLUS Loan may be found on our web site at www.furman.edu/finaid. Beginning with the 2011-2012 year, students must complete the FAFSA in order for a parent to apply for the PLUS Loan.

Pickett & Hatcher Educational Funds. Annual loans of $10,000 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 first year students 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. Any enrolled undergraduate, including enrolled first year students, 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 outside of the federal loan programs offer long term private educational loans. Information regarding these loans is available through the Financial Aid web site at www.furman.edu/finaid.
Revision of Financial Aid Awards

Financial aid is dynamic and may change as new information becomes available to the Office of Financial Aid. Any financial aid package is subject to revision, even during the academic year, for reasons including, but not limited to, any of the following:

- An error is discovered through the verification of information reported on the FAFSA and/or CSS PROFILE which, when corrected, changes the student's eligibility.
- A change occurs in regulations governing federal or state programs.
- Funding levels in federal or state programs are altered.
- The student receives additional financial assistance, including, but not limited to, outside scholarships from a source not listed on the most recent financial aid award notification/letter.
- The student fails to meet satisfactory academic progress standards for renewal of financial aid.
- The Office of Financial Aid discovers any error, clerical or other, on your award.
- The student fails to complete required financial aid applications for need-based federal, state and/or institutional aid, including any documents required for verification of FAFSA information.

Any aid reduction based on these reasons will not be replaced by Furman-funded grants and/or scholarships.

Additional Information

Furman institutional scholarships and grants are available for a maximum of four years or eight semesters. Only athletic grants-in-aid are exempt from this standard, and only at the discretion of the Athletics Department.

With the exception of Lay Scholarships and some athletic scholarships, Furman merit and talent-based scholarships apply toward tuition charges. Need-based grants may apply toward any part of the cost of attendance.

The main method of communication from the Office of Financial Aid to students is Furman e-mail. Students are expected to communicate with parents concerning financial aid award information, requirements, etc.

The total amount of Furman-funded gift aid (grants and/or scholarships) a student is eligible to receive may not exceed Furman's direct cost of attendance. If the total amount of Furman-funded gift aid exceeds the direct cost of attendance, a portion of the Furman gift aid will be reduced accordingly.

A student may not receive gift aid (grants and/or scholarships) from all sources (Furman, federal, state, private) in excess of the total cost of attendance at Furman. If the total amount of gift aid from all sources exceeds Furman's total cost of attendance, Furman gift aid (grants and/or scholarships) will be reduced accordingly.

All outside financial assistance or scholarships received by a student attending Furman must be reported to the Office of Financial Aid, including the annual amount of the award and whether or not the award is renewable. Furman reserves the right to make adjustments in the financial aid package offered to students who receive assistance from other sources.

When calculating Furman scholarships or grants based on tuition, fees, room and board, the amount used for room is the weighted average room cost as determined by Housing and Residence Life; the amount used for board is the current maximum meal plan rate.

Furman scholarships and grants are based on a course load of 12 - 20 credits in any given semester. Additional costs incurred by a student enrolled for more than 20 credits in a given semester will be incurred at that student's expense.
Because Furman uses a comprehensive fee structure, Furman scholarships and grants are provided to students charged full-tuition, regardless of enrollment status (i.e. course load). Students approved for charges on a per-credit basis may have their Furman scholarships and/or grants prorated as tuition is prorated.

Students planning to enroll for a single semester in a given academic year will receive aid for that semester only. Financial aid for an entire academic year will not be disbursed in a single semester.

Tuition Exchange Programs

Associated Colleges of the South (ACS)
Children of employees of ACS participating institutions are eligible to be considered for the ACS Tuition Exchange.

Furman’s agreement with the ACS indicates that for any given academic year, ACS “imports” (students attending Furman as an ACS Tuition Exchange student) will not exceed “exports” (children of Furman employees attending another ACS college under the agreement) by more than two students.

Each ACS Tuition Exchange recipient pays a participation fee of $1,500 per academic year. The ACS Tuition Exchange benefit is equivalent to full tuition at Furman and is renewable for three years provided the student meets satisfactory academic progress. With the exception of the Lay Scholarship, the ACS Tuition Exchange benefit replaces any Furman merit or talent-based scholarship already awarded to the student. Those students awarded the Lay Scholarship will also receive the remaining cost of the Student Government Association fee, the weighted average room cost and funds to cover the maximum meal plan.

ACSTuition Exchange benefits may be used for Furman-led travel study programs only. All other study away programs are ineligible for ACSTuition Exchange benefits.

Interested students must specify that admission is being sought under the ACSTuition Exchange program, apply for all federal and/or state aid for which he or she may be eligible, and submit an ACSTuition Exchange certification form completed by the appropriate official at the home institution certifying their eligibility for the exchange. Eligible students must meet Furman’s normal admission requirements.

Tuition Exchange, Inc. (TE)
Children of employees of TE participating institutions are eligible to be considered for the TE Tuition Exchange.

Furman’s policy for any given academic year is TE “imports” (students attending Furman as a TE student) will not exceed “exports” (children of Furman employees attending another TE college) by more than three students.

The TE Tuition Exchange benefit is valued at $30,500 for 2011-2012 and may change for future years at Furman. It is renewable for three years provided the student meets satisfactory academic progress. With the exception of the Lay and Duke Scholarships, the TE benefit replaces any Furman merit or talent-based scholarship already awarded to the student. Those students awarded the Lay and Duke Scholarships will receive those funds in addition to the benefit, up to the remaining cost of the comprehensive tuition fee for Duke Scholars and up to the remaining cost of the comprehensive tuition fee, the Student Government Association fee, the weighted average room cost and funds to cover the maximum meal plan for Lay Scholars.

TE benefits may be used for Furman-led travel study programs only. All other study away programs are ineligible for TE benefits.

Interested students must specify that admission is being sought under the TE program, apply for all federal and/or state aid for which he or she may be eligible, and submit an TE certification form completed by the appropriate official at the home institution certifying their eligibility for the exchange. Eligible students must meet Furman’s normal admission requirements.
completed by the appropriate official at the home institution certifying their eligibility for the TE program. Eligible students must meet Furman’s normal admission requirements.

**Faculty-Staff Tuition Remission**
Consult Furman’s Human Resources web site at http://www2.furman.edu/s/ hr for specific information about this benefit.
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 a 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 www.furman.edu/integrity.

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. General education courses, major field of study requirements, engaged learning opportunities and a strong program of undergraduate research offer a significant number of opportunities for students to acquire these competencies. Students seeking a bachelor's degree from Furman University must:

- Successfully complete at least 128 credits with at least 60 of these credits earned through Furman courses including the final 28 credits.
- Maintain a grade point average of at least 2.00 in all course work completed through Furman.
- Complete all general education requirements.
- Complete the Cultural Life Program (CLP) requirement.
- Complete a major field of study of at least eight courses for the Bachelor of Arts or the Bachelor of Science degree or a major of at least thirteen courses 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 (engineering or industrial management) 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 credits that contribute to the Furman bachelor's degree before beginning course work elsewhere, including all general education requirements.
- 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 credits, a student may receive only one degree at the completion of these credits. 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 general education curriculum is dedicated to providing 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:

- Invigorate and stimulate intellectual curiosity
- Broadly prepare students in a diverse set of disciplines, including the humanities, natural sciences, social sciences, and the fine arts
- Encourage intellectual inquiry in sufficient depth to allow one to contribute to a greater body of knowledge
- Develop expressive capabilities in writing, speaking, and the arts
- Cultivate world citizenship—an understanding of those not like oneself
- Integrate knowledge into a meaningful synthesis

The general education requirements include:

**Two first year seminars, which must include at least one writing seminar.**

One of the seminars may be applied toward a student’s major, but neither seminar may be required for the major or be a specific prerequisite for another course.

First year seminars (FY S) will use the passions of the Furman faculty for ideas and discovery to ignite the interests and passions of students. Small, discussion-centered seminars encourage students to take responsibility for their own learning.

Both seminars will engage the material with the intention of fostering careful thought, intense discussion, and precise, vivid writing, while those designated as writing seminars (FY W ) will explicitly devote significant pedagogical attention to the improvement of the student’s writing and the development of information fluency.

**Eleven courses meeting core requirements, which must include:**

Each course can fulfill only one core requirement. No more than three courses from a single department may be used to satisfy the core requirements.

- Two courses in the empirical study of the natural world, at least one with a separate laboratory component (N W and N WL)

Through these courses, students should understand how to study causality in the physical universe by constructing falsifiable hypotheses that are testable with evidence from the physical universe. Students should also be exposed to the major scientific theories within a discipline, and understand how these explanatory models were constructed and are currently applied. Students should also appreciate the tentative, progressive, and cumulative nature of scientific knowledge.

Students seeking the Bachelor of Music degree can fulfill this requirement by completing only one course. The course does not need to include a separate laboratory component. Bachelor of Science degree candidates must complete this requirement in courses appropriate for majors in the natural science (Biology, Chemistry, Earth and Environmental Science, Physics) disciplines.

- Two courses in the empirical study of human behavior and social relations (H B)
These courses will have as an underlying focus the empirical methodologies employed to describe, understand, and predict the behavior of individuals and groups. The aim will be to foster an appreciation among students for the value and meaning of empirically derived knowledge in our world.

- **A course using historical analysis to study past human interactions (HA)**

Courses focus primarily on the historical development of human populations, institutions, and activities, as well as the methods and challenges involved in historical analysis. These courses will provide systematic descriptive coverage of particular places, groups, ideas, institutions, or societies as they moved through time.

- **A course in the critical, analytical interpretation of texts (TA)**

A reflective, critical approach to reading deepens aesthetic appreciation of the resources of language and sharpens the ability to assess and evaluate the documents and messages that inform us and influence our choices. Included in this category are courses in literary studies and other disciplines that study the structures and methods by which texts create and convey meaning.

- **A course (or four-credit equivalent) in the visual and performing arts (VP)**

Visual and performing arts courses will help students develop an appreciation for how music, theatre, film, digital and/or multimedia artworks, and the visual arts can enrich us as human beings, express the vision of individuals, speak to the human condition, and foster an understanding of other cultures, societies, and times. These courses will also introduce the notion of the arts as a language with its own vocabulary, grammar and expressive capabilities.

Students may fulfill this requirement with a four-credit course aimed specifically at appreciation or they may choose to complete a series of one or two credit courses in music performance or studio arts focused on skills development. To fulfill the requirement through skills development, students complete music performance studies during four consecutive semesters for one credit or more in a single instrument or voice or they may complete two two-credit studio arts courses.

- **A course in mathematical and formal reasoning (MR)**

The courses that constitute this category all require the student to master rigorous techniques of formal reasoning and to apply the techniques of both formal reasoning and creative intuition in problem solving situations. Each course in this category will apply those techniques in the mathematical interpretation of ideas and phenomena, the creation and analysis of algorithms, and/or the symbolic representation of quantification, validity, proof, completeness, and consistency.

Students seeking the Bachelor of Music degree do not need to fulfill this requirement, while Bachelor of Science degree candidates must complete this requirement with a calculus course.

- **A course in foreign language (FL)**

The sustained, in-depth study of foreign languages is essential to appreciate other parts of the world and other moments of the past, as well as to develop a fuller understanding of one's own world and one's own language. To assure a meaningful acquaintance with a foreign language, all students will complete at least one course demonstrating proficiency in a foreign language, depending on their level of preparation, as determined by a placement exam.

Students seeking the Bachelor of Arts or Bachelor of Music degree are required to complete a course numbered 201 or greater in a foreign language discipline, while Bachelor of Science degree candidates are required to complete a course numbered 120 or greater in one of the same disciplines.

For students whose second language is English, it may be possible to substitute ENG-201, 202 or 203 and an additional course or courses in
American literature, culture or civilization. The Associate Academic Dean and the department chairs in English, Classics, and Modern Languages and Literatures must approve any substitutions of this nature. These substitute courses may not be used to satisfy any other general education requirement.

- A course considering ultimate questions (UQ)

Courses considering ultimate questions invite students to engage metaphysical, religious and ethical questions in a direct and explicit way by examining ways in which individuals and societies have articulated what constitutes a good and meaningful life— as that is reflected in various past or present cultural or individual understandings of our obligation to others; our relation to the transcendent; and how these find expression in a rich variety of written, oral, and performative texts.

- A course emphasizing the importance of the body and mind (MB)

Courses emphasizing the importance of the body and mind will support Furman’s mission statement expressing a commitment to “develop the whole person— intellectually, physically, socially, emotionally, and spiritually.” Students will gain a greater understanding and experience corporeality (i.e., bodily existence) in relation to intellectual, social, emotional, and ethical contexts keeping within the spirit of developing the whole person.

Two courses meeting global awareness requirements, including:

Courses fulfilling a global awareness requirement may also meet core or major requirements. A single course may not be used to fulfill both global awareness requirements.

- A course addressing humans and the natural environment (NE)

Humans are affecting the dynamics of the planet; they are changing the composition of the atmosphere, the currents in the oceans, and the productivity of natural ecosystems. Because modern societies require more energy, food, and materials than ever before, we are increasingly dependent on stable, productive, and sustainable natural systems. Ironically, our societies are becoming increasingly urban and increasingly insulated from nature just as these ineluctable dependencies are becoming increasingly important. In order to foster an appreciation for these dependencies, courses will emphasize some aspect of the interactive relationships between humans and the natural environment.

- A course focusing on world cultures (WC)

World cultures courses will help students achieve a heightened awareness of the diverse cultures and traditions that have formed our world, and to reflect on the relationships between their own and other cultures. Courses will focus on the traditions, beliefs, experiences, and expressions of peoples of, or originating from, Asia, Africa, Latin America, or the pre-colonial Americas.

Cultural Life Program (CLP)

Each student must attend a total number of CLP events equal to four times the number of semesters (fall and spring) in which he or she enrolled for courses on the Furman campus, not to exceed a total of 32 events. For example: a student enrolled on campus for four years (8 semesters) would be required to attend 32 CLP events, while a transfer student enrolled at Furman only two years (4 semesters) would be required to attend 16 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 credits earned and CLP events attended.

The list of approved CLP events is updated weekly and available through the Furman website at www.furman.edu/clp. Attendance at CLP events is carefully monitored. Students must present photo identification at each event they attend. No substitutions or alternatives to CLP attendance will be considered.
Major Field of Study

All students must declare a major before they complete 70 credits 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 field of study declaration and major requirement checklist 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 credits in the major must be completed through Furman courses.

More detailed information about major field of study requirements are provided in the Academic Departments section of this catalog.

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:

- Typically, a minimum of a 2.50 GPA is required.
- 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 no later than the conclusion of the sophomore 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 also choose to supplement their major by concentrating on a specific topic from the perspective of different academic disciplines.

A concentration typically consists of four to six courses (16 to 24 credits) of related course work. At least 12 of the required credits should be completed in courses numbered 200 or greater. Electives applied toward a concentration may be enrolled with a pass-no pass grading option. 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, Poverty Studies, Science Education and Women's, Gender, and Sexuality Studies. A listing of courses and requirements for each concentration is included in the Interdisciplinary Studies section of this catalog.

Graduation Honors

Students who have earned at least 64 credits 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 away, internships, and undergraduate research, and by referring the student to campus support services. Students must consult with their academic advisor before registering for courses each term. Detailed information about advising and registration can be obtained through the Academic Records website at www.furman.edu/registrar.

No student may register for any course after more than 10 percent of a term has passed, seven class days in a fall or spring semester. A fee of $100 will be charged for late registration after established deadlines have been reached. 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 credits earned through internships, independent study, and research may contribute to the 128 credits required for the award of the bachelor's degree. Content of courses already published in this catalog may not be offered through 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>Credits Earned</th>
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</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 must be registered for a minimum of 12 credits each semester. The normal course load for the academic year is 32 credits; 16 credits in each semester, both fall and spring.

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

Study Away

Furman offers a wide variety of options for studying away from campus each year. Student participation is typically planned significantly
in advance and is competitive. Consult with the Office for Study Away and International Education for more information about how participation for each program is determined.

Participants in Furman sponsored travel study programs are accompanied by faculty members who coordinate and direct the programs. All credits and grades earned away from campus in these programs are granted on the same basis as those earned on campus. Participants in semester-long programs typically enroll in four courses for which they can earn up to 16 credits.

Affiliate programs provide further opportunities for Furman students to study away from campus through partnerships with other universities all over the world. Typically, transfer credit is awarded for the successful completion of courses approved in advance by Furman and the cooperating institution.

Students may not enroll for campus-based independent study courses while participating in any Furman-sponsored study away experience. Students may also not enroll beyond the standard course load expected for the specific study away experience without prior approval. Exceptions will be granted only in extraordinary circumstances with the approval of the Associate Academic Dean and the Assistant Dean for Study Away & International Education.

Course Overload

Students in good academic standing (i.e., not on academic probation) may enroll for up to 18 credits a semester. Students with a grade point average of 3.30 or greater in their past 32 credits attempted may register for up to 20 credits in a single semester. Typically, students who have not yet attempted 32 credits at Furman are not permitted to overload.

All other requests to register for more than the normal course load of 16 credits a semester will be granted only in extraordinary circumstances with the approval of the Associate Academic Dean.

Additional tuition charges will apply for each credit beyond 20. Any registrations exceeding the normal course load may only be accomplished after the Initial Course Election process has been completed.

Students permitted to register for an overload while on study away will be assessed tuition for any credits beyond the standard course load expected for the specific study away experience consistent with the per-credit charge in effect for the term in question.

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 course adjustment period. 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.

Guest Learners

Members of the community, not currently enrolled at the university on any basis, may regularly observe or participate in instruction with the permission of the instructor strictly on a space-available basis. The participation will NOT appear on an academic transcript. A $200 administrative fee will be assessed for this type of participation to address costs associated with the instruction.

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 with a pass-no pass grading option.
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:

Freshmen 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 Adjustment and Withdrawals

Students may drop a course with no designation on the permanent academic record during the course adjustment period each term. The course adjustment period includes the first ten percent of class days each term, seven days of classes in both the fall and spring semester.

Course withdrawals occurring between the end of the course adjustment period and the midpoint of each term will be designated as a withdrawal (W) in the student record. The withdrawal period concludes after one half of the term has been completed, the thirty-fifth day of class in both the fall and spring semesters. The withdrawal deadline in both the fall and spring semester is extended by ten percent of class days, seven days of class each semester, for new students (freshmen or transfers).

Students should consult with their academic advisor(s) before exiting a course (drop or withdrawal) in which class meetings have already occurred. Students must also ensure that the instructor of the course has been informed of their departure during this time period.

Students withdrawing from all courses in a given term, but who intend to return during the next semester, are designated as “term withdrawals”. Term withdrawals are facilitated by the Associate Academic Dean. Students executing a term withdrawal for any reason that reside in university housing must depart these accommodations.

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-no pass 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.

Zero credit 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. Incomplete grades must be changed no later than 40 calendar days after the final grade deadline for the term in which the course or courses will be transcripted. Incomplete grades for students on academic probation must be changed to permanent grades no later than the start of the following semester. 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 credits 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-No Pass Grading Option

The pass-no pass 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 credits through the pass-no pass grading option during their undergraduate career at Furman. No student may elect the pass-no pass option for more than 8 credits in a single term. Students on academic probation may not exercise this option, nor may any student who has ever been suspended for academic reasons.

Courses enrolled through the pass-no pass grading option may not satisfy a general education requirement, satisfy a major requirement, or be part of a Furman-sponsored study away program. Further, foreign language or mathematics courses may not be enrolled through the pass-no pass grading option until the student has satisfied the general education requirements in foreign language or mathematics and formal reasoning, respectively.

Students may not elect the pass-no pass grading option for any course offered through their major department. A course in which a passing (P) or marginal pass (PD) grade has been recorded may not contribute to a student's major requirements unless specifically approved by the major department, while any course in which a not passing (NP) grade has been recorded for a major requirement may retroactively be converted to a failing (F) grade if the approval had not been obtained.

Exceptions to use the pass-no pass grading option for courses associated with study away programs may be requested by individual program directors and will be granted only with the approval of the Associate Academic Dean and the Assistant Dean for Study Away and International Education.

Students may elect the pass-no pass grading option for any course they have enrolled consistent with stated eligibility rules no later than the midpoint of the term in Academic Records. At that time, students indicate the lowest acceptable traditional letter grade for the course that they would accept. Instructors are not aware of which students have elected the pass-no pass 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 in Academic Records until the conclusion of the course adjustment period of the next semester.

Withdrawal from a course graded through the pass-no pass grading option will not contribute to the 12 credit limit. All courses that a student completes through the pass-no pass grading option contribute to the 12 credit limit, regardless of the final disposition of the grade, converted or not. Courses graded on a pass-no pass basis only do not contribute to meeting the 12 credit pass-no pass grading option limit.
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 the ARMS (Advising and Registration Made Simple) tool as 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 12 credits in courses with traditional letter grades during a semester 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 credits attempted:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 or fewer</td>
<td>1.40</td>
</tr>
<tr>
<td>17-28</td>
<td>1.58</td>
</tr>
<tr>
<td>29-36</td>
<td>1.62</td>
</tr>
<tr>
<td>37-50</td>
<td>1.70</td>
</tr>
<tr>
<td>51-68</td>
<td>1.80</td>
</tr>
<tr>
<td>69-82</td>
<td>1.90</td>
</tr>
<tr>
<td>83-99</td>
<td>2.00</td>
</tr>
<tr>
<td>100+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Credits 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). Credits transferred to Furman are not used in computing grade point averages, however.

Student records are reviewed every semester until the student has more than 16 credits attempted; between 17 and 99 credits, records are reviewed only the first term (including summer) in which the number of credits attempted falls in each specified range. Beginning with 100 credits attempted, student records will be reviewed at the end of each term regardless of the number of credits enrolled. At this juncture, students who do not have a 2.00 grade point average will be placed on academic probation.

Students who are on academic probation are not eligible to overload, transfer in course credit, nor enroll a course on a pass-no pass basis. Students who are eligible to enroll for the spring semester will automatically be eligible for May Experience, regardless of probation status.

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

Any student suspended for incurring a second 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.
Students who do not appeal suspension or whose appeal is denied may petition the Appeals Committee for the chance to apply for re-admission only after one semester away from Furman. The student should be able to demonstrate convincingly that one semester of suspension has been sufficient.

All decisions about re-admission will be based on the strength of the case made in support of re-enrollment. Students should consult with the Associate Academic Dean about the timing of the appeals and re-admission processes.

A student re-admitted after suspension or one whose suspension has been set aside by the Appeals Committee placed on academic probation an additional two successive times will be dismissed from Furman University. Such a student may appeal the dismissal in the same manner in which a suspended student may appeal. If a student who has been dismissed wishes to re-enroll, that student must apply through the Appeals Committee.

Repeating Courses

Degree-seeking students at Furman may not repeat for credit a course for which a passing grade has previously been awarded at Furman. A student may repeat a failed course, in which case both the failing (F) grade and the subsequent passing grade will appear on the academic record and be calculated in the grade point average.

Transfer Credit

A student may transfer credit to Furman from another regionally accredited institution for courses that are equivalent to Furman offerings or that would otherwise fit into the liberal arts curriculum at the university, for which a satisfactory grade (C- or better in a traditionally graded course) was recorded.

Typically, courses completed before a student has graduated from high school will not be considered equivalent to Furman offerings. A student can transfer no more than 64 credits from a two-year college. Once students have earned 64 credits that will contribute to the award of a bachelor's degree at Furman, they can no longer transfer any credit from a two-year college.

Furthermore, because at least 60 credits must be earned through Furman courses, students may apply no more than 68 credits from any combination of institutions toward the degree. Students should also be mindful that the last 28 credits must be earned through Furman courses.

Furman students seeking credit for a course enrolled at another institution are required to consult with Academic Records before they begin the coursework elsewhere to ensure its transfer-ability. 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.

Furman will not award transfer credit for courses completed in any country on the U.S. State Department travel warning list. Consult the list at travel.state.gov.

Students completing a course at Furman for which they have previously received credit via transfer or exam equivalency forfeit the initial credit award.

Leave of Absence

A request for a leave of absence is made to the Associate Academic Dean prior to the term for which the absence is requested. A leave will normally be one semester. Under no circumstances shall the leave extend beyond one year. 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.

Students who will be traveling to a country on the U.S. State Department Travel warning list (www.travel.state.gov) during a leave of absence from Furman must sign a waiver in order for the leave to be approved.
Withdrawal from the University

Withdrawal from the university is facilitated through the Associate Academic Dean. An online exit interview located on the Academic Records website (www.furman.edu/registrar) must be completed by all exiting students regardless of withdrawal date, 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 Life 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.

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 semester 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 calendar days of the decision. The final appeal, presented to the Provost, must state specific grounds for the review or any additional circumstances that might alter the case. The Provost 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 (AST, HND)
  B.A., Asian Studies

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

Business and Accounting (ACC, BUS)
  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 (CLS, GRK, LAT)
  B.A., Classics
  B.A., Greek
  B.A., Latin

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

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

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

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

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

English (ENG)
  B.A., English

Health Sciences (HSC)
  B.A., Health Sciences
  B.S., Health Sciences

History (HST)
  B.A., History

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

Military Science (MSL)

Modern Languages and Literatures (ARB, CHN, FRN, GRM, HND, ITL, JPN, LNG, MLL, SPN)
  B.A., French
  B.A., German Studies
  B.A., Spanish

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

Neuroscience Program (NSC)
  B.S., Neuroscience

Philosophy (PHL)
  B.A., Philosophy

Physics (PHY)
  B.S., Physics
  B.S., Pre-Engineering
Political Science (PSC)
   B.A., Political Science

Psychology (PSY)
   B.A., Psychology
   B.S., Psychology

Religion (ANT, REL)
   B.A., Religion

Sociology (SOC)
   B.A., Sociology

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

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

Courses are also offered through Interdisciplinary Studies (BCA, EST, FYS, FYW, LAS, HUM, IDS, MXP, SCI, WGS)

Course Identifiers

Courses at Furman are typically identified by codes separated into three distinct parts. The first segment designates the academic subject 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 100 and 599, graduate instruction is typically numbered between 600 and 999, while zero credit experiences frequently have numbers between 001 and 099. Undergraduates can further expect courses numbers to reflect:

100-299   introductory courses, geared to freshmen and sophomores
300-499   advanced courses, geared to majors
500-599   individualized instruction, including internships, research, independent study, and music performance studies
Art

Professors: Chance, Watson (Chair)
Associate Professors: Bright, Brodeur, McClain, Watkins
Adjuncts: Allwright, Leavell, Lott, Miller, 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-130 and 131

Students who plan an emphasis in studio arts must also complete:
- ART-111, 112, 113, 124, and 125,
- ART-401 and 402,
- 24 additional credits of studio art including at least three sequential, upper-level courses-in one medium; at least one course in a three-dimensional medium, and at least one course in a two-dimensional medium
- an art history course numbered between 200 and 399 and
- a final exhibition of their work and a public presentation on their work.

Students who plan an emphasis in art history must also complete:
- five upper-level courses in Western art history, numbered between 200 and 299, including at least one from each of the following areas: Ancient, Medieval, Renaissance/Baroque and Modern,
- one upper-level course in non-Western art history, numbered between 200 and 299,
- ART-330,
- at least one more course: an additional upper-level art history course numbered between 200 and 299, an art internship, a first year seminar focused on art history, or an approved art history course completed on study away, and
- four credits of art studio courses, normally ART-111 and 124.

Additional essential information on major requirements is available on the web at eweb.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 (typically achieved in the second intermediate course here at Furman) is also typically required for graduate study.

Art (ART) Courses

101 Art for Non-Art Majors
Introductory studio course providing an in-depth hands-on experience for non-art majors to include a variety of two-dimensional and/or three-dimensional media and techniques. 4 credits.

111 Visual Language I
GER: VP (Visual and Performing Arts)
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. 2 credits.

112 Visual Language II
GER: VP (Visual and Performing Arts)
Study of the elements and principles of three-dimensional design. Lectures and projects explore concepts for working in the three-dimensional format. 4 credits.

113 Visual Language III
GER: VP (Visual and Performing Arts)
Prerequisite: ART-111
Continuation of visual language sequence with emphasis on color and space. 2 credits.

124 Drawing I
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. 2 credits.

125 Drawing II
GER: VP (Visual and Performing Arts)
Prerequisite: ART-124
Continuation of drawing sequence with emphasis on anatomy and the human figure. 2 credits.

130 History of Western Art I
GER: VP (Visual and Performing Arts)
Survey of Western Art through the Middle Ages, including style, iconography, and cultural context. 4 credits.

56 ART
131 History of Western Art II
GER: VP (Visual and Performing Arts)
Survey of Western art from the Renaissance to the present, considering style, iconography, cultural context. 4 credits.

200 Ceramics I
Prerequisite: ART-113 and 125
Methods and processes of forming clay, with an emphasis on hand building and basic wheel work. Surface enrichment will be developed through utilization of stains, slips and glazes. 2 credits.

201 Ceramics II
Prerequisite: ART-112
Continuation of ceramics sequence. Emphasis on wheel throwing. Vessel design, aesthetics, and function are stressed in constructing forms including in-depth exploration of surface treatment, glazing, decorating and firing. 2 credits.

202 Book Arts
GER: VP (Visual and Performing Arts)
Prerequisite: ART-113 and 125
Exploring book arts as a form of creative expression. Study of traditional and nontraditional binding methods will enable students to develop new skills and to adapt them into a personal statement. 4 credits.

203 Painting I
Prerequisite: ART-113 and 125
Introduction to painting materials and techniques incorporating design, color and drawing. Problems in pictorial composition with emphasis on skills and approaches pertinent to the medium of oil paint. 4 credits.

204 Painting II
Prerequisite: ART-203
Continuation of painting sequence with emphasis on thematic painting problems, including color and space. 2 credits.

205 Photography I
GER: VP (Visual and Performing Arts)
Prerequisite: ART-113 and 125
Introduction to black-and-white photography and photo history. Technical components include camera operation, film processing, and darkroom printing. 4 credits.

206 Photography II
Prerequisite: ART-205
Continuation of photography sequence with an introduction to color photography and digital imaging. Emphasis on visual communication through print quality, sequencing, camera, and presentation formats. 4 credits.

207 Printmaking I
GER: VP (Visual and Performing Arts)
Prerequisite: ART-113 and 125
Introduction to screenprinting materials and techniques incorporating design, color, drawing and computer software. Problems in composition with emphasis on skills and approaches pertinent to the medium of screenprinting. 2 credits.

210 Sculpture II
Prerequisite: ART-112
Continuation of sculpture sequence with emphasis on variety of sculptural processes, including modeling, carving and casting. 2 credits.

220 Graphic Design I
GER: VP (Visual and Performing Arts)
Prerequisite: ART-113 and 125
Basic principles and techniques of visual language as they apply to graphic design, typography, composition, visual perception. Emphasis on creative, problem-solving aspects of graphic design. 4 credits.

221 Graphic Design II
Prerequisite: ART-220
Continuation of graphic design sequence. Study and exploration of graphic design as a creative and problem-solving tool of visual communication; translation of ideas and concepts into comprehensible visual language. 4 credits.

225 Digital Illustration
Prerequisite: ART-113 and 125
An opportunity to revisit existing visual issues of drawing while opening up new possibilities for expression. Covers the tools and techniques that Photoshop offers for digital illustration. Teaching students comprehensive knowledge of digital brushes, and layer settings, as well as print advertising/publishing industry standards for creative problem solving. 4 credits.

230 Arts of the Ancient World I: Egypt, Near East, Greece
Prerequisite: ART-130 and 131
Survey of the art and architecture of ancient Egypt from the Predynastic Period through the New Kingdom. The Minoan and Cycladic cultures, ancient Mesopotamia, and ancient Greece from the Mycenaean era through the Hellenistic era. 4 credits.

231 Arts of the Ancient World II: Etruscans and Rome
Prerequisite: ART-130 and 131
Survey of the art and architecture of the ancient Etruscans and of Rome from the Republican period through the Early Empire. 4 credits.

234 Early Christian and Byzantine Art
GER: VP (Visual and Performing Arts)
Prerequisite: ART-130 and 131
Study of Christian art and architecture c. 100 - c. 500 A.D. in the lands of the western Roman Empire and of the art and architecture of the Byzantine Empire until its fall in 1453. Style, iconography and cultural context will be considered. 4 credits.
235 Arts of Western Europe in the Middle Ages
GER: VP (Visual and Performing Arts)
Prerequisite: ART-130 and 131
Study of art and architecture in Western Europe from c. 500 A.D. until the end of the Middle Ages. 4 credits.

236 Renaissance Art
GER: VP (Visual and Performing Arts)
Prerequisite: ART-130 and 131
Study of art and architecture in Italy from c. 1300 to c. 1590 and art and architecture in Northern Europe from c. 1400 - 1500. Style, iconography, and cultural context considered. 4 credits.

237 Arts of Baroque & Rococo
GER: VP (Visual and Performing Arts)
Prerequisite: ART-130 and 131
Art and architecture of the 17th and early 18th centuries in Western Europe. 4 credits.

240 Art Education for Elementary School Teachers
Prerequisite: EDU-120 or PSY-201. Enrollment limited to junior and senior education majors.
Introduction to art education and a child's development in art. Emphasis on a variety of hands-on processes with appropriate teaching methods. Does not contribute to the art major. 4 credits.

250 Modern Art, 1800-1960
GER: VP (Visual and Performing Arts)
Prerequisite: ART-130 and 131
Art and architecture from 1800-1960 in Western Europe and America. 4 credits.

251 Contemporary Art, 1960-Present
GER: VP (Visual and Performing Arts)
Prerequisite: ART-130 and 131
This survey covers major figures and developments in visual arts from the Postmodern era, circa 1960, to the present. 4 credits.

252 Women in the Arts
GER: VP (Visual and Performing Arts)
Historical survey that examines the role of women in Western art as art producers and consumers of art and how women have been represented (by both female and male artists). It will investigate the historical, cultural and social circumstances, and representations that helped to form their work and its reception. 4 credits.

254 History of Photography
Overview of the medium of photography from its inception in 1826 to present. Tracing photography's path from scientific innovation, to its current status as an art object and object of persuasion in contemporary society, we will analyze how style and subject matter reflect the social movements and cultural values of the 19th and 20th century. 4 credits.

260 Art of Pre-Colombian Societies
GER: WC (World Cultures)
Prerequisite: ART-130 and 131
Survey of art and architecture of Pre-Columbian societies in Mesoamerica and South America. Consideration of style, iconography and aesthetics and of the functions of art and architecture within each culture. 4 credits.

261 Arts of African Societies
GER: VP (Visual and Performing Arts) and WC (World Cultures)
A survey of the arts of African societies across the continent, with emphasis on traditional art. 4 credits.

263 Arts of Japan
GER: VP (Visual and Performing Arts) and WC (World Cultures)
Prerequisite: ART-130 and 131
Survey of Japanese art history from archaeology through 20th century with emphasis on the evolution of style in the context of religious, social and political change. 4 credits.

300 Ceramics and Sculpture III
Prerequisite: ART-200 and 201
Continuation of ceramics and sculpture study. Advanced and complex problems in three-dimensional media including further development of methods and techniques used in developing a personal statement in student artwork. 2 credits.

301 Life Studies
Prerequisite: ART-125
Advanced work from the human figure in drawing, painting and/or sculpture. Emphasis on skills and techniques to facilitate personal expression. Complex visual problems using the figure as model will be a primary focus. 4 credits.

302 Painting III
Prerequisite: ART-204
Structured and independent work in painting media. Exposure to contemporary concepts and issues to stimulate advanced painting problems, varying techniques and use of media. Investigation of new and/or mixed media encouraged. 4 credits.

303 Photography III
Prerequisite: ART-206
Structured and independent work in photography. Students are expected to create a cohesive body of photographic work for the duration of the semester. 2 credits.

320 Advertising Design
Prerequisite: ART-220
Focus on the organizational and creative aspects of graphic design relating to visual identity, product branding and campaigns. 4 credits.
Prerequisite: ART-221
Continuation of graphic design sequence. Complex problems in graphic design; planning, development, organization of integrated design programs. 2 credits.

322 Typography
Prerequisite: ART-220
Introduction to fundamentals of typography and typesetting; historical overview of typography with projects, readings, presentations. 2 credits.

330 Art Theory and Criticism
Prerequisite: at least two upper-level art history courses
Introduction to the history of art theory from ancient Greece to the present. The principles and practices of art criticism, with exercises in analytical and critical writing. 4 credits.

401 Studio Seminar I
Prerequisite: ART-113, 125, 130, and 201, 204, 206, 210 or 221
The first of two courses required of students who pursue an emphasis in studio art. Focus on the interpretation and criticism of contemporary art, with particular attention paid to the impact of social and political events on the visual arts. Students will begin to develop a subject or idea that will serve as the basis for a concise body of artwork reflecting the studio major’s individual viewpoint and aesthetic voice. This course is required fall semester of senior year. 2 credits.

402 Studio Seminar II
Prerequisite: ART-401
The second of two seminars required of students who pursue an emphasis in studio art. Focus on completing a cohesive body of work suitable for presentation in the Senior Exhibition. In addition to producing and selecting work for the exhibition, students develop artist statements, and are involved in all aspects of mounting a professional exhibition including publicity, installation of the artwork, and oral presentation to the college community. Students meet weekly to critique work in progress. This course is required spring semester of senior year. 2 credits.

501 Independent Study
Investigation of a topic not duplicated among regular course offerings. Variable credit.

503 Individualized Internship
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. Variable credit.

Asian Studies
Professors: S. Britt, Kaup (Chair), Khandke, Shaner, Yagi
Associate Professors: Knight, Kuoshu, Nair
Assistant Professors: Baba, Harris, Matsumura, Zhang
Visiting Instructors: Hua, Si
Lecturers: Tokunaga, Yazijian

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

An Asian Studies colloquium and advanced seminar are required of all majors. The colloquium should be completed within two semesters of declaring the major.

Majors focusing on China or Japan are required to enroll through the first intermediate course in the appropriate language. This course will be included in the major requirements. Majors focusing on India are encouraged, though not required, to study Hindi.

Majors may elect to focus on Chinese or Japanese language within the major by completing six semesters of either language. Majors focusing on language may opt to select courses from three rather than four disciplinary fields, though they must fulfill the regional distribution requirement by completing at least one course each on South Asia, China, and Japan.

Language Courses
CHN-110 Elementary Chinese I
CHN-120 Elementary Chinese II
CHN-201 Intermediate Chinese I
CHN-202 Intermediate Chinese II
CHN-301 Intermediate Chinese III
CHN-302 Intermediate Chinese IV
CHN-401 Advanced Chinese I
Asian Studies (AST) Courses

150 China in Search of Sustainability
Examing the social and environmental impacts of China's “Go West Campaign” launched in 2000. Exploring how the strategy was developed, and how it has exacerbated, rather than relieved, many social schisms as well as contributed to massive environmental concerns. Taught in China, starting in the developed financial capital of Shanghai, visiting the remote minority province Guizhou, and concluding in Beijing. 2 credits. May Experience Only.

220 Ramayana
GER: UQ (Ultimate Questions) and WC (World Cultures)
Examination of various versions (text, film, television, etc.) of the Indian epic R amayana with the intention of addressing the profound and long lasting influence this narrative has had on the religion, morals, culture, politics, and society of South and Southeast Asia. 4 credits.

221 South Asian Music and Popular Culture
GER: WC (World Cultures)
An introduction to the greatly diverse popular cultures of South Asia, including music, film, and art. Through listening, selected readings, films, and discussion, issues of religion, gender, politics, ethnic and regional identity, cultural property, globalization, and the effect of mass media on South Asian popular culture will be addressed. 4 credits.

225 Premodern Literature of India
GER: WC (World Cultures)
Examination of several genres of literature of premodern India, including epics such as the M ahabharata and R amayana, Sanskrit classical works, and vernacular Bhakti and Sufi poetry. Religious themes will also be addressed while engaging with literary theory and criticism as practiced during these time periods. 4 credits.

260 Environment and Health in India
An interdisciplinary framework to study and analyze the effects of urbanization, population, and environmental degradation on human health. Emphasis will be on current developments, public policy, and India's future plans for a healthy and sustainable society. 4 credits.

300 Colloquium
The course allows Asian Studies majors to investigate “Asia” as a conceptual and geopolitical space and to critically investigate the discipline. Thus, majors will be well poised to continue with upper-level courses across the geographic and disciplinary distributions. 2 credits.

470 Seminar in Asian Studies
4 credits.

504 Directed Independent Study
4 credits.
Biology

Professors: Blaker, Haney (Chair), Liao, Pollard, Thompson, Turgeon, Worthen
Associate Professors: Hestermann, Lewis, Perry
Assistant Professors: Chosed, Hollis, Rawlings
Visiting Assistant Professor: Foltz

Biology offers majors leading to both the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) degree. The Bachelor of Arts is provided for students who have a genuine interest in biology but do not plan to pursue graduate work or other advanced training.

As outlined below, 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 three credits. They must also complete three chemistry courses:
- BIO-075, 111, 221, and 222,
- BIO-502 or 503,
- at least one course from each of the following three groups:
  - Group I (Molecular and Cellular Biology): BIO-300 or 303.
  - Group II (Physiology): BIO-320, 321 or 322.
- at least three other courses in biology numbered 200 or higher, and
- CHM-110, 120, and 115 or 220.

As outlined below, 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 three credits:
- BIO-075 and 111,
- BIO-501, 502, or 503, and
- at least eight other courses in biology numbered 200 or higher.

Majors whose career preparations require enrolling a significant number of science or mathematics courses outside of biology may, with approval of the chair, substitute one course from those areas for certain biology courses. Two 2-credit biology May Experience courses numbered 200 or higher can be used to fulfill one of the elective course requirements for either the B.A. or B.S. degrees.

Students planning to teach biology in secondary schools must complete a major in biology to be certified. These students must also successfully complete EDU-111, 120, 221, 350, 454 (or equivalent in the major department), 460, 472, EDEP-670, CHM-110, 115 and 120, PHY-111 or 104, and one course from PHY-105, EES-110 or 111, 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-101 or 102 is recommended for non-majors who may want to become certified to teach. Non-biology majors applying to health professional schools that require eight credits of general biology are recommended to enroll in BIO-111 and 221.

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 Environmental Management, 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 credits. Opportunities are also
available for study off campus at several colleges, research laboratories and hospitals. Participating students may receive credit for corresponding biology courses.

Biology (BIO) Courses

075 Seminar in Biology
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. 0 credits.

101 Principles of Biology
GER: NWL (Empirical Study of the Natural World with laboratory)
The basic principles common to living organisms, including: cell and molecular biology, genetics, organismal physiology, ecology, evolution. Designed for non-science majors. Students may receive credit for either BIO-101 or BIO-102, not both, and neither may be enrolled after successful completion of BIO-111. 4 credits.

102 Biology and the Environment
GER: NWL (Empirical Study of the Natural World with laboratory) and NE (Humans and the Natural Environment)
The basic principles common to living organisms, with emphasis on environmental biology. Designed for non-science majors. Topics include: ecology, evolution, biodiversity, and environmental issues, plus a synopsis of cellular biology, genetics, and physiology. Students may receive credit for either BIO-101 or BIO-102, not both, and neither may be enrolled after successful completion of BIO-111. 4 credits.

111 Foundations of Biology
GER: NWL (Empirical Study of the Natural World with laboratory)
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. 4 credits.

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

150 To Live and Let Dye
An introduction to natural plant dyes. History of plant dyes, their usage and importance in culture along with the biology of pigments, fibers, and mordents as they interact to give a brilliant pallet of color. Exploration of plant dyes through investigative skills and personal creativity. May Experience ONLY. 2 credits.

221 Genetics
Prerequisite: BIO-111 or 101
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 include testing the genetics of Drosophila and other organisms, and basic molecular techniques. 4 credits.

222 Research and Analysis
Prerequisite: any biology course enrolled at Furman
Introduction to purposes and methods of scientific inquiry. Topics include: philosophy of science, research design, use of biological literature sources, fundamental laboratory techniques, statistical analysis, and survey of careers in biology. Laboratory includes designing, performing, and reporting on research projects. 4 credits.

240 Regional Agricultural Science
Prerequisite: instructor permission
GER: NWL (Empirical Study of the Natural World with laboratory) and NE (Humans and the Natural Environment)
Travel study course examining the ways in which people in different parts of the world grow their food. The primary focus is the interactions among scientific principles, local environments, and local cultures in determining the methods employed. Foodstuffs studied will vary in each offering. 4 credits.

250 Darwin and the Galápagos
Prerequisite: instructor permission
An introduction to Darwin and evolution, including a trip to Ecuador and the Galápagos Archipelago. Pre-trip lectures on Darwin’s seminal contributions to evolutionary biology will create the foundation for observations made on a cruise in the Galápagos. Also includes tours of colonial Quito and the Otavalo region exposing students to the cultural history, diversity, and vibrancy of Ecuador. May Experience ONLY. 2 credits.

251 Introduction to Ethnobotany
Prerequisite: instructor permission
Examination of how people use indigenous plants. Plant use as food, shelter, medicine, clothing, and in ceremony will be explored. An intensive lecture format on campus will be followed by a field experience in places such as the Amazon Rainforest, Ecuador, Peru, or Costa Rica. No knowledge of botany is presupposed. May Experience ONLY. 2 credits.
355 Insect Diversity  
Prerequisite: BIO-101, 102, or 111  
Field-based survey of the major groups of insects. Lecture will focus on the evolutionary history, ecology, and taxonomy of insects. The primary component will be collection, identification, and preservation of insect specimens, contributing to the “all taxa biological surveys” on campus and at the Furman Forest. May Experience ONLY. 2 credits.

300 Cell Biology  
Prerequisite: BIO-222 and CHM-110. CHM-120 recommended.  
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 on investigations using modern cytological techniques. 4 credits.

301 Microbiology  
Prerequisite: BIO-221  
Investigation of the biochemistry, physiology, immunology, pathogenicity, isolation and identification of microorganisms, particularly bacteria. Laboratory work includes standard procedures for studying the physiology of bacteria and the identification of unknown bacteria. 4 credits.

302 Molecular Genetics  
Prerequisite: BIO-221 and 222  
Study of molecular genetics within living cells and viruses. Topics include: DNA replication, gene regulation and expression, and artificial manipulation of genes. Laboratory includes various techniques used in molecular genetics, such as isolating and cloning genes. 4 credits.

303 Intermediary Metabolism  
Prerequisite: BIO-222 and CHM-120  
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. 4 credits.

308 Molecular Biotechniques  
Prerequisite: BIO-221  
Brief history of modern molecular biology, the basic concepts of techniques commonly used in molecular biology, and the current ethical issues in the application of biotechniques. Hands-on experience and critical reading of research articles. May Experience ONLY. 2 credits.

320 Animal Physiology  
Prerequisite: BIO-222  
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. 4 credits.

321 Plant Physiology  
Prerequisite: BIO-222  
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. 4 credits.

322 Human Physiology  
Prerequisite: BIO-111  
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. 4 credits.

340 Ecology  
GER: NE (Humans and the Natural Environment)  
Prerequisite: BIO-222  
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. 4 credits.

341 Tropical Ecology  
Prerequisite: BIO-101, 102 or 111  
The composition, structure, and function of tropical ecosystems, communities, and populations. Laboratories focus on ecological sampling methods. 2 credits.

342 Field Studies in Tropical Ecology  
Prerequisite: BIO-341  
Students visit a variety of habitats including tropical rain forests, tropical dry forests, and cloud forests in Costa Rica. Intensive study of natural history will be combined with original ecological investigations and preparation of research papers. May Experience ONLY. 2 credits.

343 Environmental Systems  
GER: NE (Humans and the Natural Environment)  
Prerequisite: BIO-111, CHM-110, EES-110 or EES-112. Same as EES-343. 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. 4 credits.

344 African Ecology  
GER: NW (Empirical Study of the Natural World) and NE (Humans and the Natural Environment)  
Prerequisite: any biology course and permission of instructor  
Travel study course taught in South Africa that demonstrating
ecological principles and examining conservation issues. Focus 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. 4 credits.

350 Infectious Disease Ecology  
Prerequisite: BIO 221  
The impacts of ecosystem changes on emerging and reemerging infectious diseases in animals and plants (both domestic and wild) and how these diseases influence communities, ecosystems, and human welfare. Laboratories include field and lab work. May Experience ONLY. 2 credits.

400 Field Botany  
Prerequisite: BIO 101, 102 or 111  
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. 4 credits.

401 Applied Plant Science  
GER: NE (Humans and the Natural Environment)  
Prerequisite: BIO 101, 102 or 111  
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. 4 credits.

420 Comparative Anatomy & Embryology  
Prerequisite: BIO 111  
Lecture and laboratory comparative study of the embryology and adult anatomy of representative chordates. Laboratory dissections include the dogfish shark and the cat. 4 credits.

421 Invertebrate Zoology  
Prerequisite: BIO 222  
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. 4 credits.

422 Field Zoology  
Prerequisite: BIO 222  
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. 4 credits.

423 Marine Biology  
GER: NW (Empirical Study of the Natural World) and NE (Humans and the Natural Environment)  
Prerequisite: any BIO 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. 4 credits.

424 Biology of the Andes & Galápagos  
Prerequisite: instructor permission  
Ecology of the Andes Mountains. 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. 4 credits.

425 Developmental Biology  
Prerequisite: BIO 221 and 222  
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. 4 credits.

430 Natural Resource Management  
Prerequisite: BIO 222  
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. 4 credits.

432 Field Studies in Biology  
GER: NWL (Empirical Study of the Natural World with laboratory) and NE (Humans and the Natural Environment)  
Prerequisite: permission of instructor. BIO 340 or 341 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 water in areas such as New England, Rocky Mountains, desert Southwest, Everglades or foreign countries. Variable credit.

440 Population Genetics and Evolution  
Prerequisite: BIO 221 and 222  
Evolutionary mechanisms that change the genetic structure of populations. 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). 4 credits.
442 Human Genetics
Prerequisite: BIO-221
A study of the molecular, cellular, physiological and population bases of human genetic disorders. Additional topics include techniques, pedigrees, risk assessment and ethics. Laboratory exercises include techniques in cytogenetics and molecular genetics, case studies and discussions. 4 credits.

444 Pharmacology and Toxicology
Prerequisite: BIO-221 and CHM-120
The action of drugs and toxic compounds in the body. Broad physiological principles of absorption, distribution, metabolism, elimination and mechanisms of action will be emphasized. Laboratory sessions will include techniques for drug and toxicity testing. 4 credits.

445 Genomics and Bioinformatics
Prerequisite: BIO-221
Comparative genomics, information retrieval from biological databases, amino acid and DNA sequence analysis, similarity searching, phylogenetic reconstruction, models of evolution, genome remodeling, and molecular visualization. Lecture and laboratory incorporate computer-based exercises and student research projects. Separate laboratory component. 4 credits.

450 Microanatomy
Prerequisite: BIO-222
Extensive examination of the structural properties of animal tissues, with emphasis on human samples. Identifying cells and organs based on microscopic structural attributes. Laboratory includes histological preparation and the identification of unknown samples. 4 credits.

455 Neurochemistry
Prerequisite: CHM 120 and BIO-222 or CHM 240 or PSY 202
Nervous system function at the biochemical level. Introduction to biochemical principles followed by the study of neuronal cytoskeleton, myelin, ion channels, neurotransmitters, and selected neurological disorders. Labs analyze myelin, receptors, and neurotransmitters. 4 credits.

460 Neurobiology
Prerequisite: BIO-222
Structure, function and interactions of neurons and supportive cells of the nervous system. Analysis of simple neuronal circuitry 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. 4 credits.

461 Teaching Methods and Materials in Biology
Prerequisite: EDU-464
Practicum for developing teaching skills in biology, including the laboratory and field work. Topics include planning and preparation, safety and storage, and instruction. Practicum will provide experiences teaching in the university classroom. Variable credit.

470 Immunology
Prerequisite: BIO-222
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 allergic reactions, regulation of the immune response, tumor immunology and autoimmunity. Laboratory emphasis is on student research projects investigating various aspects of immunity. 4 credits.

475 Nutrition
Prerequisite: BIO-222
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. 4 credits.

501 Independent Study
Prerequisite: permission of instructor. BIO-222 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-075. Variable credit.

502 Research
Prerequisite: BIO-222 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 campus or at other locations. 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-075. Variable credit.

503 Individualized Internship
Prerequisite: permission of instructor. BIO-222 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-075. Variable credit.
Health Careers Internship
Prerequisite: permission of instructor
First-hand experience in health care. Prior to placement, each student will produce a curriculum vitae and will undergo training regarding HIPAA (the Health Insurance Portability and Accountability Act), including completion of the certification exam. After general initial observations the internship will be tailored to meet the student's specific career goals. May not contribute to the biology major. 0 credit.

Business and Accounting

Professors: Karwan, M. Pierce (Chair), Summers
Associate Professors: Clemens, Roberson, Smythe, Underwood
Assistant Professor: McHugh
Visiting Assistant Professor: Stratton
Adjuncts: S. Anderson, Batchelor

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

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-141 or 150.

A major must include:
- ACC-111 and 301,
- BUS-320, 330, 340 and 450,
- ECN-111 and 225,
- MTH-141 or 150, and
- at least four more courses numbered 230 or greater in ACC, BUS (excluding 503), or ECN (excluding 503).

Business Core: During the junior year, either fall or spring semester, newly declared majors must enroll in four courses integrated into a single block: ACC-301, BUS-320, 330 and 340. ACC-111, ECN-111, 225 and MTH-141 or 150 must all be successfully completed prior to enrolling for the block.

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-141 or 150.

A major must include:
- ACC-111, 311, 312, 320, 330, 340, and 370,
- BUS-340,
- ECN-111 and 225,
- MTH-141 or 150, and
- at least two more course numbered 230 or greater in ACC, BUS (excluding 503), or ECN (excluding 503).

Most states require Certified Public Accountant (CPA) candidates to complete 150 credits of undergraduate or graduate course work, including specified study in business and accounting. Students interested in becoming a CPA should consult a faculty member in accounting to design a program of study.

Accounting (ACC) Courses

111 Principles of Financial Accounting
Theory and practice of accounting as applied to the corporate form of business organization. Analysis of business transactions, valuation of assets and liabilities, determination of income, and preparation and interpretation of financial statements. 4 credits.

301 Principles of Managerial Accounting
Prerequisite: ACC-111
The use of accounting information by management in planning, control and decision-making in business enterprises. Topics include production decisions, activity-based costing, budgeting and standards, and capital investment decisions. Not available to accounting majors. 4 credits.

311 Intermediate Financial Accounting I
Prerequisite: ACC-111
In-depth study of financial accounting standards, the accounting process, and problems related to presenting income statements and balance sheets for business enterprises. Consideration of working capital accounts, non-current assets, non-current liabilities, and related income statement accounts. 4 credits.
312 Intermediate Financial Accounting II  
Prerequisite: ACC - 311  
In-depth study of financial accounting standards and problems related to presenting an enterprise's balance sheet, income statement and statement of cash flows. Topics include investments, stockholders' equity, dilutive securities, tax allocation, pensions, leases and revenue recognition. 4 credits.

320 Cost Accounting  
Prerequisite: ACC - 311  
Collection and utilization of cost data by management for short-term planning and control purposes. Topics include cost-volume-profit relationships, product-costing methods, flexible budgets, standard cost variances and cost allocations. 4 credits.

330 Auditing  
Prerequisite: ACC - 312  
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. 4 credits.

340 Federal Income Taxation  
Prerequisite: ACC - 311. ACC - 312 recommended.  
Current federal income tax law pertaining to individuals, partnerships and corporations. Focus on compliance matters with supplementary study in tax planning and research fundamentals. 4 credits.

350 Accounting Information Systems  
Prerequisite: ACC - 311  
Examining and analysis accounting systems utilizing transaction processing cycles and accounting-based information technology (IT) including e-commerce, electronic data processing, and continuous auditing. The design, development, implementation, and auditing of accounting-based information systems. 4 credits.

360 International Accounting  
Prerequisite: ACC - 312  
Focus on the accounting issues encountered by multinational companies engaged in international trade and invested in foreign operations. 4 credits.

370 Advanced Financial Accounting  
Prerequisite: ACC - 312  
Study of business combinations and related consolidated financial statement issues, accounting for foreign operations, and accounting problems of partnerships. 4 credits.

450 Advanced Topics in Accounting  
Prerequisite: ACC - 312  
Selected topics in the field of accounting not covered in other courses. 4 credits.

501 Independent Study  
Variable credit.

Business Administration (BUS) Courses

150 Perspectives on Business  
An introduction to the various functional areas of business (accounting, finance, marketing, operations) with emphasis on their integration. Other topics of importance, such as globalization, ethics and corporate social responsibility, and the impact of new technology, will also be addressed and examined in the context of the current business environment. In addition, the course will examine the intersection of business with various other subject areas traditionally taught in the liberal arts. 4 credits.

230 Problem Solving and Decision Making for Management  
Prerequisite: ECN - 111  
Study of decision making and problem solving processes in business. Evaluation of processes prone to failure and best practices that lead to effective or improved decisions. The framing of decisions, the causal analysis of problems, identification of alternatives, and the assessment of potential consequences of decision choices. 4 credits.

300 Chinese Business Practices  
A study of current business practice and protocol in China. The course consists of the following three major components: (1) lectures to be delivered at Soochow/Suzhou University, (2) tours and briefings at multinational enterprises in various Chinese cities, and (3) cultural exchange activities with Chinese students and tours of cultural sites. May Experience ONLY. 2 credits.

311 International Business  
Prerequisite: ECN - 111  
Examination of managerial, marketing, financial and accounting implications of the international operations of business enterprises. The underlying economic principles, institutional and regulatory frameworks, and the environmental and political constraints. Emphasis on multinational enterprise. 4 credits.

312 Sustainable Corporation  
GER: N E (Humans and the Natural Environment)  
Business applications of sustainable development and corporate strategies based on economic, environmental and social criteria. How the corporate world plays a central role in making progress toward sustainability. The inter-relatedness of business and natural systems, and how corporations use sustainability as a value driver. 4 credits.

315 Human Resource Management  
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. 4 credits.
320 Marketing Principles
Prerequisite: ECN-111
Introduction to the field of marketing with a detailed study of the marketing concept, including market segmentation, consumer behavior and external environments. Focus on processes of product development, pricing, distribution and promotion. 4 credits.

330 Operations Management
Prerequisite: ECN-225, CSC-101 or 121, MTH-141 or 150
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. 4 credits.

335 Management Information Systems
Prerequisite: CSC-101 or 121
The role of information in supporting business operations, managerial decision-making, and organizational strategy. Topics include technology concepts, inter-networked enterprises, functional area applications, systems development, and effective management of information resources. 4 credits.

340 Business Finance
Prerequisite: ACC-111, ECN-225, MTH-141 or 150
Goals of the firm in the context of the financial markets in which it operates. Emphasis on analyzing the sources and costs of funds available as well as factors affecting their allocation. 4 credits.

350 Business Law
The study of law and society. Topics include 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. 4 credits.

380 Business Leadership & Ethics
Ethical leadership and the ethical aspects of individual and corporate decision making in business with a focus on recognizing, analyzing and responding to ethical issues, both personally and organizationally. A significant service learning component/project is required. 4 credits.

381 Organizational Performance & Behavioral
Introduction to fundamental principles and methods of Behavior Analysis as applied to performance improvement in organizations. Students will interview local business managers/owners, learn to pinpoint areas for performance improvement, develop measurement systems, and design and evaluate evidence-based solutions to performance-based workplace deficiencies. 4 credits.

411 Entrepreneurship and New Venture Development
Entrepreneurship in society and the characteristics of entrepreneurs and their organizations. Topics include: how opportunities are discovered, the conditions of markets and industries that must be weighed in choosing to enter them, and the resources to establish a new venture and build it into a successful enterprise. 4 credits.

420 Marketing Research
Prerequisite: BUS-320 and ECN-225
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. 4 credits.

421 International Marketing
Prerequisite: BUS-320
Management of global marketing operations with emphasis on the strategic distribution, promotion, product, and pricing issues faced by firms engaged in world trade. An in-depth examination of the economic, financial, cultural and political/legal infrastructures that affect the marketing function in different countries and regions. 4 credits.

422 Integrated Marketing Communications
Prerequisite: BUS-320
Introduction to the field of advertising and promotions management from a systematic, organizational standpoint. Focus on traditional advertising, but also on other areas of marketing communication such as direct marketing, sales promotion, interactive media, publicity/public relations, sponsorship marketing, point-of-purchase communications, and personal selling. 4 credits.

430 Integrated Process Improvement
Prerequisite: BUS-330
Integration of Lean and Six Sigma methodologies to achieve process improvement by identifying, analyzing and formulating solutions to problems. Topics include: lean thinking, six sigma quality, lean and six sigma tools, process mapping, project selection, introduction to design of experiments, and team dynamics. 4 credits.

440 Investments Management
Prerequisite: ECN-111, 225 and BUS-340
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. 4 credits.

441 International Finance
Prerequisite: ECN-111, 225 and BUS-340
Study of international markets and the financial operations that take place in those markets. The financial aspects and operations of multinational corporations are highlighted. Topics include: exchange rate behavior and risk management, financing of international operations, and international capital budgeting. 4 credits.
Financial Institutions
Prerequisite: ECN-111
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. 4 credits.

Strategic Management
Prerequisite: ACC-301, BUS-320, 330 and 340
Course for seniors in business administration. 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 emphasized. 4 credits.

Independent Study
Variable credit.

Individualized Internship
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. Variable credit.

Structured Internship
Internships are developed by the student and approved by the faculty supervisor. Students develop objectives for the internship experience, read relevant literature, prepare written assignments, submit weekly journals and reflective summaries, and write a final paper. Student will attend meetings with the faculty supervisor. Course will not count as a major elective for accounting or business administration majors. Pass-no pass only. Variable credit.

Chemistry
Professors: Hanks, L.B. Knight (Chair), Petty, Wagenknecht, J.W. Heeler, Wright
Assistant Professors: Buchmueller, Goess, Martin, Springsteen
Adjuncts: Banisaukas, Gordon, Posey, S.W. Heeler

The chemistry program is accredited by the American Chemical Society (ACS). ACS accredited degrees are available in three tracks of study: chemistry, biochemistry and environmental chemistry. A program of study culminating in ACS undergraduate certification is required of all candidates for the Bachelor of Science (B.S.) degree with a major in chemistry.

Majors must complete one of the following tracks:

Chemistry:
- CHM-075, 110, 115, 120, 220, 230, 240, 310, 330, 340 and 502,
- at least four more credits from the following: CHM-410, 420, 430, 440, 450, or 460,
- MTH-150, 151, and 160,
- PHY-111 and 112.

Environmental Chemistry:
- CHM-075, 110, 115, 120, 220, 230, 240, 310, 330, 340 and 502,
- CHM-440,
- MTH-150, 151, and 160,
- PHY-111 and 112,
- two courses in biology or earth and environmental sciences, approved in advance by the department.

Biochemistry:
- CHM-075, 110, 115, 120, 220, 230, 240, 310, 330, 460, 465, and 502,
- MTH-150, 151, and another mathematics course, typically MTH-241, approved in advance by the department,
- PHY-111 and 112,
- two biology courses, approved in advance by the department.

Participation in the annual summer undergraduate research program is accepted in lieu of the required CHM-501 or 502.

Each student must also write a paper based on their research or independent study and present the work to a faculty committee. Papers prepared in the summer undergraduate research program may meet this requirement. The research performed to meet the required CHM-502 (85) requirement for the biochemistry and environmental chemistry track must have a component related to the 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-111, MTH-150 and 151, PHY-111 and 112, and EDU-111, 120, 221, 350, 454, 460, 472, and EDEP-670 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 completed during the fourth year, but must earn a B.S. before formal admission to the graduate program, 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 undergraduates get involved earlier and more extensively in research. At the graduate level, formal courses are kept to a minimum. The emphases on the research experience and the development of facility with current literature are structured 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 contribute to the graduate degree. 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.

A 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-410, 440, 450, 465, or 502 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 that 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

A 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 courses
- satisfactory progress on a research problem
- satisfactory completion of undergraduate 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-705 (190) must be enrolled in the term immediately preceding completion of the degree program. Credit for CHM-702 (185) and 705 (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 are periodic examinations in analytical chemistry, inorganic chemistry, organic chemistry, physical chemistry and biochemistry.
- Cumulative examinations conducted monthly 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.
- The final examination requires candidates to pass an oral examination consisting of a defense of thesis.
- Special 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 will 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-675 (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 and all work for the M.S. degree must be completed within a period of six calendar years. Typically, only credit earned through Furman can contribute to the award of the M.S. degree. Courses completed elsewhere cannot normally be considered for transfer to the graduate program.

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

Courses
Students must complete:

- at least two of the following: CHM-410, 465, or 440,
- CHM-670 and 705, and
- CHM-675 and 702 twice each.

Students have options in their study based upon their selection of a research problem that may include substitution for one of the courses numbered between 400 and 499 in certain circumstances. Furthermore, CHM-670 (180) Topics in Chemistry, is designed as a tutorial course to meet the special needs of individual students.

Chemistry (CHM) Courses

075 Seminar in Chemistry
Seminars presented are based on current literature. Presentations include articles detailing the application of chemical principles and techniques. Surveys of assigned journals are presented individually; more detailed presentations are made by small groups working as teams. Topics include: coverage of recent important developments, global awareness of the application of chemistry to the natural world, experience in making scientific presentations, and encouragement of good literature reading habits. 0 credits.

101 Chemistry and Global Awareness
GER: NW (Empirical Study of the Natural World) and NE (Humans & the Natural Environment) Introduction to the scientific method, how chemists approach the study of nature, interrelationships between theory and experiment, and the nature of scientific information. These concepts are discussed in the context of modern environmental concerns such as energy utilization, global warming, and water/air pollution. Designed specifically for non-science majors. Credit for CHM-101 cannot be granted after completion of any course in the chemistry major sequence. 4 credits.
110 Foundations of Chemistry
GER: NWL (Empirical Study of the Natural World with laboratory)
Introduction to the principles of chemistry. Topics include: atomic and molecular structure and chemical bonding, stoichiometry, properties of the states of matter, and energetics of chemical reactions with emphasis on problem solving, conceptual understanding, and analytical reasoning. Laboratory focuses on quantitative measurements and interpretation of data. 4 credits.

115 Introductory Kinetics and Thermodynamics
(formerly CHM-210)
GER: NWL (Empirical Study of the Natural World with laboratory) and NE (Humans & the Natural Environment)
Prerequisite: CHM-110
Kinetic and thermodynamic principles of chemical reactions including the laws of thermodynamics, acid-base chemistry, solubility, electrochemistry and colligative properties applied in an environmental context. Nuclear chemistry including radioactive decay, nuclear power, and the energetics of nuclear reactions. 4 credits.

120 Organic Chemistry
GER: NWL (Empirical Study of the Natural World with laboratory)
Prerequisite: CHM-115. May be enrolled simultaneously.
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. 4 credits.

220 Bio-Organic Chemistry
Prerequisite: CHM-120
Introduction to the organic chemistry of living systems. Topics include: the structure and chemistry of proteins, mechanistic enzymology, the organic chemistry of cofactors, DNA-drug interactions, and the biosynthesis of natural products. 4 credits.

230 Inorganic Chemistry
Prerequisite: CHM-210
Introduction to inorganic topics, beginning with the Periodic Table. Topics include: main-group chemistry, nuclear chemistry, transition metal chemistry, and solid state chemistry will be explored in more depth. Connections between theory and observation will be highlighted. 4 credits.

240 Experimental Techniques
Prerequisite: CHM-230
Laboratory exercises involving multi-step synthesis, purification, and analysis of both organic and inorganic compounds. Use of modern chemical instrumentation, utilization of the chemical literature, and the oral and written presentation of experimental data are requirements. 4 credits.

250 Introduction to Research Methods
An introduction to the fundamental protocols of modern laboratory research, including chemical safety, information fluency, and instrumentation methods. Additional topics include scientific ethics, data preservation, and individualized instruction on project specific techniques. May Experience ONLY. 2 credits.

251 Advanced Research Methods
An exploration of the techniques and protocols of modern laboratory research, including chemical safety, information fluency, and advanced instrumentation methods. Additional topics include scientific ethics, data analysis, and individualized instruction on project specific techniques. May Experience ONLY. 2 credits.

255 Chemists Communicating through Writing
An introduction to the fundamental aspects of scientific writing. Additional topics include literature resources, data presentation, and individualized instruction on project specific written presentations. May Experience ONLY. 2 credits.

310 Physical Chemistry I
Prerequisite: CHM-240, MTH-151 and PHY-111
Development of the basic concepts of physical chemistry and the theoretical and quantitative foundations for further study in chemistry. Knowledge of calculus and introductory physics is essential. Topics include: introduction to quantized energy levels, molecular structure, spectroscopy, molecular symmetry, chemical kinetics and reaction dynamics. 4 credits.

330 Analytical Chemistry
Prerequisite: CHM-310
Advanced analytical measurements, data analysis and instrumental methods including titrimetry, atomic and molecular spectroscopy and electochemistry. Advanced chemical separations including extraction, gas and liquid chromatography and electrophoresis. Laboratory emphasizes intensive hands-on experience with state of the art equipment including voltammographs, ICP, capillary GC-MS, HPLC, HPCE, UV/Vis and emission spectroscopy. 4 credits.

340 Physical Chemistry II
Prerequisite: CHM-310, MTH-160 and PHY-112
The thermodynamics and statistical mechanical aspects of physical chemistry. Laboratory consists of physical measurements and spectroscopic characterization of matter. Working with lasers, computer interfaced instrumentation, high vacuum apparatus and other sophisticated laboratory equipment. 4 credits.

410 Quantum Chemistry
Prerequisite: CHM-310 and MTH-160
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). 4 credits.

420 Advanced Topics in Organic Chemistry
Prerequisite: CHM-220 and 310
Investigation of the relationship between structure and reactivity in organic chemistry. Advanced topics include: structural types, bonding theories, reaction types, energetics, and synthetic methods as applied to organic molecules and materials. 2 credits.

430 Advanced Topics in Inorganic Chemistry
Prerequisite: CHM-310
Investigation of the relationship between structure and reactivity in inorganic chemistry. Advanced topics include: structural types, bonding theories, reaction types, energetics, and spectroscopy as applied to transition metal complexes, organometallic complexes, solid state materials, and bioinorganic species. 2 credits.

440 Environmental Chemistry
GER: N E (Humans & the Natural Environment)
Prerequisite: CHM - 340
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, waste disposal and energy utilization. Includes environmental measurements laboratories. 4 credits.

450 Chemistry of Advanced Materials
Prerequisite: CHM - 330
Introduction to the logical strategies for creating new materials. Discussions cover semi-conductors, soft-materials (polymers), nanostructured materials and techniques for materials characterization. 2 credits.

460 Biological Chemistry
Prerequisite: BIO-111, CHM-240 and PHY-112
Analysis of biochemical systems from a rigorously-chemical viewpoint. Topics include: the chemical properties of biological macromolecules, enzyme kinetics and thermodynamics, reaction mechanisms in metabolic pathways, and structural and functional aspects of gene expression. Laboratories involve contemporary methods in biochemistry including high-resolution gel electrophoresis and enzyme kinetic assays. 4 credits.

461 Teaching Methods and Materials in Chemistry
Prerequisite: EDU-464
Developing teaching skills in the science laboratory. Topics include planning and preparation, safety and storage, instruction and assessment. Practicum will provide experiences teaching in the laboratory/classroom. 4 credits.

465 Advanced Biological Chemistry
Prerequisite: CHM-460
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 includes isolation and purification of enzymes, determination of DNA structures, DNA sequencing, and individual mini-projects. 2 credits.

481 Physical Chemistry of Energy Conversion
Fundamentals of advanced energy conversion processes with an emphasis on thermodynamics, kinetics, and quantum chemistry. Topics will include biofuels, photovoltaic cells, batteries, and fuel cells. 2 credits.

501 Independent Study
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. Variable credit.

502 Undergraduate Research
Laboratory research of an original nature is conducted under the direct supervision of a chemistry professor. Oral presentation and formal paper required. Variable credit.

670 Topics in Chemistry
Topics important in various fields of modern chemistry. 4 credits.

675 Graduate Seminar in Chemistry
Students present seminars based on current literature. Surveys of assigned journals are presented individually; more detailed presentations are made by small groups. 4 credits.

702 Research
Original laboratory research. Variable credit.

705 Thesis
Master's thesis. Variable credit.

Classics

Professors: Blackwell (Chair), Leen
Assistant Professor: Childree

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 through the pass-no pass grading option 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 201 or greater in Greek or Latin; and two courses numbered 201 or greater in the other ancient language. Independent study and special topics courses are not normally considered appropriate experiences for meeting major requirements.

Greek Major

Students completing a major in Greek must complete eight courses in the appropriate language beyond the general education requirement. Three courses from CL-111, 120, 211, 220, 221, 230, 231, 320 and 504 may be substituted. ART-233 and HST-101 are also recommended for a major in Greek.

Latin Major

A major in Latin consists of eight courses beyond LTN-201 and must include:

- LTN-202, and
- at least four of the following courses:
- LTN-231, 232, 233, 234, 235, 301, 450 or 504.

Up to three courses from the following may also contribute to the Latin major: CLS-111, 120, 211, 221, 220, 231, 230, 320 or 504.

One first year seminar or first year writing seminar taught by a member of the Classics Department may also, with approval, contribute to the major.

Majors wishing to pursue a career in teaching must complete EDU-111, 120, 221, 350, 460, 472, ED EP-670, and LTN-450 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.

Classics (CLS) Courses

111 Introduction to Classics
GER: HA (Historical Analysis of Human Interactions)
Introduction to the field of Classical Studies, focusing on philology, history, archaeology, art, and architecture and their sub-fields. Other topics include: the intellectual history of the discipline, transmission of texts, scholarly theory and methodology, and cultural informatics. 4 credits.

120 Mythology
GER: TA (Critical, Analytical Interpretations of Texts)
Greek and Roman mythology. Topics include: definitions of myth, theory and interpretation of myth, the literary, historical and cultural context of Greek and Roman myths, and the principal ancient sources. 4 credits.

211 Classical Archaeology
GER: HA (Historical Analysis of Human Interactions)
Illustrated lecture survey of the principal archaeological sites in ancient Greece and Italy. Study of the material culture, monumental remains, and the developing styles in art, architecture, and city planning. Introduction to the goals, methodologies, and achievements of archaeological excavation. 4 credits.

220 Greek Civilization
GER: HA (Historical Analysis of Human Interactions)
Chronological survey of Greek political, military, and economic history, development of literature, sculpture and major architecture; attention to domestic and religious aspects of the Greek experience. 4 credits.
221 Roman Civilization
GER: HA (Historical Analysis of Human Interactions)
A study of Rome from its origins to its putative fall in the fifth century. Focus on the development and influence of Roman social, cultural, and political structures. 4 credits.

230 Reading Greek Literature
GER: TA (Critical, Analytical Interpretations of Texts)
Survey in English translation of Classical Greek literature, including the Homeric epic poems, Greek tragedy and comedy, and other significant genres. 4 credits.

231 Reading Latin Literature
GER: TA (Critical, Analytical Interpretations of Texts)
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. 4 credits.

320 Travel Study in Classical Civilizations
Cultural history of the ancient Greek and Roman world, including art and architecture, archaeology, literature, religion, and daily life. 4 credits.

504 Directed Independent Study
Variable credit.

Greek (GRK) Courses

110 Elementary Greek I
Introduction to the fundamentals of fifth century Attic Greek. Topics include: pronunciation, basic vocabulary, grammar and syntax, practice in reading basic Greek. Material is adapted from classical texts and cultivates an appreciation of Greek literature and culture. 4 credits.

120 Elementary Greek II
GER: FL (Foreign Language) for students seeking the Bachelor of Science degree only
Continuation of elementary Greek sequence. Topics include: continued study of vocabulary, grammar and syntax; reading more difficult Greek; gaining greater appreciation of Greek literature and culture. 4 credits.

201 Intermediate Greek
GER: FL (Foreign Language)
Prerequisite: GRK-120
Reading and interpretation of writings from the Classical Greek authors and the Greek New Testament. Topics include new vocabulary, review of basic grammar and introduction of new grammar, guidance in translation and comprehension of moderately difficult Greek. 4 credits.

210 Greek New Testament
GER: TA (Critical, Analytical Interpretations of Texts)
Prerequisite: GRK-201
Selected readings from the Greek New Testament and other texts in Koine Greek, with particular attention to the differences in idiom between Attic and Koine Greek. 4 credits.

220 Koine and Hellenistic Greek
Prerequisite: GRK-201
Selected readings from Hellenistic, early Christian, and secular literature from 300 B.C. to 200 A.D. Course may be repeated for credit based on change of topic. 4 credits.

230 Greek Epic
GER: TA (Critical, Analytical Interpretations of Texts)
Prerequisite: GRK-201
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), ancient scholarship on Homeric poetry, and the influence of Greek epic on later Western epic poetry. Course may be repeated once with change of author or topic. 4 credits.

231 Greek Drama
GER: TA (Critical, Analytical Interpretations of Texts)
Prerequisite: GRK-201
Readings from Aeschylus, Sophocles, Euripides, or Aristophanes. Attention paid to the evolution of Greek drama and the authors' places within that evolution. Course may be repeated once with a change of author or topic. 4 credits.

232 Greek Prose
GER: TA (Critical, Analytical Interpretations of Texts)
Prerequisite: GRK-201
Readings from Herodotus, Plato, or Thucydides. Attention paid to advanced grammar, rapid comprehension, and scholarly interpretation of the text. Course may be repeated once with change of author or topic. 4 credits.

504 Directed Independent Study
Prerequisite: GRK-201
Variable credit.

Latin (LTN) Courses

110 Elementary Latin I
Prerequisite: appropriate placement
Introduction to the fundamentals of classical Latin. Topics include: pronunciation, basic vocabulary, grammar and syntax, practice in reading basic Latin. Graded reading material is adapted from classical texts and cultivates an appreciation of Latin literature and culture. 4 credits.

115 Intensive Elementary Latin
Prerequisite: appropriate placement
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. 4 credits.

120 Elementary Latin II
GER: FL (Foreign Language) for students seeking the Bachelor of Science degree only
Prerequisite: LTN-110
Continuation of elementary Latin sequence. Topics include: continued study of vocabulary, grammar and syntax; reading more difficult Latin; gaining greater appreciation of Latin literature and culture. 4 credits.

201 Intermediate Latin I
GER: FL (Foreign Language)
Prerequisite: LTN-115 or 120
Reading and interpretation of writings by classical Latin authors. New vocabulary, review of basic grammar and introduction to new grammar, guidance in translation and comprehension of moderately difficult Latin. 4 credits.

202 Intermediate Latin II
GER: FL (Foreign Language)
Prerequisite: LTN-201
Builds upon the proficiency developed through first course in Intermediate Latin. Review of morphology, grammar and syntax; reading of prose and poetry with the aim of developing proficiency in reading Latin and surveying Latin literature. 4 credits.

220 Medieval and Renaissance Latin
GER: TA (Critical, Analytical Interpretations of Texts)
Introduction to Medieval and Renaissance poetry and prose. Syntax of Medieval Latin, medieval thought, and the transmission of classical culture through the Middle Ages and into the Renaissance. Course may be repeated for credit based on change of topic. 4 credits.

231 Literature of the Roman Republic
GER: TA (Critical, Analytical Interpretations of Texts)
Prerequisite: LTN-202
Selected readings from authors like Plautus, Terence, Caesar, Cicero, Catullus, Lucretius, or other authors of the Roman Republic. Attention is paid to advanced grammar, rapid comprehension, and scholarly interpretation of the text. Course may be repeated for credit based on change of topic. 4 credits.

232 Literature of the Augustan Age
GER: TA (Critical, Analytical Interpretations of Texts)
Prerequisite: LTN-202
Selected readings from Vergil, Ovid, Horace, Livy, or other authors of the Augustan period. Attention is paid to advanced grammar, rapid comprehension, and scholarly interpretation of the text. Course may be repeated for credit based on change of topic. 4 credits.

233 Literature of the Roman Empire
GER: TA (Critical, Analytical Interpretations of Texts)
Selected readings from Seneca, Lucan, Petronius, Tacitus, Juvenal, Apuleius, or other authors of the Roman Imperial period. Attention is paid to advanced grammar, rapid comprehension, and scholarly interpretation of the text. Course may be repeated for credit based on change of topic. 4 credits.

234 Literature of the Late Antique and Medieval Period
GER: TA (Critical, Analytical Interpretations of Texts)
Prerequisite: LTN-202
Selected readings from authors of the late antique and medieval periods of Latin literature. Attention is paid to advanced grammar, rapid comprehension, and the scholarly interpretation of the text. 4 credits.

235 Studies in Advanced Latin
GER: TA (Critical, Analytical Interpretations of Texts)
Prerequisite: LTN-202
Selected readings from genres such as satire, letters, or drama. Attention is paid to advanced grammar, rapid comprehension, and scholarly interpretation of the text. Course may be repeated once with a change of topic. 4 credits.

301 Latin Prose Composition
Study of Latin syntax and the expression of ideas of moderate complexity in Latin. 4 credits.

450 Teaching Latin in Grades 9-12
Designed for senior level teacher candidates in Latin. Provides opportunities for candidates to apply Latin pedagogy in a secondary classroom setting under the supervision of Furman faculty and mentorship of a master teacher. 3 credits.

504 Directed Independent Study
Variable credit.

Communication Studies

Professor: Letteri (Chair), O’Rourke
Associate Professors: Armstrong, DeLancey, King
Assistant Professor: Inabinet, Kwami
Adjuncts: Bainbridge, Bentley

To graduate with a major in Communication Studies, students are required to successfully complete a minimum of nine courses (36 credits).
All majors must successfully complete:
- COM-101, 121, 201, and 221,
- at least three additional Communication Studies courses numbered between 200 and 499, and
- two more Communication Studies courses.

Only one course (four credits) involving individualized instruction (independent study, research, or internships numbered between 501 and 509) may contribute to major requirements. Additionally, Communication Studies majors must have at least a 2.00 grade point average in all courses that satisfy major requirements.

Admission to the major is approved on a rolling basis. Prospective majors must have completed no less than 32 and typically no more than 64 credits and have a cumulative grade point average of at least 2.00 at the time of application. Students interested in majoring in Communication Studies are encouraged to visit the department chair to discuss their admission to the major.

Communication Studies (COM) Courses

101  Public Speaking
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 serve as speech critics and interlocutors. 4 credits.

111  Argumentation
Study of the precepts, theories, strategies, and ethics of argument. Students critically analyze arguments found in speeches, public debates and controversies, newspaper articles and editorials, television news programs, and scholarly texts. Students write argumentative essays, present argumentative speeches, and engage in class debates. 4 credits.

121  Digital Communication
GER: VP (Visual and Performing Arts)
The use of digital, electronic media in the cultivation of democratic society. Students will gather information and learn to transmit that information through blogs, podcasts, video, and other digital media. 4 credits.

131  Broadcast Communication
Study of the journalistic, technical, and aesthetic aspects of television production. Critical analysis of electronic news texts and to research, write, videotape, and edit news stories. 4 credits.

133  Video Documentary
Examines the research, theory, aesthetics and production techniques of the video documentary. Students will work together to produce a 15-to-20-minute long documentary. They will conduct research, shoot video, and edit the final documentary. May Experience ONLY. 2 credits.

141  Small Group Communication
Investigation and application of theories of small group communication. A systemic view of small groups focusing on the communication competencies and communication processes involved in successful small group leadership and decision making. 4 credits.

201  Introduction to Rhetoric
Topical survey of the major questions and controversies in rhetorical theory, criticism, and practice. Topics include: classical canons of rhetoric, rhetoric's role in civic life, and rhetoric's relation to power, politics, law, education, and ethics. Readings may include selections from Isocrates, Plato, Aristotle, Cicero, Quintilian, Nietzsche, Burke, Toulmin, Perelman, H abermas, Foucault, W hite, Allen, and others. 4 credits.

221  Introduction to Mass Communication
The nature and history of mass communication. Beginning with oral communication and the literacy revolution and moving to print, electronic, and digital forms of communication. Examining the social, economic, political, legal, and cultural aspects of mass communication, as well as the role of technology in the development of mass media. 4 credits.

301  Rhetorical Criticism
GER: TA (Critical, Analytical Interpretation of Texts)
Survey of the major methods of rhetorical criticism, including neo-Aristotelianism, dramatism, social movement rhetoric, close textual analysis, and others. Topics include: the theoretical underpinnings of these methods, examining the nature of rhetorical texts, analyzing scholarly essays that employ these methods, and writing and presenting essays based on critical analysis of rhetorical texts. 4 credits.

311  Rhetoric in the Ancient World
GER: TA (Critical, Analytical Interpretation of Texts)
The history of rhetorical theory and practice from 500 BCE to 500 CE. Focus on Greek and Roman rhetorics' relation to politics, law, religion, philosophy, liberal education and culture along with an examination of ancient rhetorics' influence on medieval rhetoric. Readings include selections from the sophists, Isocrates, Plato, Aristotle, Cicero, Quintilian, Tacitus, and Augustine. 4 credits.
312 Rhetoric in the Modern World
GER: TA (Critical, Analytical Interpretation of Texts)
The history of rhetorical theory and practice from the Renaissance to the present. Focus on the European tradition with special attention given to rhetoric's relation to liberal education, politics, law, ethics, religion, myth, and ritual. Readings are from primary texts in the rhetorical tradition and may include selections from Petrarch, Salutati, Valla, Bracciolini, Cavalcanti, R. amus, Erasmus, Bacon, Hobbes, Lamy, Fenelon, M. ackenzie, Locke, Vico, Onboddo, Blair, Campbell, Whately, Hererin, Nietzsche, Richards, Weaver, Burke, Perelman, Toulmin, Foucault, H. abermas, and others. 4 credits.

315 U.S. Public Address I: 1630-1865
GER: TA (Critical, Analytical Interpretation of Texts)
History and criticism of major U.S. speeches and rhetorical texts. 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 Civil War. Focus on the political, religious, legal, and social exigencies to which the speeches responded, as well as the place of these rhetorical texts in U.S. public controversies. 4 credits.

316 U.S. Public Address II: 1866-Present
GER: TA (Critical, Analytical Interpretation of Texts)
History and criticism of major U.S. speeches and rhetorical texts. Examination of a broad range of historical and rhetorical factors that influenced the construction and reception of speeches from the end of the Civil War to the present. Focus on the political, religious, legal, and social exigencies to which the speeches responded, as well as the place of these rhetorical texts in U.S. public controversies. 4 credits.

321 Media Criticism
Critical methods used to analyze the mass media and popular cultural texts. The theoretical basis of such critical methods as semiotics, psychoanalysis, narrative and ideological theory, and cultural studies, and how to use these methods to analyze media texts such as television shows, movies, and magazine advertisements. 4 credits.

331 Media History
GER: HA (Historical Analysis of Human Interactions)
Examining the changing nature, structure, and function of mass media institutions in the United States and their historical relationships to society and culture from the founding of the republic to the end of the 20th century. 4 credits.

335 Political Economy of Mass Media
Examining the structure, regulation, economics, ownership, and technology of mass media, as well as the influence of these factors on global media content. 4 credits.

341 Interpersonal Communication
Theoretical overview of the oral and nonverbal strategies individuals use when negotiating perspectives on the self and others. Areas of focus include the communicative dynamics involved in friendship, marriage, family, student-teacher, and work relationships. 4 credits.

343 Organizational Communication
Study of the communication within organizations and between organizations and the public. Using theoretical essays and case studies, topics include: hierarchical and participatory decision-making systems, the communicative relationships between and among employers, employees, and the public, and communication-based methods of analyzing corporate culture and resolving ethical dilemmas in the workplace. 4 credits.

351 Advocacy
Study of the history, theories, principles, and strategies of public advocacy in the process of social, political, economic, and legal change. Students examine case studies of advocacy campaigns, consider the ethical and ideological implications of such campaigns, and may engage in service-learning projects associated with a local integrated advocacy campaign. 4 credits.

353 Political Communication
Historical and theoretical study of political communication in modern public life. Focus on how transformations of political ideals, social and economic institutions, and the media have changed the character of political discourse. Examination of how the changing relationships among state governments, political parties, special interest groups, and social movements affect political discourse. 4 credits.

355 Propaganda
History, theory, and critique of propaganda. Case studies of propaganda relating to a variety of discursive and social practices including speeches, public spectacles, media events, art, and film. Examining forms of state and non-governmental propaganda. Topics include: American propaganda during World War I, Nazi and Fascist propaganda, and the Communist propaganda programs of the Soviet Union and China. 4 credits.

401 Studies in Rhetoric
Concentrated study in one area, controversy, or theorist of rhetoric. Course topics change with each offering. Possible topics include: rhetoric of law, the rhetoric of social movements, Native American rhetoric, Cicero, or Kenneth Burke. May be repeated for credit with change of topic. 4 credits.

411 African American Rhetoric
GER: TA (Critical, Analytical Interpretation of Texts)
The persuasive efforts, primarily oratorical, by African Americans attempting to gain freedom, establish citizenship, and acquire equal rights. Emphasis on discursive and nondiscursive rhetorical strategies of black identity, power,
and community. Consideration of the rhetorical construction of ideologies of struggle, the external and internal debates characteristic of black social movements, and the rhetorical cultivation of black consciousness. 4 credits.

**412 International Women's Rhetoric**  
**GER: WC (World Cultures)**  
Analysis of speeches given by women in the international community about their conditions and their circumstances. Exploring the historical, socio-political, and cultural contexts of speeches by women to understand the rhetorical strategies and effects of their messages. 4 credits.

**414 Rhetoric of Emerging Democracies**  
**GER: WC (World Cultures)**  
The rhetoric of non-U.S. democratic movements. Focus on nonviolent movements and the rhetorical aspects of mixed violent and nonviolent movements of the twentieth and early twenty-first century. Primary emphasis is on the speeches and other persuasive appeals by reformers, including the justifications for democratic reform, forms of protest, strategies of dissent, and confluence of democratic, anti-colonial, and nationalist themes. Also includes consideration of the African, Asian, Latin American, Near Eastern, and Eastern European cultural contexts out of which these rhetorical concerns and movements arise. 4 credits.

**421 Studies in Mass Media**  
Concentrated study in one area or theorist of mass communication. Course topics will change with each offering. Potential topics include the global media integration, the internet as a public sphere, public journalism, the theories of Marshall McLuhan, Hollywood film genres, or Italian film. 4 credits.

**431 Rhetoric of Social Activism**  
Intensive study of the discourses of social activism. Study and application of the techniques of textual reconstruction, editing, and criticism, as well as interviewing and oral history. Students will work to preserve and provide scholarly access to the speeches of social activists and to the words of the scholars who study them. Course will usually involve travel to one or more scholarly centers and study with those who staff those centers. May be taken only once. 2 credits.

**435 Race, Class, and Gender in Mass Media**  
Examining how social perceptions of race, gender, and class are influenced by the mass media. The social connections between and among representations in print, film, electronic, digital media, institutional practices, and our experience of race, gender, and class. 4 credits.

**460 Communication Ethics**  
**GER: UQ (Ultimate Questions)**  
The ethical questions raised by the practice of human communication. The sources of ethical standards, methods of ethical criticism, and perspectives on the ethics of persuasion. 4 credits.

**461 Communication Law**  
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 v. fair trial, media regulation, advertising codes, and the theoretical justifications for free expression. 4 credits.

**470 Seminar in Rhetoric**  
Intensive treatment of a major question, theme, or issue in the field of rhetoric. 4 credits.

**475 Seminar in Mass Communications**  
Intensive treatment of a major question, theme, or issue in the field of mass communication. 4 credits.

**501 Independent Study**  
Qualified students study 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. This course may be taken more than once but may not be counted toward the major more than once. It may not be taken pass/fail. Variable credit.

**502 Directed Research**  
Variable credit.

**503 Individualized Internship**  
Variable credit.

**505 Structured Internship**  
Directed individualized internship in the field of communication. Studying the communicative practices employed in such settings as a courtroom, television or radio station, newspaper, magazine, advocacy group, mediation center, or arts organization. Students are required to work approximately 210 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. This course may be taken only once and may not be taken pass/fail. Variable credit.

**509 Forensics**  
The research, analysis, organization, and practice of debates and speeches for on-campus and intercollegiate debating and speaking competitions. Applying theories of argumentation to develop cases for and against public issues. 0 credits.
Computer Science

Professors: Abernethy, J.T. Allen, Gabbert, Porter, Treu (Chair)
Associate Professor: Healy
Assistant Professor: Tartaro
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 may choose to double major with any two of these programs of study, provided all choices for upper-level electives are unique. 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 CSC-101 and 102) and all other courses enrolled that satisfy major requirements.

A major must include:
- CSC-121, 122, 231, 361 and 461,
- CSC-261 or MTH-260,
- CSC-475 or 502,
- MTH-141 or 150,
- MTH-151, and
- at least three more courses from the following, only one of which may be in mathematics: CSC-331, 332, 341, 342, 343, 344, 345, 351, 352, 353, 363, 475, 501, or 502; MTH-320, 335, 340, 346, 360, or 460.

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 CSC-101 and 102) and mathematics courses enrolled (excluding MTH-110, 241, 301, and 302).

Majors must successfully complete:
- CSC-121, 122, 345, 361 and 461,
- CSC-261 or MTH-260,
- MTH-141 or 150,
- MTH-151, 160, 250, 255, and
- at least one of the following: MTH-260, 335, 340, or 360.

Information Technology Major

To graduate with a major in information technology, a student must have at least a 2.00 grade point average for all computer science courses enrolled (excluding CSC-101 and 102).

A major must include:
- CSC-111, 121, 122, 231, 261, and 271,
- CSC-475 or 502,
- MTH-141 or 150,
- at least two more courses from the following: CSC-332, 341, 342, 346, 351, 352, or 353

Computer Science (CSC) Courses

101 Introduction to Computing
GER: MR (Mathematical and Formal Reasoning)
Introduction to the concepts, applications, and implications of computing. Focus on the symbolic representation of information in a discrete digital form, the computer as an example of a finite state machine, and algorithmic problem-solving utilizing languages such as HTML, Javascript, and SQL, and software such as spreadsheets and database management systems. 4 credits.

102 Introduction to Computing with Scripting
Introduction to scripting/programming, with special emphasis on scripting for Web applications. Emphasis on programming and problem-solving. Coverage of topics in emerging computing technology. 4 credits.

111 Introduction to Information Technology
GER: MR (Mathematical and Formal Reasoning)
Application of algorithmic problem solving techniques based on the fundamental principles and issues of information technology. Topics include: the design and analysis of algorithms for databases, Web and media technologies, project management, systems analysis, information security, and networking as well as the social context of IT. 4 credits.
121 Introduction to Computer Science I
GER: MR (Mathematical and Formal Reasoning)
Algorithms, programs and computers. Basic programming and program structure. Debugging and verification of programs. Survey of computers, languages, systems and applications. 4 credits.

122 Introduction to Computer Science II
Prerequisite: CSC-121
Continuation of CSC-121. Emphasis on use of data structures to model and implement algorithms as computer programs. Principles of high-level program analysis and design. 4 credits.

221 Topics in Programming
Prerequisite: CSC-121
Intensive experience in which students study a new programming language or programming paradigm. Practice solving problems individually as well as in a team environment. Significant laboratory component required. Course may be repeated with change of topics. May Experience Only. 2 credits.

231 Computer Organization
Prerequisite: CSC-121
Computer structure, machine language, instruction execution, addressing techniques and digital representation of data. Systems organization and logic design. Several projects. 4 credits.

241 iPhone Applications in Objective C
Prerequisite: CSC-111 or 121
Exploration into developing simple applications on the iPhone/iPod Touch platforms. Introduction to the Objective C programming language using Apple's iPhone Software Developers Kit. May Experience Only. 2 credits.

261 Discrete Structures for Computer Science
Prerequisite: CSC-121 and MTH-140 or appropriate placement
Introduction to induction, recursion, Boolean algebra and switching theory, directed and undirected graphs, finite state machines and formal languages. 4 credits.

271 Morals, Law and Society in a Digital Age
A study of social, legal, and moral issues raised by the development of digital information technologies. 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. 4 credits.

331 Computer Architecture
Prerequisite: CSC-231
The design and structure of modern computers. The evolution of computer architecture, processor design, information storage, and operating system organization. Several projects. 4 credits.

332 Data Communications and Networking
Prerequisite: CSC-231
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. 4 credits.

341 Database Management Systems
Prerequisite: CSC-122
Fundamental principles of database models and database management systems design, implementation, and application. 4 credits.

342 Web-Based Application Design
Prerequisite: CSC-102 or 121
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. 4 credits.

343 Artificial Intelligence
Prerequisite: CSC-122 and 261 or MTH-260
A study of methods and models for making a computer display behavior that would be considered intelligent if done by a human. 4 credits.

344 Computer Graphics and Image Processing
Prerequisite: CSC-122 and 261 or MTH-260
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. 4 credits.

345 Computational Science
Prerequisite: CSC-121 and MTH-151
Exploration of algorithms for simulation, data analysis, and optimization necessary for a variety of scientific applications. Parallel computation will also be explored as an alternative when serial algorithms are not sufficient. 4 credits.

346 Operating Systems
Prerequisite: CSC-122
An introduction to the design of modern operating systems. Topics include processes, scheduling, synchronization, deadlock, file and memory management, I/O, security, and distributed systems. 4 credits.

351 Project Management
Prerequisite: CSC-102 or 121
Principles, tools, and techniques of software project management. Major topics include initiating projects, planning projects, executing and controlling projects, closing projects, and professional responsibilities. 4 credits.
Earth and Environmental Sciences

Professors: Andersen (Chair), Garihan, Ranson
Associate Professors: Halfacre, Dripps, Muthukrishnan
Instructor: Beymer-Farris
ACS Post-Doctoral Fellow: C. Price
Adjunct: R anhofer

Earth and Environmental Sciences (EES) offers three degree options. Students may choose a major in Earth and Environmental Sciences leading to either a Bachelor of Science (B.S.) or a Bachelor of Arts (B.A.) degree, or they may choose a major in Sustainability Science leading to a Bachelor of Science (B.S.) degree. Students may not double major in these disciplines.

Earth and Environmental Sciences Major

The Earth and Environmental Science (EES) curriculum is flexible and can be tailored to meet the academic interests of the student interested in Earth history, Earth process, and human transformation of the planet.

Candidates for the B.S. degree must complete:
- EES-110, 111, 112, or 113
- EES-220; and EES-472,
- CHM-111 and 210,
- MTH-150 or MTH-140 and 141, and
- at least seven more courses in EES or SUS.

Candidates for the B.A. degree must complete:
- EES-110, 111, 112, or 113
- EES-220, and
- at least six more courses in EES or SUS.

Students anticipating graduate study and professional work in earth and environmental sciences should obtain the B.S. degree. The following are also recommended: BIO-340, CHM-120, MTH-151 and PHY-111.
Sustainability Science Major

The Sustainability Science major focuses on the critical linkages between global environmental, human, and social systems and emphasizes complex systems analysis focusing on understanding sustainability related problems and assessing potential solutions.

Candidates for the B.S. degree with a major in Sustainability Science must complete:

- EES-112 and SUS-120,
- SU S-240, 241, 242, and 472
- at least five additional courses from the list below with no more than three courses selected from any one group:

  Environmental Security
  ANT-303 Cultural Ecology
  BIO-340 Ecology
  BIO-341 and 342 Tropical Ecology and Field Studies in Tropical Ecology
  BIO-343/ EES-343 Environmental Systems
  BIO-344 African Ecology
  BIO-380 Freshwater Ecology
  BIO-401 Applied Plant Science
  BIO-423 Marine Biology
  BIO-430 Natural Resource Management
  EES-210 Geographic Information Systems
  EES-230 Watershed Hydrology
  EES-301 Remote Sensing of the Environment
  EES-343 Environmental Systems
  EES-410 Ocean and Climate Systems
  EST-301 Environment and Society
  PSC-213 Environmental Policy

  Human Security
  ECN-237 Economics of Poverty and Inequality
  ENG-416 Environmental Writing
  GGY-230 Principles of Geography
  HSC-304 Community & Environmental Health
  PHL-303 Environmental Ethics
  PHL-304 Ethics of Globalization
  PV S-101 Introduction to Poverty Studies
  PSC-214 Environmental Law & Conservation Advocacy
  REL-362 Religion & the Environment
  SOC-222 Population & the Environment

  Sustainable Production & Consumption
  BUS-312 Sustainable Corporation
  EC N-236 Economics of the Environment
  EC N-243 Economic Growth & Development
  EC N-227 Environmental Politics in China

It is strongly recommended that these courses be chosen in consultation with a faculty advisor and represent a diverse set of contributions from several departments.

Students interested in environmental and/or sustainability issues, 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

110 Earth Systems
GER: NWL (Empirical Study of the Natural World with laboratory)
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. Students may receive credit for only one of EES-110, EES-111, or EES 113. 4 credits.

111 Earth and the Silver Screen
GER: NW (Empirical Study of the Natural World) and NE (Humans and the Natural Environment)
Basic concepts of earth and environmental sciences by exploring the portrayal of these concepts in mainstream television and film. Students may receive credit for only one of EES-110, EES-111, or EES 113. 4 credits.

112 Environmental Science
GER: NWL (Empirical Study of the Natural World with laboratory) and NE (Humans and the Natural Environment)
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. 4 credits.

113 Natural Hazards and Natural Disasters
GER: NWL (Empirical Study of the Natural World with laboratory) and NE (Humans and the Natural Environment)
An introduction to the understanding of natural hazards and disasters (earthquakes, volcanoes, tsunamis, hurricanes, etc) as violent and often destructive phenomena triggered by dynamic geological processes. Emphasis on the inter-relationship among hazards and human role in them. Students may receive credit for only one of EES-110, EES-111, or EES 113. 4 credits.
201 Introduction to Geographic Information Systems
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. 4 credits.

210 Surficial Processes
Prerequisite: EES-110, 111, 112, 113, or 215
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. 4 credits.

215 Introduction to Oceanography
The basic concepts in oceanography and marine geology, including oceanic circulation, plate tectonics, sea level rise, waves, tides and currents. Special emphasis on the coastal environment and human impact. 4 credits.

218 Plate Tectonics and Earthquakes
History, theory, and application of the plate tectonic paradigm to ancient and modern earthquake activity and contemporaneous crustal instability. Case studies of modern earthquake activity, paleoseismicity, and prediction. 4 credits.

220 Mineralogy and Petrology I
Prerequisite: EES-110, 111, 112, 113 or 215
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-110. 4 credits.

221 Mineralogy and Petrology II
Prerequisite: EES-220
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-210. 4 credits.

230 Watershed Hydrology
Prerequisite: EES-110, 111, 112, 113, or 215, or BIO-111, or CHM-110
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. 4 credits.

301 Remote Sensing of the Environment
The theory and application of remote sensing studies as a tool for environmental management. Topics include the fundamentals of electromagnetic radiation, different methods of remote sensing, platforms and sensor technology, visual image interpretation, and digital image processing. 4 credits.

310 Sedimentary Systems
Prerequisite: EES-110, 111, 112, or 113
Principles of sedimentology, sedimentary processes, and depositional environments. Description, classification, and interpretation of sedimentary rocks. 4 credits.

325 Structural Geology
Prerequisite: EES-110, 111, 112, or 113

330 Hydrogeology
Prerequisite: EES-110, 111, 112, or 113
Study of the hydrologic cycle, groundwater system, principles of groundwater flow, groundwater quality, monitoring and management techniques, computer modeling techniques. 4 credits.

343 Environmental Systems
GER: NE (Humans and the Natural Environment)
Prerequisite: BIO-111, CHM-110, EES-110, EES-111, EES-112 or EES-113
Same as BIO-343. 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. 4 credits.

350 Field Study of Regional Geology
Prerequisite: EES-221
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. 4 credits.

351 Field Studies in Appalachian Geology
Field study of the geologic development of the Appalachian Mountains, from the viewpoint of Cenozoic geomorphology, Precambrian through Mesozoic stratigraphy, plutonism, metamorphism, and plate tectonic development. Field data collection and interpretation. May Experience ONLY. 2 credits.

352 Field Studies in Iceland
Field study of modern tectonic, volcanic and glacial processes in Iceland, an active part of the Atlantic mid-ocean ridge and hotspot system. Consideration of impacts of climate change on glacial processes. May Experience ONLY. 2 credits.
353 Sustainable Fiji
Examining and exploring the environmental, social, and economic sustainability of eco-tourism in Fiji. Students will visit and assess numerous eco-tourist destinations within Fiji, with a particular emphasis on understanding the impact of humans and tourism on the local natural environment and culture. May Experience ONLY. 2 credits.

360 Geology and Sustainability of India
GER: NW (Empirical Study of the Natural World) and NE (Humans and the Natural Environment)
Examining the interactions between climate, geology, and population of India from an Earth Systems approach. Emphasis on landscape changes, pressures on natural resources such as air, water, soil, forest ecosystems, population growth, natural hazards, and sustainability. 4 credits.

402 Geochemistry
Prerequisite: EES-220
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. 4 credits.

410 Atmosphere, Ocean, and Climate Dynamics
Prerequisites: EES-110, 111, 112, or 113
This course is an introduction to the understanding of physics that govern the large scale circulations of the ocean and the atmosphere and its connection to the global climate. Emphasis will be on ocean-atmosphere interaction, energy transfer, climate changes and human impacts. 4 credits.

421 Ore Deposits
Prerequisite: EES-220
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. 4 credits.

425 Regional Tectonics
Prerequisite: EES-325
Emphasis on the history of the tectonic development of North America as demonstrated by structure and stratigraphy. 4 credits.

430 Engineering Geology
Prerequisite: EES-325
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. 4 credits.

472 Research and Analysis
Prerequisites: EES-110, 111, 112, or 113
Analysis of data, reading of scientific literature relevant to individual research, and writing of a thesis based on the results of an independent research project. Students must also present results at a professional meeting and to the department. 4 credits.

475 Seminar in Earth and Environmental Sciences
4 credits.

502 Independent Research
Original field and/or laboratory research focusing on a topic selected by the student in collaboration with a faculty member. Results of research are reported in a paper written according to the style and format of professional publications in the Earth and Environmental Sciences. The grade will depend largely on the initiative of the student. Variable credit.

504 Directed Independent Study
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. Variable credit.

Sustainability Science (SUS) Courses

120 Principles of Sustainability Science
GER: NWL (Empirical Study of the Natural World with laboratory) and NE (Humans and the Natural Environment)
Introduction to the concepts of sustainability science and the complex problems associated with sustainability. In particular, students will examine the challenge of supporting nine billion people without destroying the planetary resource base, social cohesion, and integrity of the individual. Labs will cover introduction to methods in sustainability. 4 credits.

240 Human Systems
Prerequisite: SUS-120
Exploration of the effects of human activities, consumption patterns and the complexity of human behavior on sustainable development. Application of the science of human behavior to complex problems such as sustainable consumption, human health, poverty, equity, and food security. 4 credits.

241 Social Systems
Prerequisite: SUS-120
An overview of how comparative cultures conceptualize sustainability and the ways in which the actors, institutions, and policies at all scales (e.g., local, regional, national) shape societal well-being. Connections to the global environmental and human systems are emphasized and explored. 4 credits.

242 Dynamic Systems Modeling
Prerequisite: EES-110, 111, 112, or SUS-120
An introduction to systems thinking and modeling of the human-environment relationship. Stocks, flows, feedback
loops, homeostasis, and cyclic processes will be considered. Problems in sustainability such as climate change, population growth, and energy consumption will be modeled. 4 credits.

472 Research and Analysis
Same as EES-472. Analysis of data, reading of scientific literature relevant to individual research, and writing of a thesis based on the results of an independent research project. Students must also present results at a professional meeting and to the department. 4 credits.

502 Independent Research
Original field and/or laboratory research focusing on a topic selected by the student in collaboration with a faculty member. Results of research are reported in a paper written according to the style and format of professional publications in the Earth and Environmental Sciences. The grade will depend largely on the initiative of the student. Variable credit.

504 Directed Independent Study
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. Variable credit.

Economics
Professors: Brown, Horney, Khandke, Peterson (Chair), Roe
Associate Professor: Yankow
Assistant Professors: Cook, Hennessey, Jones
Visiting Instructor: Rebello
Adjunct: Arden, Colvin

The department offers a major in economics and in conjunction with Mathematics, an interdisciplinary major in mathematics-economics. The department also offers courses that satisfy requirements for the Urban Studies, Business Administration, Accounting, and Asian Studies majors and the Women’s, Gender, and Sexuality Studies, Environmental Studies, and Poverty 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-111,
- ECN-111, 225, 475, and
- ECN-331, 345 and 346 completed on-campus, and
- MTH-141 or 150, and
- at least three more economics courses numbered 201 or greater, excluding ECN-503.

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-100) and at least a 2.00 grade point average for all mathematics courses attempted (excluding MTH-110, 241, 301, and 302).

A major must include:
- ECN-111, 475, and
- ECN-331, 345 and 346 completed on-campus, and
- at least one more economics course numbered 201 or greater, excluding ECN-225 and 503,
- MTH-151, 160, 250, 340 and 341, and at least one more course from the following: MTH-235, 255, 260, 360, 335, or 450.

Mathematics-economics majors are also advised to enroll in CSC-121 and 465.

Economics (ECN) Courses

100 Personal Finance
Prerequisite: junior or senior class standing
Consideration of personal income, expenditures, borrowing, savings and investments. May not fulfill a major requirement for majors offered within Economics. 4 credits.

111 Introduction to Economics
GER: HB (Empirical Study of Human Behavior)
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. 4 credits.
200  Federal Reserve and Monetary Policy  
Prerequisite: ECN-111  
An examination of the Federal Reserve system and its  
important role in the conduct of monetary policy. Emphasis  
is placed on the collection and interpretation of current  
economic indicators and how the Federal Reserve might  
respond to the existing economic situation. Course material  
will prepare students to participate in the Fed Challenge.  
May Experience ONLY. 2 credits.

224  Law and Economics  
Prerequisite: ECN-111  
Exploration of the field of law and economics using standard  
microeconomic tools to examine torts, contract law, property  
law, and the theory and empirical evidence on criminal  
behavior. 4 credits.

225  Statistics  
G E R : M R (M athematics & F ormal R easoning)  
Introduction to applied probability and statistics. Topics  
include: tabular and graphical presentation of data; descriptive  
measures of central tendency, dispersion, and location;  
probability and probability distributions (discrete and  
continuous); inferential statistics and hypothesis testing;  
bivariate analysis (qualitative and quantitative), including  
cross tabulation, covariance, correlation, and simple linear  
regression. 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. Applying statistical concepts to real world  
situations. Students cannot receive credit for this course and  
MTH-241 (30). 4 credits.

233  Economics of Gender  
G E R : H B (E mpirical S tudy of H uman B ehavior)  
Prerequisite: ECN-111  
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. 4 credits.

234  Urban Economics  
G E R : H B (E mpirical S tudy of H uman B ehavior)  
Prerequisite: ECN-111  
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. Exploration of the effects of  
environmental, social and political forces on the urban  
economy and urban life. 4 credits.

235  Population, Economy, and Society  
G E R : H B (E mpirical S tudy of H uman B ehavior)  
Prerequisite: ECN-111 or SOC-101 or 102  
Same as SOC-221. Explores the trends and determinants  
of vital events such as fertility, mortality, marriage, divorce,  
and migration from sociological and economic perspectives.  
Presents a brief history of world population change and  
explores current trends and the theories that are used to  
understand them. A student cannot receive credit for both  
ECN-235 and SOC-222. 4 credits.

236  Economics of the Environment  
G E R : H B (E mpirical S tudy of H uman B ehavior) and N E  
(H umans & t he N atural E nvironment)  
Prerequisite: ECN-111  
Developing 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. 4 credits.

237  Economics of Poverty and Inequality  
G E R : H B (E mpirical S tudy of H uman B ehavior)  
Prerequisite: ECN-111  
Examination of the issues of income inequality and  
economic poverty in modern America. Topics include:  
thories of poverty and income distribution; statistical  
measurement of poverty and inequality; poverty trends  
among important racial and demographic groups; public  
policy initiatives. 4 credits.

238  Public Finance  
G E R : H B (E mpirical S tudy of H uman B ehavior)  
Prerequisite: ECN-111  
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. 4 credits.

241  Money and Banking  
G E R : H B (E mpirical S tudy of H uman B ehavior)  
Prerequisite: ECN-111  
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.  
4 credits.

242  Health Economics  
G E R : H B (E mpirical S tudy of H uman B ehavior)  
Prerequisite: ECN-111  
Using 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. 4 credits.
243 Economic Growth and Development
GER: WC (World Cultures)
Prerequisite: ECN-111
The theory of economic development, the historical development experiences of 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. 4 credits.

247 History of Economic Thought
GER: HB (Empirical Study of Human Behavior)
Prerequisite: ECN-111
Development of economic thought from pre-classical writers through Adam Smith, the classical economists, socialist, marginalist, neoclassical and institutional writers to the present. 4 credits.

248 Government and Business
GER: HB (Empirical Study of Human Behavior)
Prerequisite: ECN-111
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. 4 credits.

249 Asian Economics
GER: HB (Empirical Study of Human Behavior) and WC (World Cultures)
Prerequisite: ECN-111
Examination of the development records of 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. 4 credits.

250 Labor Economics
GER: HB (Empirical Study of Human Behavior)
Prerequisite: ECN-111
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. 4 credits.

251 Economics of China
GER: HB (Empirical Study of Human Behavior) and WC (World Cultures)
Prerequisite: ECN-111
Examining the causes and effects of economic development and structural reforms of the fastest-growing and largest developing country: China. Emphasis on a political economy approach due to the state dominance in the Chinese economy. 4 credits.

252 International Trade Theory and Policy
GER: HB (Empirical Study of Human Behavior)
Prerequisite: ECN-111
Introduction to 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. 4 credits.

253 International Macroeconomic Theory and Policy
GER: HB (Empirical Study of Human Behavior)
Prerequisite: ECN-111
An introduction to international macroeconomic theory and policy. Topics covered include exchange rates, balance of payments, and interest rates. Stabilization policy in the open economy, currency crises, and monetary integration will also be explored. 4 credits.

263 Issues in African Economic Development
GER: HB (Empirical Study of Human Behavior) and WC (World Cultures)
Prerequisite: ECN-111
Examination of issues in development economics as they relate to Sub-Saharan Africa. Topics will include macroeconomic issues (e.g. macroeconomic determinants of growth, saving and investment) and microeconomic issues (e.g. human capital, land tenure rights), domestic issues (e.g. governance, inequality) and international issues (e.g. international trade, international finance, international organizations). 4 credits.

331 Empirical Methods in Economics
Prerequisite: ECN-111, MTH-141 or 150, and ECN-225 or MTH-241 or 340
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. 4 credits.

345 Intermediate Macroeconomic Analysis
Prerequisite: ECN-111, MTH-141 or 150, and any other economics course numbered 201 or greater, excluding ECN-225 and 503
Focuses on 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. 4 credits.
346  Intermediate Microeconomic Analysis
Prerequisite: ECN-111, MTH-141 or 150, and any other economics course numbered 201 or greater, excluding ECN-225 and 503
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. 4 credits.

356  Managerial Economics
Prerequisite: ECN-111, MTH-141 or 150, and ECN-225 or MTH-241 or 341
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. 4 credits.

357  Quantitative Methods for Business and Economics
Prerequisite: ECN-111 and MTH-141 or 150
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. 4 credits.

371  Economic and Political Analysis of the European Union
Prerequisite: ECN-111
Same as PSC-240. 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 ECN-371 and PSC-240. 4 credits.

475  Senior Seminar in Economics
Prerequisite: ECN-331, 345 and 346
Capstone course for economics majors. Reading and analysis of selected topics. Research, data analysis and writing of selected topics. Students will present their research in class. 4 credits.

501  Independent Study
Variable credit.

503  Individualized Internship
Prerequisite: ECN-111, one additional course in economics numbered 201 or greater, excluding ECN-225, and instructor permission.
In consultation with an economics faculty sponsor, students develop internships, identify objectives, read literature, complete a writing assignment related to their internship, and submit reflective summaries of their activities. This course MUST be enrolled pass-no pass and will not contribute to the economics or mathematics-economics major. Variable credit.

Education
Professors: Heath, Hecker (Chair), Henderson, Quast, Ritter
Associate Professors: DeJong, Lipscomb, Stuart, Svec, Thomas
Assistant Professor: Bidjerano
Clinical Faculty: Cantrell, McDowell
Director of Graduate Studies: Terry
Adjunct: P. Harris, Muller, Riddle

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). Furman meets the national and state standards for “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 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:

- Curriculum and Instruction*
- Elementary Education: Grades 2-6
- Early Childhood Education: Grades PK-3*
- Secondary Education: Grades 9-12
- (Biology, Chemistry, English, Mathematics, Physics and Social Studies.)
- Music, French, Latin, and Spanish: Grades PK-12
- Special Education: Grades PK-12*
- Literacy/Reading*
- Teaching English to Speakers of Other Languages (TESOL)*

* Area of certification added, on the graduate level.

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. The Music Education certification program 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-670) occurs on the graduate level during the fall semester of the following year. Graduate credits 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 PK-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 their 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 or meet exemption requirements
- ensure Dispositions and Field Experience Evaluation for EDU-120 completed by the cooperating teacher and course instructor has been submitted
- satisfactory completion of (grade of “C” or greater) EDU-111, EDU-120, 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 Life and Academic Affairs

Candidates with sufficiently high scores on standardized examinations required for admission to Furman (a combined score of 1100 on the Math and Verbal section of the SAT prior to March 2005, a combined score of 1650 or greater on the Critical Reading, Math, and Writing sections of the current SAT, or a combined score of 24 on the ACT) are exempt from meeting the PRAXIS I prerequisite.

Continuation in the Teacher Education Program is based on periodic performance assessments. The faculty has the responsibility 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:

- EDU-001, 111, 120, 221, 330, 331, 332, 333, 430, 431, 432 and 470,
- HES-251,
- IDS-230,
- MTH-301 and 302,
- ART-240, MUS-430, or THA-440, and
- BIO-101, 102 or 111 and CHM-111, EES-110, 111, 112, 215, PHY-105 or 111.

**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 team-taught by Education faculty in one block: EDU-430, 431, 432 and 470.
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. EDU-001, 111, 120 and 221 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 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 Languages (grades PK-12) must complete two science courses with one having a lab experience. Students seeking certification in Music (grades PK-12) must complete 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: Spring semester senior year, students who pursue certification in grades 9-12 and languages PK-12 enroll in EDU-350 (ED-50), 460, 472 (56), and one subject-specific methods course (EDU-452, 453, 454, 455, MLL-450, or LTN-450).

Master of Arts

Please see the graduate studies website at www.furman.edu/gradstudies for complete information about pursuing coursework beyond the award of a bachelor's degree.

Education (EDU) Courses

001 Education Laboratory I
For students and prospective teachers 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 EDU-111. 0 credit.

005 Teaching Fellows Seminar
Discussion of 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. Must enroll every semester while participating in the scholarship program. 0 credit.

111 Perspectives on American Education
GER: HB (Empirical Study of Human Behavior)
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 EDU-001. 4 credits.

115 Depiction of Schools on Film
Investigation of documentary films as social and political texts in order to identify historical and contemporary views on schools and the purpose(s) of education. May Experience ONLY. 2 credits.

120 Human Growth and Development
GER: HB (Empirical Study of Human Behavior)
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 EDU-120 and PSY-211. PSY-211 cannot be applied to the education major. 4 credits.
210  K-12 Curriculum Through Service Learning
Prerequisite: Admission to the teacher education program. An introduction to service learning, with a focus on infusing this instructional strategy into the classroom curriculum. Begin developing a service learning plan to be implemented during their internship or later in their own classrooms. 1 credit.

211  Discipline and Classroom Management
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. 1 credit.

221  Education of Students with Exceptionalities
Prerequisite: EDU-111 and 120 Characteristics of persons with exceptionalities, implications for teaching and learning, and applications of special education procedures and services. Extensive field experiences are incorporated. 4 credits.

222  Nature of Learning Disabilities
Prerequisite: EDU-221 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. 4 credits.

223  Nature of Emotional/Behavioral Disorders
Prerequisite: EDU-221 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. 4 credits.

225  Teaching and Learning: The Early Primary Years
Prerequisite: EDU - 111, 120 and 330 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. 4 credits.

233  Science Inquiry Skills for Grades K-8
A laboratory course designed to develop inquiry skills such as observation, measurement, communication and investigation design. May Experience ONLY. 2 credits.

234  Learning With and About Senior Citizens
Issues in aging and adult development are examined through study and intergenerational dialogue. Includes daily readings and interactions with senior citizens and includes engagement with professionals and agencies in the Greenville community whose products and services directly serve those of aging and older adults. May Experience ONLY. 2 credits.

265  International Perspectives on Public Education
In-depth focus on the issues, philosophy, history, and cultural differences of public education from an international perspective. Comparison of the educational system in the United States with other nations, focusing on the country visited. May be repeated once with change of country. May Experience ONLY. 2 credits.

330  Reading and Writing Processes and Instruction in Grades PK-3
Prerequisite: EDU -111 and 120 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. 4 credits.

331  Reading and Writing Processes and Instruction in Grades 2-6
Prerequisite: EDU -111 and 120 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. 4 credits.

332  Social Studies in Grades PK-6
Prerequisite: EDU -111 and 120 Knowledge of the elementary and middle school social studies curriculum, teaching strategies and materials, and field-based application in area schools. 4 credits.

333  Science in Grades PK-6
Prerequisite: EDU -111 and 120 Knowledge of the elementary and middle school science curriculum, teaching strategies and materials, and field-based application in area schools. 4 credits.

335  Organization and Curriculum in the Middle School
Prerequisite: EDU -221 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. 4 credits.
336 Teaching Reading in the Content Areas
Prerequisite: EDU-221
Designed for prospective and practicing school teachers, with practical suggestions for the reading specialist and the content teacher. 4 credits.

338 Reading and Responding to Children's Literature
Exploration of a wide variety of genres of children's literature to become more knowledgeable in the ability to select, read, and respond to children's literature. Development of expertise in using children's literature for aesthetic, personal, social, and critical purposes, and examination of the ways readers interact with texts and each other to make meaning while reading and discussing texts. May Experience ONLY. 2 credits.

350 Curriculum and Methods of Teaching in Grades 9-12
Prerequisite: EDU-221
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 spring semester of the senior year concurrently with the appropriate subject specific methods course. 4 credits.

430 Assessment for Instructional Planning
Introduction 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. 4 credits.

431 Diverse School Cultures
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. 4 credits.

432 Integrating Curriculum and Technology in Grades PK-8
Provides 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. 4 credits.

451 Literature for Young Adults
Prerequisite: EDU-221
Content of the literature program in the secondary school and methods of teaching poetry, short stories, traditional literature and young adult novels. 4 credits.

452 Teaching English in Grades 9-12
Prerequisite: EDU-221
Explores 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 senior year concurrently with EDU-350 (ED-50). 4 credits.

453 Teaching Social Studies in Grades 9-12
Prerequisite: EDU-221
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 senior year concurrently with EDU-350. 4 credits.

454 Teaching Science in Grades 9-12
Prerequisite: EDU-221
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 senior year concurrently with EDU-350. 4 credits.

455 Teaching Mathematics in Grades 9-12
Prerequisite: EDU-221 and MTH-160 or 360
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 senior year concurrently with EDU-350. 4 credits.

460 Critical Issues in Secondary Education
Designed for senior level secondary and PK-12 language teacher candidates in conjunction with EDU-350, 472, and an appropriate subject-specific methods course. Provides candidates with opportunities to examine significant issues in secondary schools including: classroom management techniques, reading and writing in the content area, and educational technology. 4 credits.
**464 Critique of Science Education**
Examines selected topics in the methodological and philosophical foundations of science education. Topics include nature of science inquiry, context of science, nature of learner, teaching and learning, curriculum, student assessment, and professional practice. 4 credits.

**465 Informal Science Education Practicum**
Prerequisite: EDU-464
Provides students opportunity to apply theory and evidence-based practices in informal learning settings such as museums, zoos, aquariums, or state parks under the supervision of faculty. 4 credits.

**470 Practicum in Teaching**
Designed for senior level teacher candidates. Provides 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. 4 credits.

**472 Practicum: Secondary Teaching**
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. May only be enrolled as a part of the Senior Block. 4 credits.

**501 Independent Study**
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. Variable credit.

**503 Non-Teaching Internship**
4 credits.

**505 Teaching Internship**
Prerequisite: completion of major requirements in music 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. 16 credits.

**Geography (GGY) Courses**

**230 Principles of Geography**
GER: NE (Humans and the Natural Environment)
Regional examination of the complex relationship between humans and the environment in an increasingly globalized world. Focus on interconnections between diverse regions of the world. 4 credits.

**265 Geography and Sports**
Intersection of geography and sports with particular attention to the increasing globalization of sports worldwide. Focus will be primarily on baseball, basketball, and soccer, but will also explore a number of other modern sports. Cultural impact of modern sports, the diffusion of sport around the world, the economic impact of sports internationally, and struggle in finding spaces for recreational activities. May Experience ONLY. 2 credits.

**English**

Professors: Aarnes, Allen, C rowe, M enzer, Oakes, Pate, R adel, Shackelford (Chair)
Associate Professors: Bhati, Hausmann, Stulting
Assistant Professors: Braun, Kirkpatrick, Olaiya, Provost, Tevis
Instructor: Herron
Adjuncts: Riddle, Bernardy, Wright

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 ten courses and must include:
- EN G-250 and 475,
- one course focused from Early Traditions: EN G-301, 302, 303, 304, 307 or 311.
- one course from Kinds of Literature: EN G-305, 306, 331, 335, 374, or 422.
- one course from Literature and Global Society: EN G-255, 312, 323, 423, 425, 434, or 454.
- one course from Writers and their Worlds: EN G-321, 332, 402, 403, 404, 412 or 418.
- one course from Theory in Practice: EN G-362, 452, 453, 461, or 471, and
- three additional courses numbered 201 or greater.

All requests for exceptions to major requirements must be approved by the department.

The department recommends that EN G-250 be completed as early as possible in the major. Students who plan to pursue a career in teaching must also complete EDU-111, 120, 221, 350, 451, 452, 460, 472, and EDEP-670 in addition to prescribed experiences 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.

Students who intend to pursue graduate study in English should complete more courses than are required for the major and should consult with their advisors about their overall programs.

Special opportunities for experience in journalism are available through work on the staffs of the student literary magazine, newspaper, and yearbook.

Every English course includes instruction and practice in composition.

**English (ENG) Courses**

**201 British Literature to 1798**
GER: TA (Critical, Analytical Interpretation of Texts)  
Prerequisite: any first year writing seminar  
A broad survey, covering the Middle Ages, the Renaissance, and the seventeenth and eighteenth centuries. Authors studied include Chaucer, Spenser, Donne, Shakespeare, Milton, Dryden, Behn, Pope, Swift, Johnson, Wollestonecraft, and Wordsworth. 4 credits.

**202 British Literature since 1798**
GER: TA (Critical, Analytical Interpretation of Texts)  
Prerequisite: any first year writing seminar  
A survey of important works of Romantic, Victorian, and twentieth-century British Literature. 4 credits.

**203 American Passages**
GER: TA (Critical, Analytical Interpretation of Texts)  
Prerequisite: any first year writing seminar  
From physical journeys across the Atlantic Ocean, into the wilderness, down the Mississippi River to interior journeys of reflection, epiphany, and self-discovery, this course examines a selection of American literature from its beginnings to the present and explores such topics as American landscapes, spirituality, cultural diversity, and resistance to oppression. 4 credits.

**210 Advanced Composition**  
Prerequisite: any first year writing seminar  
Instruction and practice in writing, analyzing, and evaluating narrative, descriptive, expository, and argumentative essays. 4 credits.

**211 Business Communication**  
Prerequisite: any first year writing seminar  
The course refines students' grammar, mechanics, and style; develops analytical and collaborative skills; introduces the strategies, formats, and organizational patterns of a variety of professional letters, memos, proposals, and reports; teaches research strategies and techniques; and develops oral and nonverbal communication skills. 4 credits.

**212 Journalism: Principles and Practice**  
Prerequisite: any first year writing seminar  
The course addresses the role of newspapers in society, the strategies for reporting and writing news, and the ethical and legal ramifications of newspaper reporting. 4 credits.

**213 Investigative Reporting**  
Completion of an investigative project for publication, including choosing an area of study, interviewing and assembling and retention of pertinent documents. Revelatory reporting will be written, packaged with photographs and graphics and published. May Experience ONLY. 2 credits.

**215 Writing for Film and Television**  
Conducted as a workshop on how to write feature films and various types of television drama scripts, this course develops skills used in dramatic writing for visual media, with special focus on film and television. 4 credits.

**220 Writing Poems**  
Prerequisite: any first year writing seminar  
The course will develop students' proficiency in the craft of poetry. Students should be eager to write frequently, to read carefully, and to comment thoughtfully upon the work of other poets - including their classmates. 4 credits.

**222 Writing Fiction**  
Prerequisite: any first year writing seminar  
The course will develop students' proficiency in the craft of prose fiction. Students should be eager to write frequently, to read carefully, and to comment thoughtfully upon the stories of other authors - including their classmates. 4 credits.

**223 Writing Nonfiction**  
Prerequisite: any first year writing seminar  
The course will develop students' proficiency in the craft of nonfiction. Students will do writing exercises, discuss published work, explore prose techniques, and critique their classmates' work. 4 credits.

**225 Writing with Writers**  
Prerequisite: any first year writing seminar  
Supervised by a prominent writer, students will work on their own creative projects. The genre (prose fiction, creative nonfiction, poetry) will change from year to year. May Experience ONLY. 2 credits.
227 Making Comics!: Form + Craft = Product
In Making Comics: Form + Craft = Product, you will do just that; you will make comics. In doing so, you will learn how the peculiar art form of comics (or sequential art, or graphic novel) uses both image and text but ultimately operates in ways that differ from either prose or single-image pieces of art. It is the conjunction of the image and the text that make comics do what they do, so in order to understand that, you will write and you will make the images for at least four book projects. No art or writing pre-requisites are required, though you may be best-served if you have some level of skill in each. The course is not intended to teach you to write or teach you to draw; rather, the intention is to teach you how to combine those two medium for the purpose of dynamic storytelling. May Experience ONLY. 2 credits.

233 Where the Wild Things Live
Literary/ artistic study of wild species found on campus. May Experience ONLY. 2 credits.

250 Interpretive Strategies
GER: TA (Critical, Analytical Interpretation of Texts) 
Prerequisite: any first year writing seminar
The course addresses issues specific to literary and cultural analysis and in the process explores various interpretive strategies through which ideas of the literary and of literary study are engaged. The perspectives examined will vary according to instructor. Students will read primary theoretical texts, and will write about how theories of literature might inform ways of reading prose, poetry, drama, and/or film. 4 credits.

255 Global Issues in Literature
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures) 
Prerequisite: any first year writing seminar
Study of postcolonial responses to and re-authoring of different Western literary canons, including examples from drama, fiction and poetry. Study of literary practices from diverse postcolonial locations (Africa and the Caribbean) to enable understanding of issues of literary adaptations and oppositional writings by third world writers to writings from Europe and America. 4 credits.

260 Indian Pastoral
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures) 
Prerequisite: any first year writing seminar
Introduction to the genre of the pastoral as evidenced in writings about South Asia, both by “Western” and “indigenous” authors either visiting or domiciled in the Indian subcontinent. An array of literary texts of different kinds written in different eras will be considered to help students understand the transformations in the genre (including its parody and subversion) in response to cultural and political developments. Secondary texts will also help construct an appropriate interpretive framework for the primary texts. 4 credits.

301 Literature of the Later Fourteenth Century
GER: TA (Critical, Analytical Interpretation of Texts) 
Prerequisite: any first year writing seminar
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. 4 credits.

302 Literature of Early Modern Britain
GER: TA (Critical, Analytical Interpretation of Texts) 
Prerequisite: any first year writing seminar
A study of literature written during the reigns of the Tudors and the early Stuart monarchs when England began to develop a distinct cultural identity. Emphasis is on poetry and prose. 4 credits.

303 Early Modern Drama
GER: TA (Critical, Analytical Interpretation of Texts) 
Prerequisite: any first year writing seminar
Major works from the golden age of English drama, Shakespeare and/or Shakespeare along with work by his contemporaries, Marlowe, Jonson, Webster, Middleton, Ford. 4 credits.

304 Restoration and Eighteenth-Century English Literature
GER: TA (Critical, Analytical Interpretation of Texts) 
Prerequisite: any first year writing seminar
A survey of English literature and culture from the Restoration of Charles II in 1660 to around 1800, covering a wide range of literary genres, such as Restoration drama, satiric poetry, the travel narrative, the periodical essay, and the novel. The course examines the historical, social, political, and intellectual backgrounds for these texts, such as the declining influence of court culture, the construction of a colonial market economy, discourses of slavery and abolition, and the reevaluation of traditional class and gender hierarchies. Authors studied include Rochester, Wycherley, Behn, Haywood, Aubin, Defoe, Pope, Swift, Fielding, Equiano, and others. 4 credits.

305 British Romantic Literature
GER: TA (Critical, Analytical Interpretation of Texts) 
Prerequisite: any first year writing seminar
A study of the major writers and some less well-known figures from the period 1790-1830: the poets Blake, Wordsworth, Coleridge, Byron, P. B. Shelley, and Keats; the novelists Austen and Scott; the essayists Hazlitt, Lamb, and De Quincey; and others, such as Mary Shelley, Godwin, and Clare. Students will also engage the critical writing of the period as well as relevant current critical and theoretical issues. 4 credits.

306 Victorian Literature and Culture
GER: TA (Critical, Analytical Interpretation of Texts) 
Prerequisite: any first year writing seminar
Study of Victorian fiction, poetry, and prose with an emphasis on major social, cultural, and political concerns and debates in nineteenth-century Britain: industrialization and
modernization, ideologies of class and gender, evolutionary theory and religious ambivalence, new developments in aesthetic theory and literary form. Authors studied include Carlyle, Ruskin, Dickens, Eliot, Browning, Tennyson, Pater, Morris, and Wilde. 4 credits.

307 Literature Before Print
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
The course explores the differences between the way medieval people read - their experience of reading and their training as interpreters of texts - and the way we read today, as well as the complexity and variance of texts created in a pre-print world. 4 credits.

308 Renaissance Epic
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
The nature and purpose of the epic in the European Renaissance through a close study of Dante's Divine Comedy, Ariosto's Orlando Furioso, Spenser's Faerie Queene, and Milton's Paradise Lost. Renaissance theories of allegory and genre and the cultural work of these epics are explored. 4 credits.

311 Settling: Writing in America to 1830
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Study of American literature from the colonial period through Cooper, focusing on major works by Franklin, Brown, and Cooper, and considering such forms as the sermon, diary, captivity narrative, and spiritual biography. 4 credits.

312 Emerson to Dickinson
GER: UQ (Ultimate Questions)
Prerequisite: any first year writing seminar
Study of American literature from Emerson through Dickinson, focusing on such writers as Douglass, Poe, Hawthorne, Melville, Thoreau, Stowe, Whitman. Topics include the possibility of living well, relationships to creation, to God, to evil, and to an expanding, divided federation, compromised by a constitution that allows slavery and disenfranchises women. 4 credits.

321 Victorian Novel
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
The Victorian novel viewed through the lens of both nineteenth-century and modern theories of the novel. Works by Charles Dickens, George Eliot, Charlotte Bronte, Thomas Hardy and others will be examined from the perspective of Victorian literary culture. The work of critics such as Mikhail Bakhtin, Georg Lukacs, Walter Benjamin, Ian Watt, Fredric Jameson, and Franco Moretti will also be studied. 4 credits.

322 Modern British Novel: 1900-1960
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Study of the novel in the British Isles and Empire from 1900 to 1960. Focus on realism, modernism, colonialism, war, and social change. Major writers studied include Conrad, Joyce, Woolf, Forster, Lawrence, Durrell, Greene, and Lessing. Readings will include literary history, criticism, and theory of the modern novel. 4 credits.

323 Global Novel since 1960
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
The contemporary novel from the British Isles, the Caribbean, Canada, Australia, South Asia, and Africa. Focus on postmodernism, postcolonialism, and transnationalism from 1960 to the present. The writers studied include Nai'ipaul, Rushdie, Ondaatje, Gordimer, M. E. W. Skerritt, Atwood, Carey, and Kincaid. Readings will include theory and criticism. 4 credits.

324 Women of Restoration Theater
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
The role of women - as dramatists, actresses, and theater managers - in the development of Restoration drama, including Restoration discussions of sexual and social identities, theories of performance, and the debates about the unseemliness and "wickedness" of women's participation in the theater. Authors studied will include Behn, Centlivre, Cavendish, Pix, Manley, and others. 4 credits.

331 American Novel from Its Beginnings to World War I
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Study of the novel in the British Isles and Empire from 1900 to 1960. Focus on realism, modernism, colonialism, war, and social change. Major writers studied include Conrad, Joyce, Woolf, Forster, Lawrence, Durrell, Greene, and Lessing. Readings will include literary history, criticism, and theory of the modern novel. 4 credits.

332 American Novel from World War I to the Present
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Examination of modern and postmodern novels, emphasizing how these works reflect cultural assumptions about social class, race, ethnicity, gender roles, politics, technology, religion, art and entertainment. Authors might include Fitzgerald, Hemingway, Faulkner, Hurston, M. L. Alum, Kesey, Walker, and Tan. 4 credits.

335 Immersion Journalism
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Study of a fascinating branch of nonfiction writing. Texts
may include works by Thucydidès, George Orwell, A. J. Liebling, Barbara Ehrenreich, and Susan Olean. Students will read as writers, scour the texts for craft and style tactics and critique class members’ essays. 4 credits.

342 Modern British and American Drama
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
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, O’ borne, Arden, Pinter, Shaffer, Bolt, Orton, and Shepard. 4 credits.

343 Drama at Stratford
GER: VP (Visual and Performing Arts)
Prerequisite: any first year writing seminar
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. 4 credits.

345 Travel Study in the British Isles
Texts and culture in the United Kingdom and Ireland. Specific topics will change from year to year. 4 credits.

351 Modern Poetry
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Works by at least a half-dozen prominent poets will be read, analyzed, and evaluated. Although prosody, poetic theory, and the development of modernism will be covered, major emphasis will be on the aesthetic qualities of individual poems and the distinctive sensibilities of individual poets. 4 credits.

361 History of the English Language
GER: HB (Empirical Study of Human Behavior)
Prerequisite: any first year writing seminar
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. 4 credits.

362 English Language: How it Works
GER: HB (Empirical Study of Human Behavior)
Prerequisite: any first year writing seminar
Introduction to basic English linguistics. The difference between prescriptive grammar (the rules we learn in school) and descriptive grammar (the linguistic rules that native speakers of a language have learned). Discussion of the main divisions of linguistics, focusing on the phonology, morphology, and syntax of Edited American English. Study of the ways other dialects, in particular, Southern American English and African American Vernacular English, differ from the standard and exploration of the implications of linguistics on social and educational policy. 4 credits.

370 Victorian Short Fiction
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Introduction to the rich tradition of Victorian short fiction. Authors studied include Charles Dickens, George Eliot, Elizabeth Gaskell, Thomas Hardy, Arthur Conan Doyle, Rudyard Kipling, and Henry James. Students will gain an understanding of historical context, social and political issues, and various cultural discourses (including class and gender) pertinent to reading Victorian short fiction. Also addressed will be matters of style, technique, rhetoric, and narrative point of view. 4 credits.

371 Victorian Detective Fiction
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Study of nineteenth-century detective and sensation fiction writers, including Edgar Allan Poe, Charles Dickens, Wilkie Collins, Conan Doyle, and Mary E. Braddon. These two genres will be read in the context of contemporary debates concerning science and epistemology, criminal psychology and pathology, colonialism and imperialism, modernization and urbanization, and gender and race politics. 4 credits.

372 Studies in Short Fiction
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
This course considers the short story as a genre, beginning with its roots in fables, parables and fairy tales and tracing its development to the dynamic form we see in contemporary work. Students will read both American and international authors and discuss works on the basis of both thematic and formal qualities. 4 credits.

373 Fantasy and Science Fiction
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
The course explores how late-Victorian and Edwardian fantasy and science fiction reflect and comment on an array of turn-of-the-century concerns and discourses: constructions of gender and race; colonialism and imperialism; evolution and atavism; psychology and anthropology; occultism and spiritualism. Authors studied include H. Rider Haggard, H. G. Wells, Robert Louis Stevenson, Rudyard Kipling, and Henry James. Students will gain an understanding of historical context, social and political issues, and various cultural discourses (including class and gender) pertinent to reading Victorian short fiction. Also addressed will be matters of style, technique, rhetoric, and narrative point of view. 4 credits.

374 Stardom and Identity
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Exploration of the historical development of the Hollywood star system and the complex roles stars play in American film and culture, focusing on representative classic and contemporary films “stars,” and analyzing how stars are produced by the studio system and its remnants in the contemporary Hollywood dream factory and remade in the cultural imaginary. 4 credits.
375 Screening Film Noir
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Examination of distinctive stylistic and thematic features of film noir as it emerged in its classic period and as it returns in contemporary American cinema. The course will also consider the "noir anxiety" that emerges around identity as it relates to historical trauma, sexual roles, race and ethnicity and do so with an eye toward assessing the critical social commentary offered by both classic and contemporary noir cinema. 4 credits.

401 Studies in Chaucer
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
The poetry of Chaucer, in Middle English, including some early poems, Troilus and Criseyde, and substantial selections from The Canterbury Tales. Special attention to the development of Chaucer's narrative art, his invention of the Chaucerian persona, and his relevance to postmodern thought, conceived as his self-consciousness about the use of language and his ambivalence about the value of literary art. 4 credits.

402 Shakespeare on Film and in Production
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Study of Shakespeare's plays through films that have been made of them through productions available during the semester in which the course is taught. and by staging scenes from the plays. Shakespeare's written texts may also be studied but will not be the primary focus. 4 credits.

403 Faulkner
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Chronological study of the development of Faulkner's art from Flags in the Dust to Go Down, Moses. Attention paid to the concept of Yoknapatawpha County and to the various innovative narrative techniques Faulkner employed. 4 credits.

404 Major Figures in Early Modern British Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Study of works written by major authors in the reigns of the Tudors and the Stuarts. Authors include Sidney, Spenser, Wroth, Marlowe, Jonson, Milton, or the major lyric poets. Focus on major works in their entirety written by single authors except in the case of the lyric poets. 4 credits.

405 Studies in Gothic Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
The course examines literature that evokes terror and horror, explores the possibility of supernatural forces, portrays mental disintegration, transgresses social, political, and moral norms, and exposes cultural anxieties and oppression. Topics and texts may vary. 4 credits.

406 Religious Poetry in English
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Selected religious poets writing in English in the Christian tradition, from the seventeenth century to the present. Special attention to the function of metaphor in rendering religious experience. 4 credits.

411 Satire
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
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. 4 credits.

412 Autobiographical Lives and Life Writing
GER: UQ (Ultimate Questions)
Prerequisite: any first year writing seminar
Topics include spiritual and moral concerns contrast with other forms, such as biography and memoir, and specific subgenres. Film adaptation or autobiographical film may also be considered. Alternating versions will include either an American emphasis or a global emphasis. 4 credits.

415 Studies in Contemporary American Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Readings in American literature from 1950 to the present, with emphasis on what might make this recent writing different from what came before, or "postmodern" in terms of aesthetics and cultural context. May address fiction, drama and poetry or concentrate on a single genre. 4 credits.

416 Environmental Writing
GER: NE (Humans and the Natural Environment) and TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Focus on works commonly considered major examples of environmental writing and an examination of the theoretical/critical considerations involved in reading these works. Writers to be discussed include James Fenimore Cooper, Henry David Thoreau, John Muir, Aldo Leopold, Rachel Carson, and Barry Lopez. Theoretical problems such as the relation of writing to lived experience and the justice of emphasizing all life over human life will help focus discussions. 4 credits.

417 Experimental Poetries
Prerequisite: any first year writing seminar
Introduction to different kinds of British and American poetries and poetics of the twentieth century: some that reaffirm the well-known persona-centered lyric in various guises and others that question the notions of expressivity and authenticity to redefine the lyric through a relatively more pronounced linguistic experimentation. 4 credits.
418  Shakespeare's Europe/England's Renaissance
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
The influence of important classical and Renaissance European writers on the literature and drama of Shakespeare's England. Topics vary, but may include the impact of authors such as Dante, Ovid, Montaigne, Petrarch, and others on Donne, Herbert, Marlowe, Milton, Shakespeare, Spenser, and their peers. 4 credits.

421  Medieval Arthurian Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Study of the earliest manifestations of the Arthurian stories in the literature of Western Europe in the Middle Ages. The versions of Chrétien de Troyes, the Gawain poet, Malory and others will be studied. 4 credits.

422  Literature of the South
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
The dialogue about race, class, and gender that takes place between writers such as Faulkner, Warren, Gaines, Welty, O'Connor, Walker, and Allison. 4 credits.

423  Literature of the Irish Renaissance
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
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 years of its existence. The major figures studied include Yeats, Joyce, Synge, and O'Connor. 4 credits.

424  Utopian and Dystopian Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
A study of works such as Plato's Republic, Thomas More's Utopia, Jonathan Swift's Gulliver's Travels, William Morris's News from Nowhere, Yevgeny Zamyatin's We, and Kim Stanley Robinson's Red Mars. The starting premise will be that the utopian/dystopian text responds to an ethical demand, an obligation to imagine another time or another place, and that acting upon this demand requires a leap of the literary imagination. In utopian and dystopian texts, ethics and aesthetics intersect to make specific demands on the reader, but also to demand each other's cooperation (no ethics without aesthetics, no aesthetics without ethics in the utopian/dystopian text). 4 credits.

425  Eighteenth-Century Travel Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Study of eighteenth-century narratives of travel and exploration as they relate to the development of English national, social, and political character. Considers the literal and metaphorical representations of travel by examining travel journals and diaries, adventure novels, humanist tracts, and trade pamphlets. Special attention paid to the ethnographic and geographic representations of extra-English territories, in addition to examining the encounter between the British traveler and the people and cultures with whom he or she comes into contact. Authors studied include Behn, Equiano, Aubin, Defoe, Johnson, Montagu, Smollett, and others. 4 credits.

434  Postcolonialisms: Theory and Praxis
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures)
Prerequisite: any first year writing seminar
Introduction to the field of Postcolonial Studies through the study of literary, filmic, and theoretical texts focusing on the historical and ongoing interactions of European and non-European cultures from the perspective of domination, resistance, and the search for alternatives. 4 credits.

435  Writing Africa: Culture and Politics in African Literature
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures)
Prerequisite: any first year writing seminar
A cross-genre survey of the literature of the African Continent. Attention will be paid to significant formal innovations and thematic preoccupations that define African literature. Exploring structures across literary and cultural boundaries like genre, race, gender, class, and politics, in order to gain valuable insights into the relationship between literature and society, especially how texts participate in, and document the changing conditions of African societies. 4 credits.

451  Film Analysis
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Exploration of the fundamentals of film form: narrative construction in the Hollywood system as well as non-narrative 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. 4 credits.

452  Literary Feminisms
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Women's literature in English as a distinct tradition, from the perspective of feminist literary theory and criticism. Structured as a historical and thematic survey of issues in the field; this course will vary in the writers and theorists studied. 4 credits.

453  Slave Narrative to Slave Novel
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Traditional Black Atlantic eighteenth-and nineteenth-century slave narratives and examples from the twentieth-
century “slave novel” or “neo-slave narrative,” taking into consideration the generic issues raised by the slave novel’s reinvention of the traditional slave narrative. Texts engage questions in critique of historiographies, ideologies, and models of interpretation; the relation between memory, writing, and historical representation; and the reproduction of hierarchical categories in the construction of racial, sexual, and gender differences. Texts include Douglass, Equiano, Prince, Jacobs, Bradley, Morrison, G. Jones, E. Jones, and Caryl Phillips. 4 credits.

454 Caribbean Cosmopolitanisms
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
R eading across Caribbean literatures, cultures, languages, and theories which organize the region, exploring the ways in which cosmopolitanisms shape the literary and cultural productions of the Caribbean. Attention paid to the ways cultural hybridity emerges against the persistence of a mythological, cultural, and national homogeneity. Texts may include Shakespeare’s The Tempest, Bronte’s Jane Eyre, Jean Hyss Woodward Sargasso Sea, V. S. Naipaul’s Aínima M en, Alejo Carpentier’s A Kingdom of This World, C. L. R. James’s In the Heat of the Night, Edward Danticat’s The Farming of Bones, Derek Walcott’s The Star-Apple Kingdom, and Jamaica Kincaid’s Lucy. 4 credits.

455 Interpretive Issues in Early Modern Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Early modern British literature in relation to modern theoretical or interpretive concerns. Using literary texts (broadly defined), focus will be on exploring the application of the term “Renaissance” in English literary and cultural history. Topics include the early modern period as a crisis in the histories of science, individualism, gender and sexuality, privacy, literary criticism, and authorship and/or the place of period texts in emerging theories of literature and history. 4 credits.

456 Comparative Ethnicities
GER: WC (World Cultures)
Prerequisite: any first year writing seminar
Emphasis on a comparative approach to Asian American, Jewish American, Native American, African American, Caribbean, U.S.-Latino, and Chicano literatures. Focus will be on how writers of color address histories of ambivalent citizenship; how the immigrant experience and the return home changes both America and the world; the problematic concept of America itself, always seemingly at battle with itself. Some of the rhetorical battles waged over the meaning of an American national and hemispheric identity in the works of Gish Jen, Leslie Marmon Silko, Ralph Ellison, Maxine Hong Kingston, Sherman Alexie, Cristina Garcia, Junot Diaz, Philip Roth, and Edwidge Danticat, among others. 4 credits.

457 African American Drama
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
The history and development of African American drama in the United States from its origins to the present moment. Exploration of the roots of African American drama, the black theater of the Harlem Renaissance, the Little Theater Movement, and the Harlem Unit of the Federal Theater Project. A study of recent major plays from Lorraine Hansberry’s A Raisin in the Sun to Suzan-Lori-Parker’s Topdog-Underdog. 4 credits.

461 Critical and Cultural Theory
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
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. 4 credits.

462 The Stage, Social Struggle, and Theory
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Exploration of the way the theatre and drama become sites for producing social discourses and institutions. Focusing on one or more key periods in world drama, students will study the interrelations of plays, theoretical formulations, and specific material conditions of performance. 4 credits.

471 South Asian Cultural Studies: Literature and Film
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures)
Prerequisite: any first year writing seminar
Introduction to the complex array of issues essential to understanding South Asian cultures in the contemporary context. Examining literary texts and films through interpretive approaches appropriate to the pluralistic cultural traditions of the region and informed by current debates in the humanities. 4 credits.

473 Gender in South Asian Literature and Film
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures)
Prerequisite: any first year writing seminar
Introduction to the various debates over the representations of masculinity and femininity as these categories intersect with other forms of identity and belonging, such as caste/class, nation, race, and sexuality through the reading of literary and filmic texts. 4 credits.

475 Senior Seminar in English
Prerequisite: any first year writing seminar
A seminar exploring a specific topic in literature, language, theory, and/or film. Students engage scholarship and research...
methodologies appropriate to the topic to produce an extensive and significant critical study. Designed for senior English majors. 4 credits.

501 Independent Study
Variable credit.

503 Individualized Internship
Prerequisite: instructor permission
Student will develop an internship to work at a business, agency or media site for approximately 210 hours over the term and will meet the objectives of a learning agreement completed with the employer and approved by a faculty sponsor. Requirements include a work journal, portfolios, and assigned academic papers relating to their internship. Open primarily to seniors and juniors. Cannot not contribute to the major. Cannot not be completed through the pass-no pass grading option. Not repeatable. Variable credit.

505 Structured Internship
Prerequisite: instructor permission
Students will develop internships at businesses, agencies or media sites for approximately 210 hours over the term and will meet the objectives of a learning agreement completed with the employer and approved by a faculty sponsor. The internship site must permit the student a significant degree of professional writing. A weekly seminar class focuses on the objectives and issues of students' experiences as they develop their verbal and written communication skills. Course requirements include a work journal, portfolios, and academic papers relating to their internship. The course is open primarily to seniors and juniors. Cannot not contribute to the major. Cannot not be completed through the pass-no pass grading option. Not repeatable. Variable credit.

Health Sciences

Professors: Caterisano, Feigenbaum, Moss, Patrick, Pearman, W. Pierce (Chair)
Associate Professors: Reed
Assistant Professors: Powers, The
Instructor: Hutchison
Lecturers: Frazier, Murray
Adjunct: J.T. Harris, McFadden, Morlock-Pielet

A major must include:
- HSC-101, 201 and 210
- Two of the following courses: HSC-211, 221, 311, or 323
- Two more courses from the following: 301, 302, 303, or 304
- At least four additional HSC courses numbered between 211 and 501, excluding 242 and 251

Students seeking the B.S. degree must also complete:
- MTH-141 or 150, and
- At least two more courses from the following: BIO 111, 221, 322, CHM 110, 120, 210, EES 110, 111, 112, 118, PHY 111 or 112.

Health Sciences (HSC) Courses

101 Wellness Concepts
GER: MB (Mind & Body)
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 cardio-respiratory endurance, muscular strength and endurance, and flexibility. 4 credits.

151 Current Issues in Public Health
Prerequisite: HSC-101
An examination of major public health issues of regional, national and international concern at the time of the course offering. Topics may vary from year to year. Emphasis will be given to behavioral and policy interventions. May Experience ONLY. 2 credits.

152 Three Great Public Health Pandemics
The historical epidemiology, physiology and public health impact of three of the largest pandemics in human history - the Bubonic Plague of the 14th Century, the Cholera Pandemic of the 19th Century, and the HIV/AIDS Pandemic of the 20th Century. May Experience ONLY. 2 credits.

201 Research & Evaluation in Health Sciences
GER: HB (Empirical Study of Human Behavior)
Prerequisite: HSC-101
Principles of research relevant to Health Sciences focusing on methodology, measurement, and statistical techniques used in the analysis and interpretation of human performance data. Integration of statistical software functions and communication technology used for problem solving. It is recommended that this course be enrolled early in the major. 4 credits.
210 Anatomy and Physiology  
Prerequisite: HSC-101  
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. Integration of statistical software functions and communication technology used for problem solving. It is recommended that this course be enrolled early in the major. 4 credits.

211 Anatomy and Physiology II  
Prerequisite: HSC-210  
Continuation of HSC-210. An integrative study of the structure and function of the following body systems: endocrine, lymphatic, digestive, urinary, reproductive, integumentary. The integration of structural and functional aspects of the human body will be facilitated by the use of anatomical models, interactive computer software, and data collection and analysis. Lecture: 3 hours weekly; Lab: 3 hours weekly. Students may not receive credit for either BIO-118 or BIO-322 after successful completion of this course. 4 credits.

221 Motor Development  
GER: HB (Empirical Study of Human Behavior)  
Prerequisite: HSC-101  
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 experience in motor development included as well as work with atypical clients in the exercise science setting. 4 credits.

230 Analysis of Human Performance  
Prerequisite: HSC-201  
Laboratory techniques for the assessment of the anatomical, cardiopulmonary, neuromuscular and anthropometric components of human movement with an emphasis on the underlying physics and physiology of human motion. Separate laboratory component required. 4 credits.

242 Scientific Principles of Coaching  
Prerequisite: HSC-101  
Concepts of physical conditioning from the theoretical to practical application of program design. Lectures cover current theories on training; discussions engage students in case studies. Labs provide opportunities for testing and preparing athletes. Separate laboratory component required. 4 credits.

244 Scientific Principles of Training  
Prerequisite: HSC-101  
The science of designing effective exercise programs for different populations and sport performances. How to design physical assessment tests and teach proper exercise techniques. 4 credits.

251 Health Education and Physical Activity  
Prerequisite: HSC-101  
Provides 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. 4 credits.

301 Fundamentals of Public Health  
Prerequisite: HSC-101  
An introduction to the academic discipline of public health, including the sub-disciplines of health care systems and disease epidemiology. Emphasis on the theory, planning, implementation and evaluation process for public health interventions. 4 credits.

302 Physical Activity and Public Health  
Prerequisite: HSC-101  
Regular physical activity has long been regarded as an important component of a healthy lifestyle. Scientific evidence links regular activity to a wide array of physical and mental benefits. Examination of the well-documented public health implications associated with leading an active lifestyle. 4 credits.

303 Epidemiology  
Prerequisite: HSC-201  
Introductory course in public health epidemiology methods for infectious and chronic diseases. 4 credits.

304 Community and Environmental Health  
GER: NE (Humans and the Natural Environment)  
Prerequisite: HSC-101  
A study of community and environmental health concepts in the U.S. and in developing countries. Exploration of supportive and non-supportive cultural practices that affect community and environmental health. Research opportunities, engaged and service learning experiences will be included. 4 credits.

311 Physiology of Exercise  
GER: NWL (Empirical Study of the Natural World with laboratory)  
Prerequisite: HSC-201  
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. 4 credits.

313 Medical Aspects of Athletics  
Prerequisite: HSC-101 and BIO-18 or HSC-210  
Prevention and management of athletic injuries. 4 credits.
315 **Fundamentals of Nutrition**  
Prerequisite: HSC-101  
In-depth continuation of the study of nutrition as presented in Wellness Concepts. Study of the structure, function and selection of food to resist disease, improve health and support maximum human performance. 4 credits.

323 **Kinesiology**  
GER: NWL (Empirical Study of the Natural World with laboratory)  
Prerequisite: HSC-101, BIO-118, or HSC-210, and MTH-110, 141 or 150  
Study of living systems in motion. Structured around classic mechanics. Evaluating human motion by the methods of kinematics and kinetics. Topics include: the work-energy theorem, Archimedes' principle, Bernoulli's law and others that govern human motion. Laboratory exercises developed to bridge the gap between lecture materials and real world applications. 4 credits.

331 **Analysis of Cardiovascular Function**  
Prerequisite: HSC-101  
Concepts and laboratory experiments concerning the mechanisms by which the human body functions. Special reference to the effects of acute and chronic exercise. Not open to freshmen. 4 credits.

332 **Practicum in Graded Exercise Testing**  
Prerequisite: HSC-331  
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. 4 credits.

341 **Physiology of Aging**  
Prerequisite: HSC-101  
Physiological basis of changes that occur during the aging process from the cellular to the whole animal level. Demography, evolutionary and mechanistic theories of aging, physiological changes, and the role of physical activity, nutrition, and disease during the aging process. 4 credits.

342 **Clinical Physiology and Rehabilitation**  
Prerequisite: HSC-101  
Pathophysiology, interventions, and comprehensive rehabilitation program design for chronic disease patient populations. 4 credits.

411 **Advanced Principles of Public Health**  
Prerequisite: HSC-301  
Advanced study of public health theory, planning, implementation and evaluation models for individual and community behavior change. 4 credits.

415 **Advanced Nutrition Principles**  
Prerequisite: HSC-315  
Integration of principles of nutrition, etiology of prevalent chronic diseases, exercise physiology and physiology of aging with the purpose of preventing and managing prevalent chronic diseases, optimizing human performance and maximizing quality of life throughout the life cycle. 4 credits.

441 **Sport in Modern Society**  
Prerequisite: HSC-101  
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. 4 credits.

451 **Biomechanics**  
Prerequisite: HSC-210, HSC-311, PHY-111 and MTH-110, 141 or 150  
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. 4 credits.

452 **Principles of Administration**  
Prerequisite: HSC-101  
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. 4 credits.

470 **Senior Seminar in Health Sciences**  
Prerequisite: declared major in Health Sciences  
Discussion based meetings will explore significant issues and trends in the fields of public health sciences. Students will conduct a current literature research study in conjunction with the topics covered in the seminar and make a presentation which encourages students to integrate and to reflect upon their core curriculum and applications to the profession. 4 credits.

475 **Research Seminar in Health Sciences**  
Prerequisite: declared major in Health Sciences  
Students will conceive, design and execute an original research project and make a presentation which encourages them to integrate knowledge from the HSC core curriculum. The seminar will be accompanied by discussions concerning the research process and data analysis. 4 credits.
501 Independent Study
Prerequisite: HSC-101 and a written outline of proposed study for staff approval in the prior term.
Format for the outline should be obtained from the advisor. Provision for non-experimental investigations. Variable credit.

502 Research
Prerequisite: HSC-101 and a written outline of proposed study for staff approval in the prior term.
Format for the outline should be obtained from the advisor. Provision for experimental research. Variable credit.

503 Individualized Internship
Prerequisite: declared major in Health Sciences
Individualized internships are typically developed by students and approved by a faculty sponsor. Working with an on-site supervisor, students develop objectives for the internship experience, write a report of their activities, read professional literature related to their internship experiences, and offer a written and oral summary of their activities at the conclusion of the internship. Course must be enrolled on a pass-no pass basis and will not count toward the Health Sciences major requirements. Variable credit.

505 Structured Internship
Prerequisite: declared major in Health Sciences
Internships 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 through the pass-no pass grading option. Variable credit.

Skills Courses (zero credit, graded on a satisfactory-unsatisfactory basis)

011 Distance Running 0 credits.
012 Muscular Conditioning 0 credits.
021 Archery 0 credits.
022 Badminton 0 credits.
023 Fencing 0 credits.
024 Golf 0 credits.
025 Racquetball 0 credits.
026 Tennis 0 credits.
031 Basketball 0 credits.
032 Team Handball 0 credits.
033 Soccer 0 credits.
034 Softball 0 credits.
035 Volleyball 0 credits.
041 Outdoor Education 0 credits.
042 Unarmed Self-Defense 0 credits.
051 Ballet 0 credits.
052 Jazz Dance 0 credits.
053 Modern Dance 0 credits.
054 Social Dance 0 credits.
055 Techniques in Aerobic Dance Development and Instruction 0 credits.
056 Jazz, Tap and Modern Dance 0 credits.
070 Swimming and Water Safety 0 credits.
071 First Aid
American Red Cross “Responding to Emergencies” includes Cardio-Pulmonary Resuscitation Emergencies. Legal liability is covered. ARC certification is available. Recommended for all teacher certification candidates. 0 credits.
072 Basic Lifeguarding 0 credits.
073 Water Safety Instructor 0 credits.

History

Professors: Barrington (Chair), Benson, Ching, Fehler, O'Neill, Shi, Spear, Strobel, Vecchio
Associate Professor: Nair
Assistant Professors: Hansen, L. Harris, Matsumura, C. Sisman, Tollison

A major in history consists of at least nine courses and must include:
- one foundation course focused on European history: HST-101, 102, 103 or 104,
- one foundation course in North American history: HST-121 or 122,
• one foundation course considering the history of Africa, Asia, or Latin America: HST-141, 142, 145, 151, 152, 155, 156, 161, 162, 165, or 166,
• at least three advanced history courses (courses numbered between 200 and 399),
• HST-475 (75), and
• at least two other history courses.

Majors must complete at least one history course that is designated “pre-modern”.

One first year seminar taught by a member of the history department may contribute to the major, but will not be considered one of the three required foundation courses.

All exceptions to major requirements must be approved by the department chair. Majors wishing to pursue a career in teaching social studies must complete EDU-111, 120, 221, 350, 453, 460, 472, and EDEP-670 in addition to prescribed courses in the major. Further requirements for certification in social studies include HST-237, ECN-111, GGY-230, PSC-101 and 102, PSY-111, SOC-101 or 102, and ANT-101. 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

101 Ancient Europe and the Mediterranean
GER: HA (Historical Analysis of Human Interactions)
The Ancient Near East, Greece, and Rome to c. 500 C.E. Coverage of social, intellectual, political, cultural, and religious developments. 4 credits.

102 Medieval Europe, c. 500 – c. 1450
GER: HA (Historical Analysis of Human Interactions)
European social, intellectual, political, cultural, and religious developments from the break up of the Roman Empire (c.500) to the Renaissance (c.1450). 4 credits.

103 Early Modern Europe
GER: HA (Historical Analysis of Human Interactions)
The European social, intellectual, political, cultural, and religious developments from the era of Renaissance and Reformation through the Age of Absolutism. Key themes include: the Italian Renaissance, voyages of exploration, colonialism, printing press, Protestant and Catholic reformation, Scientific Revolution, religious wars, absolutism and constitutionalism, and the witch craze. 4 credits.

104 Modern Europe, c. 1715 - Present
GER: HA (Historical Analysis of Human Interactions)
The history of Europe from the time of the Enlightenment to the present. Major themes include: the Enlightenment, the French Revolution, nationalism, socialism, liberalism, imperialism, the World Wars, fascism and communism, the Holocaust, post-WW II reconstruction and the Cold War, decolonization, citizenship, immigration, the end of communism, market integration, a common currency, and the evolution of the European Union, and globalization. 4 credits.

121 North America and the United States to 1877
GER: HA (Historical Analysis of Human Interactions)
North American history to 1877 in the context of western traditions and global interactions. 4 credits.

122 United States since 1877
GER: HA (Historical Analysis of Human Interactions)
North American history from 1877 to the present in the context of western traditions and global interactions. 4 credits.

141 Colonial Latin America
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
The Spanish and Portuguese Empires in the western hemisphere, from the first explorations and settlements until the achievement of independence in the 1820s. Includes coverage of political and religious institutions and social issues such as race relations and piracy. 4 credits.

142 Modern Latin America
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
Latin America since the nineteenth century. Topics include: nationalism, military authoritarianism, social revolution and the wealth inequities that have defined the region as part of the developing world. Case studies will often be used to highlight continental trends. 4 credits.

145 History of Africa
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
Survey of Africa from earliest times to the present. Topics include: the peopling of the continent, the development of precolonial politics, cultures and economic systems, the African diaspora; European colonialism; and post-colonialism. 4 credits.
151 Early Middle East
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
A history of the Middle East from the rise of Islam (600s C.E.) to the emergence and growth of the Ottoman Empire (1400s). Topics of consideration are the life and contributions of Prophet Muhammad, the rise and rapid spread of Islam, the exploits and achievements of the Arab caliphates based in Damascus and Baghdad, the rise of the Turks, the age of the Crusades, and the coming of the Ottomans. 4 credits.

152 Modern Middle East
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
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. 4 credits.

153 Islamic Empires: Ottomans, Safavids, Mughals
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
A comparative examination of the rise and “decline” of the three great Muslim empires of the Early Modern period (1400-1800s). Considers the problem of political legitimacy; transformations in religious practices; the relationship among these empires and the West; and lastly their legacies in the modern world. 4 credits.

155 Ancient and Early South Asia
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
Introduction to South Asia from prehistory to the early 16th century. Focus on the transformations of human environments in the Indian subcontinent, such as river-valley settlements, urban development, early state formation, long-distance trade, and mobility. Major themes include: interaction and integration, and diversity of ritual and cultural practices. 4 credits.

156 Modern South Asia
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
The history of South Asia from the 16th century to present. Focus on Mughal dynasties and Indo-Islamic cultures, European traders and the British imperial projects, multiple resistors to imperial rule, and the creation of and challenges facing postcolonial South Asia. 4 credits.

161 Ancient and Early Japan
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
Survey of Japan from its prehistoric origins to the early 17th century. Topics include: archaeology and history, origins of “Japan,” the emergence of the imperial state, court rulership, and the rise of the samurai. 4 credits.

162 Modern Japan
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
Survey of Japan from the 16th century to the present. Topics include: Tokugawa societies and cultures, economic systems, Imperial Japan and world wars, global interactions, modernity and modernization, and contemporary Japanese issue. 4 credits.

165 Ancient and Imperial China
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
The history of Chinese civilization from its origins to 1600. Topics include: ideals of cultural unity and division, classical philosophy, religious beliefs and practices, formation of imperial institutions, economic and intellectual revolutions, conflict and accommodation with neighboring peoples, and epic transformations of state and society. 4 credits.

166 Modern China
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
China in the modern world. Examining major political, social and cultural transformations of the period from the late Qing dynasty to recent dramatic reforms in mainland China and on Taiwan. 4 credits.

201 “Fall” of Rome
Prerequisite: one history course numbered between 100 and 166
Examination of the events and interpretations of the Late Roman Empire, including the rise of successor kingdoms in the West and the survival of the Eastern (Byzantine) Empire. 4 credits.

203 Crusades
Prerequisite: one history course numbered between 100 and 166
The Crusading movement from 1095 to 1291, including its origins, decline, relations with both Byzantium and Islam, and its impact. 4 credits.

206 European Reformations
Prerequisite: one history course numbered between 100 and 166
European history in an age of evolving religious ideologies and increased interaction with the non-European world. Major themes include: matters of religious content, political, cultural, intellectual, and social history. 4 credits.
207 Germany and the Thirty Years' War: War and Peace in Europe
Prerequisite: one history course numbered between 100 and 166
A study of the Thirty Years' War, which devastated early modern Germany, emerged out of particular religious/political constellations of the Holy Roman Empire but was shaped by complex European foreign policy and had long-term impact on European diplomacy.
4 credits.

208 Tudor and Stuart England
Prerequisite: one history course numbered between 100 and 166
Analysis of the period that witnessed England's emergence as a major European power. Emphasis on political, religious, constitutional, foreign policy, and socio-economic transformations of this transitional period.
4 credits.

209 Episodes in British History
Sustained historical analysis of a particular event or theme relating to the British Isles. Possible topics include Anglo-Saxon Riddles, Trial of Charles I, Scottish wars, Elizabeth I vs. Philip II, Irish conquests, Bridewell and Bedlam - Prisons and the Mad, Whigs & Tories, Habeas Corpus, London's Apocalypticism, Cornwallis in India and America, the Street and the Sewer in Victorian England, Cultural History of Jack the Ripper, Oswald Mosley and the British Union of Fascists, the Blitz, Brit Rock and Postwar Social Rebellion, Thatcher's Multicultural Britain. May Experience ONLY.
2 credits.

210 French Revolution and Napoleon
Prerequisite: one history course numbered between 100 and 166
Investigation of ideas, forces and actors in this epic revolutionary period and analysis of results and contributions of Napoleonic dominance in Europe.
4 credits.

211 Twentieth Century Germany
Prerequisite: one history course numbered between 100 and 166
German history from the catastrophic violence of two world wars and the Holocaust, through the process of postwar rebuilding in East and West, to the peaceful revolution that ended the Cold War in 1989 and helped to initiate reunification in 1990.
4 credits.

212 Post-1945 Europe
Prerequisite: one history course numbered between 100 and 166
Comparative history of Europe from World War Two to present; examines a number of societies (the Soviet Union, France, Italy, Poland, Yugoslavia, Germany, Great Britain), highlighting differences and similarities between Eastern and Western Europe while exploring transnational movements and trends.
4 credits.

213 Nation and Race in Modern Europe
Prerequisite: one history course numbered between 100 and 166
Development of concepts of race and nation in Europe since early nineteenth century. Topics include: scientific racism and eugenics; the origins of modern nationalisms; contemporary theories of nationalism; the roots of modern anti-Semitism; ethnic cleansing and genocide.
4 credits.

214 Russian History
Prerequisite: one history course numbered between 100 and 166
Russian political, social, and intellectual history in the nineteenth and twentieth centuries. 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.
4 credits.

215 Women and Gender in European History
Prerequisite: one history course numbered between 100 and 166
The political, economic and social forces affecting women's lives in European society. Beginning with theories of patriarchy, the status of women during the Greco-Roman period, Medieval Europe, the Early Modern Period, the Industrial Revolution and post-industrial society.
4 credits.

216 Race and Empire: The British Experience from 1760
Prerequisite: one history course numbered between 100 and 166
An examination of the rise and fall of the British Empire, focusing on the themes of cross-cultural interactions, changing understandings of race, and the growth of multiculturalism.
4 credits.

221 American (U.S.) Revolution
Prerequisite: one history course numbered between 100 and 166
The ideas, the violence, and the accidents that gave rise to an independent United States of America. The relationship between the Revolution and broader movements such as nationalism and anti-slavery. Stresses the Revolution's European and global contexts.
4 credits.

223 The United States in the Nineteenth Century
Prerequisite: one history course numbered between 100 and 166
Survey of major events and trends in America from 1820-1890, along with focus on selected events and episodes and work with primary materials from the period. Major political, social, economic and cultural transformations, including conflicts over territorial expansion; sectionalism and nationalism; urban and industrial growth; changes in family, community, ethnicity, and spirituality. May include digital or archival components.
4 credits.
224 American (U.S.) Civil War
Prerequisite: one history course numbered between 100 and 166
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. 4 credits.

225 United States Age of Reform
Prerequisite: one history course numbered between 100 and 166
Examination 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. 4 credits.

227 United States since 1941
Prerequisite: one history course numbered between 100 and 166
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. 4 credits.

228 United States Social and Intellectual History
Prerequisite: one history course numbered between 100 and 166
Social reform movements and related ideologies from the American Revolutionary era to the late twentieth century. The evolving role of women and minorities in American society and their changing relationship to power is examined through a focus on gender, race, class, region and ethnicity in the American Revolution, the antebellum reform era, W W II, the social movements of the 1960s and 1970s and the Cold War. 4 credits.

229 African American Experience
Prerequisite: one history course numbered between 100 and 166
Emphasis on the African origins of black Americans, the slave experience, the impact of the Civil War and Reconstruction, and the civil rights movement. 4 credits.

231 History of Women in America
Prerequisite: one history course numbered between 100 and 166
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. 4 credits.

233 American Immigration History
Prerequisite: one history course numbered between 100 and 166
History of immigration to the United States with particular attention to issues of race, ethnicity, and citizenship. Gender and migration, incorporation into American society, the politics of nativism, and exclusion and immigration laws. 4 credits.

234 United States Foreign Policy since 1898
Prerequisite: one history course numbered between 100 and 166
Treatment of the diplomatic history of the United States from 1898 to the present. Emphasis on the rise of the United States as a global superpower. 4 credits.

236 United States South
Prerequisite: one history course numbered between 100 and 166
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. 4 credits.

237 South Carolina
Prerequisite: one history course numbered between 100 and 166
Study of the development of South Carolina as an American state and its unique contribution to the United States as well as the way in which it reflects development in the South and the nation as a whole. 4 credits.

244 Revolution in Modern Latin America
Prerequisite: one history course numbered between 100 and 166
Revolutionary movements in modern Latin America, considering their origins, evolution and outcomes. Case studies and a comparative methodology are likely. Possible cases are Mexico, Cuba and Nicaragua. The role of the United States will be considered. 4 credits.

251 Jews and Christians of the Islamic Lands
Prerequisite: one history course numbered between 100 and 166
Historical analysis of social, economic and religious status of Jews and Christians under Islamic polities since the time of Muhammad to the present day, with particular emphasis on polemic, conflict and cooperation between Jews, Christians and Muslims. 4 credits.

253 Christian Missionaries in the Middle East
Historical analysis of American missionary activities among the Jews, Muslims and “nominal” Christians in the Middle East. More particularly, it will examine the activities of American Board of Committee for Foreign Mission...
(ABCFM), which was the largest missionary organization in the States, founded in Boston after the Second Great Awakening. Includes a trip to Harvard University, where all of the archives of the ABCFM are currently housed, aiming to construct biographies of important missionaries. May Experience ONLY. 2 credits.

256 Gender History of South Asia
Prerequisite: one history course numbered between 100 and 166
Questions of gender in colonial and postcolonial South Asia, and its diaspora. Topics include “tradition” and “modernity,” patriarchy, power and agency, sexuality, and nationalism. Thematically organized to present and critique gender, history, and South Asia, and to introduce global feminisms. 4 credits.

260 Courtiers and Warriors: Narratives of Japan
Prerequisite: one history course numbered between 100 and 166
The multiple narratives of Japanese history by examining the gendered roles and ideals of courtiers and warriors. Concentrates on two interrelated themes: the historical reality and the construction of a mythical ideal both “positive and negative” in historical writings and popular culture in Japan, and exoticized elsewhere. 4 credits.

261 Japanese Social Movements During the Cold War
Prerequisite: one history course numbered between 100 and 166
This course examines the development of Japanese social movements from the 1950s through the late 1980s, focusing on anti-American and anti-ruling party movements that prioritized local autonomy, social justice and environmental sustainability over the mobilization of people and resources to aid the Cold War in Asia. Focus is also placed on the ways in which the history of these turbulent times have been told, and the political consequences of competing narratives. 4 credits.

263 Atomic Bomb in History and Culture
Prerequisite: one history course numbered between 100 and 166
The interaction of science, politics, strategy, and culture in the studies of historians as well as in the literature, films, and theater in twentieth century Japan and the United States relating to the bombings of Hiroshima and Nagasaki. 4 credits.

264 Gender and Technology in East Asia
Prerequisite: one history course numbered between 100 and 166
The social and material structures (technologies) that have shaped gender roles in East Asia, looking at mostly Chinese, Japanese, and Korean experiences. This deliberately broad definition allows for historically tracing the interaction between social norms, material artifacts, and cultural change from the sixteenth century to the present. 4 credits.

268 Twentieth-Century China
Prerequisite: one history course numbered between 100 and 166
Investigating, interpreting and debating China's turbulent twentieth century experience. Following an intensive introduction to Chinese history and approaches to historical analysis, students will embark upon an examination of the extraordinary political, social and cultural transformations of this century through a series of case studies structured largely around sets of primary source documents. 4 credits.

270 Indigenous Australia: Reconstructing the Record
Travel study course to Australia that examines the production of national narratives of history. Students will analyze the role that museums, governments, and historians have played in creating a particular version of Australian history that has marginalized or excluded the indigenous population. May Experience ONLY. 2 credits.

307 Life on the Margins in Early Modern Europe
Prerequisite: one history course numbered between 100 and 166
Major topics in this social history of early modern Europe will include women and the family, poverty and social welfare, disease and health care, criminality and punishment. Special attention will be given to experiences on the “margins” of society. 4 credits.

308 Childhood and Child Welfare in the Modern World
Prerequisite: one history course numbered between 100 and 166
What constitutes a proper childhood? Is there only one way to raise a child? What effect does poverty have on the young, and how far can society go in order to protect children? These are current social questions, but they have been debated for more than three centuries. This course examines the ambiguous history of child-centered activism, exploring the forces, beliefs, and causes that motivate people to take action on behalf of children. Particular focus will be on Britain and the British Empire. 4 credits.

315 Historiography
Prerequisite: one history course numbered between 100 and 166
Exploration of the definition of historiography and studies of varying schools of historiographic interpretation. 4 credits.

321 History of Urban and Suburban America
Prerequisite: one history course numbered between 100 and 166
American Cities and Suburbs. Historical sources of growth and decline; dynamics of natural and built environments; neighborhoods and social space; factors of gender, class, and ethnicity; migration; urban exchange networks, hinterlands and suburbs; historical mechanisms of political power, urban planning; and cultural production. Emphasis on the nineteenth and twentieth centuries. 4 credits.
322 Simulating Historic Communities in Visual Space
Prerequisite: one history course numbered between 100 and 166
Application of architectural modeling, GIS, and gaming technologies to simulation of historic communities in virtual reality. Collection and interpretation of local history evidence. Introduction to virtual modeling tools. Theories of interpretation. Focus on case studies of selected historical communities. Students will construct final projects based on these case study communities. May experience only. 2 credits.

351 Travel Study in Africa
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
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 Africa travel study program. 4 credits.

352 Travel Study in Latin America
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
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 America travel study program. 4 credits.

355 Travel Study in India
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
Focus on interactions between various players in India's complex political and sociocultural past over the last 500 years. Mughal, British, nationalist, and postcolonial periods are addressed. India as both a product and producer of long-distance trade, migration, power plays, and global influence. 4 credits.

356 Travel Study in Eastern Europe
GER: HA (Historical Analysis of Human Interactions)
Prerequisite: one History course numbered between 100 and 166
Investigation of key events, movements and individuals that have shaped the history of the region which includes the former Holy Roman Empire, German, Austrian-Hungarian and Russian Empires since the later Middle Ages. Specific topics and periods to be determined in conjunction with the Eastern Europe travel study program. 4 credits.

357 Travel Study in the Mediterranean
GER: HA (Historical Analysis of Human Interactions)
Prerequisite: one History course numbered between 100 and 166
Investigation of key events, movements and individuals in the Mediterranean region. Specific topics and periods to be determined by the instructor in conjunction with the Mediterranean study away program. 4 credits.

359 Travel Study in the United Kingdom and Ireland
4 credits.

465 Experiential Learning in Local History
Prerequisite: instructor permission
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. Weekly seminar focusing on local history with a culminating, formal presentation required. Variable credit.

475 Senior Seminar in History
Required course for all majors. Discussion-based meetings will explore a specific historical topic and the related historiography. Students will conceive, design, and execute their own research project connected to the main topic of the seminar. All seminars include an assignment encouraging students to integrate and to reflect upon their varied classroom, travel study, and internship experiences over the course of the major. 4 credits.

501 Independent Study
Prerequisite: instructor permission
Majors may pursue an independent study project in cooperation with any member of the department. Topics and the type of project will vary with the interests of individual students. Variable credit.

Interdisciplinary Studies

Interdisciplinary Studies (IDS) Courses

200 Brain and Mind
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. 4 credits.

230 Ideas in the Arts
GER: VP (Visual and Performing Arts)
Investigation of certain ideas and how they manifest themselves in drama, visual arts, and music. 4 credits.

240 Human Sexuality
This survey course in human sexuality will have an interdisciplinary focus, emphasizing biological, psychological, and sociological perspectives. Historical, cross-cultural, religious, philosophical, ethical, and legal issues will also be considered. 4 credits.
259  **E-Merging: Learning Technologies**
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. 4 credits.

301  **Field Work in Medicine**
Prerequisite: PHL-101, SOC-101 and instructor permission
Extensive observation in the medical arena. Observations in several units of a local hospital, a psychiatric facility and at private homes and/or nursing home facilities with a hospice care organization. Emphasis is placed on the sociological and philosophical interpretations of observations. Only available with PHL-302 and SOC-234 by application only. 2 credits.

310  **Pathophysiology**
Prerequisite: BIO-111 and HES-101
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. 4 credits.

370  **England**
8 credits.

371  **Twenty-First Century England**
4 credits.

372  **Survey of European Issues**
Survey of history, politics, economics, and culture of the European continent. Content will include appropriate readings, guest lectures by European experts, structured group travel to selected sites, and independent travel assignments. Only available to students participating in the Brussels travel study program. 4 credits.

**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.

201  **History of Ideas in Context I**
GER: Dependent on topic; consult term-specific course listings
Texts and ideas from a variety of disciplines and genres including the humanities, fine arts, and political philosophy in both Western and non-Western cultural contexts. Topics will vary. 4 credits.

202  **History of Ideas in Context II**
GER: Dependent on topic; consult term-specific course listings
Texts and ideas from a variety of disciplines and genres including the humanities, fine arts, and political philosophy in both Western and non-Western cultural contexts. Topics will vary. 4 credits.

301  **Issues in the Humanities**
GER: TA (Textual Analysis)
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. 4 credits.

**May Experience (MXP) Courses**

130  **Virtual Identities**
Students will explore what it means to construct, present and experience the self as avatar. They will investigate decisions people make in identity creation, possible reasons behind the decisions, and the impact these choices have on an individual’s behavior and interactions in a virtual environment. May Experience ONLY. 2 credits.

140  **Just Eating: Considering Sustainable Food Practices**
This class will explore three popular strategies of sustainable food systems: diets based on organic, vegetarian and/or local agriculture. Students will be asked which aspects are truly beneficial to the individual, the environment, and society; and which aspects are just “greenwashing” or lead to unexpected consequences. To answer these questions, the class will engage in a rigorous examination of the sustainability of food through readings, movies, speakers, visiting local farms and markets, and hands-on experiences. Students will be required to evaluate and synthesize information from diverse sources, including their own experiences. Each student will be encouraged to develop his/her own ethic of being a food consumer. May Experience ONLY. 2 credits.

150  **Muggles & Mudbloods: The Sociology of Harry Potter**
The first segment will center on using the world of Harry Potter as a lens to illustrate and examine sociological theories, concepts, and issues, such as race, class, gender, and religion. The second segment will then investigate whether and how the Harry Potter series, as a social phenomenon, has impacted some of these issues in the real world. [Having read (a majority of) the H P book series is expected before taking this course.] May Experience ONLY. 2 credits.
400 Global Issues Forum - Human Rights
Interdisciplinary and collaborative research on an issue of
global importance, human rights. Development of leadership
skills by determining ways to act, and to motivate others to
act, on the issue. May Experience ONLY. 2 credits.

433 Communication, Culture & Identity in New
Zealand
Travel study program to New Zealand examining the
role of mass media in shaping and reviving the identity
of its inhabitants as Māori, Pākehā, and New Zealanders.
Readings will help to understand the historical context
for the emergence of these identities. Students will visit
museums, education centers, and Māori cultural sites, as well
as radio and television stations in Auckland, Wellington, and
Christchurch. They will also meet with prominent scholars
and with New Zealand politicians who make broadcast policy.
These contacts, along with the assigned readings,
will prepare students for writing assignments in which they
analyze the impact of media institutions and practices on the
creation of identity. May Experience ONLY. 2 credits.

Science (SCI) Courses

101 Mission to Mars
GER: NW (Empirical Study of the Natural World)
An interdisciplinary analysis of plans to develop a manned
space mission to Mars from a physical science perspective,
with a focus on experimentation, historical contributions,
and the relationship between science and society. 4 credits.

102 Living, Changing Planet Earth
GER: NW (Empirical Study of the Natural World) and NE
(Humans and the Natural Environment)
Prerequisite: SCI-101
Major discoveries and controversies in biology and earth
science are analyzed with reference to their history, scientific
basis, public perception, and impact on planet earth. 4 credits.

150 Introduction to HHMI (Howard Hughes
Medical Institute) Undergraduate Research
Introduction of concepts necessary to conduct
undergraduate research through the Howard Hughes
Medical Institute. Good laboratory practice, ethical conduct
of research, and scientific presentation and publication. May
Experience ONLY. 2 credits.

175 HHMI (Howard Hughes Medical Institute)
Seminar
Prerequisite: instructor permission
Opportunities for HHMI program participants and other
interested students to learn about interdisciplinary research in
the sciences. 1 credit.

502 Interdisciplinary Research
Variable credit.

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 four to six
courses (16-24 credits) of related course work
selected from no fewer than three departments. At
least 12 of the required credits will 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 eight concentrations:
Ancient Greek and Roman Studies, Black Cultures
in the Americas, English for Speakers of Other
Languages, Environmental Studies, Latin American
Studies, Poverty Studies, Science Education and
Women’s, Gender, and Sexuality Studies.

Ancient Greek and Roman Studies
To satisfy the requirements for a concentration in
Ancient Greek and Roman Studies, students complete
at least five courses (20 credits) from the following list.
At least three different disciplines and two departments
must be represented. The disciplines include Classics,
Greek, Latin, Art, Communication Studies, History,
Philosophy, Political Science, Religion, and Theatre
Arts. The departments involved are Classics, Art,
Communication Studies, History, Philosophy, Political
Science, Religion, and Theatre Arts.

Only one course (4 credits) may also count toward
a Core or Global Awareness general education
requirement. Other courses, such as first year seminars,
study away programs, and May experiences, may be
considered on a case-by-case basis.
GRK-201 (Intermediate Greek) or LTN-201
(Intermediate Latin) is recommended but not required.

ART-230  Arts of the Ancient World I:
    Egypt, Near East and Greece
ART-231  Arts of the Ancient World II:
    Etruscans and Rome
CLS-111  Introduction to Classics
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CLS-120</td>
<td>Mythology</td>
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<td>CLS-211</td>
<td>Classical Archaeology</td>
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<td>CLS-220</td>
<td>Greek Civilization</td>
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<td>CLS-221</td>
<td>Roman Civilization</td>
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<tr>
<td>CLS-230</td>
<td>Reading Greek Literature</td>
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<td>CLS-231</td>
<td>Reading Latin Literature</td>
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<td>CLS-320</td>
<td>Travel Study in Classical Civilizations</td>
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<td>CO M -311</td>
<td>Rhetoric in the Ancient World</td>
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<tr>
<td>GR K -201</td>
<td>Intermediate Greek</td>
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<td>GR K -210</td>
<td>Greek New Testament</td>
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<td>GR K -220</td>
<td>Koine and Hellenistic Greek</td>
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<td>GR K -231</td>
<td>Greek Epic</td>
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<td>Greek Drama</td>
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<td>GR K -233</td>
<td>Greek Prose</td>
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<td>H ST-101</td>
<td>Ancient Europe and the Mediterranean</td>
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<td>H ST-201</td>
<td>The &quot;Fall&quot; of Rome</td>
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<td>LTN-201</td>
<td>Intermediate Latin I</td>
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<td>LTN-202</td>
<td>Intermediate Latin II</td>
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<td>LTN-231</td>
<td>Literature of the Roman Republic</td>
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<td>LTN-232</td>
<td>Literature of the Augustan Age</td>
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<td>LTN-233</td>
<td>Literature of the Roman Empire</td>
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<td>LTN-234</td>
<td>Literature of the Late Antique and Medieval</td>
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<td>P H L -201</td>
<td>Ancient Philosophy</td>
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<td>PSC-103</td>
<td>Introduction to Political Thought</td>
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<tr>
<td>PSC-270</td>
<td>Classical Political Thought</td>
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<td>R EL-112</td>
<td>New Testament and Early Christianity</td>
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<td>R EL-318</td>
<td>Jesus and the Gospels</td>
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<tr>
<td>R EL-319</td>
<td>Paul's Life and Thought</td>
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<tr>
<td>T H A -210</td>
<td>Theatre History I</td>
</tr>
<tr>
<td>EN G -403</td>
<td>Faulkner</td>
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<td>EN G -422</td>
<td>Literature of the South</td>
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<td>EN G -453</td>
<td>African American Literature</td>
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<td>EN G -454</td>
<td>Caribbean Cosmopolitanism</td>
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<td>H ST-224</td>
<td>The American Civil War Era</td>
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<td>H ST-229</td>
<td>The African American Experience</td>
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<td>H ST-236</td>
<td>The South</td>
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<td>H ST-237</td>
<td>South Carolina</td>
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<td>P H L -240</td>
<td>Africana Philosophies</td>
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<tr>
<td>PSC -204</td>
<td>Civil Rights and the U.S. Constitution</td>
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<td>PSC -208</td>
<td>Urban Politics</td>
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<tr>
<td>PSC -209</td>
<td>Southern Politics</td>
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<td>PSC -210</td>
<td>Interest Groups and Political Movements</td>
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<td>PSC -211</td>
<td>Race and Ethnic Politics</td>
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<td>R EL-232</td>
<td>African-American Religious History</td>
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<tr>
<td>S O C -223</td>
<td>Urban Community</td>
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<tr>
<td>S O C -251</td>
<td>Social Movements and Collective Behavior</td>
</tr>
</tbody>
</table>

Black Cultures in the Americas (BCA) Course

475 Black Cultures in the Americas: Critiques and Interpretations
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. 4 credits.

English for Speakers of Other Languages

To satisfy the requirements for the concentration in English for Speakers of Other Languages, students must complete:
- EDU -501, ENG -362, LNG -210, M LL -350, and
- two more courses from at least two of the following:

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-361 History of the English Language

Linguistic Analysis:
LNG-220 Linguistic Analysis
LNG-230 Language as Social Phenomenon
LNG-305 Second Language Learning and Acquisition

Analysis of Modern Languages:
FRN -405 Introduction to French Linguistics
GRM -405 Introduction to German Linguistics
SPN -405 Introduction to Spanish Linguistics

Environmental Studies

To satisfy the requirements for the concentration in Environmental Studies, students must complete:

• EES-112,
• EST-301, and
• at least four credits from each of the three groups listed below, eight of which must be above the introductory level and only four 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:
ANT-303 Cultural Ecology
AST-260 Environment and Health in India
BUS-312 Sustainable Corporation
ECN -234 Urban Economics
ECN -235 Population, Economy, and Society
ECN -236 Economics of the Environment
ECN -238 Public Finance
ECN -243 Economic Growth and Development
HSC -304 Community and Environmental Health
MXP -140 Just Eating: Considering Sustainable Food Practices
PSC -205 Public Policy and Administration
PSC -210 Interest Groups and Political Movements
PSC -213 Environmental Policy
PSC -214 Environmental Law and Conservation Advocacy
PSC -224 Politics of Africa
PSC -282 Land Conservation Policy
PSC -513 Conservation and Renewable Energy
SO C -221 Population, Economy, and Society
SO C -222 Population and Environment
SO C -251 Social Movements and Collective Behavior

Humanities:
ENG-416 Environmental Writing
PHL-301 Ethics
PHL-303 Environmental Ethics
PHL-304 Ethics of Globalization
PHL-320 Philosophy of Science
REL -361 Religion and Science
REL -362 Religion and the Environment

Natural Sciences:
BIO -102 Biology and the Environment
BIO -340 General Ecology
BIO -341 Tropical Ecology
BIO -342 Field Studies in Tropical Ecology
BIO -343 Environmental Systems
BIO -344 African Ecology
BIO -430 Natural Resource Management
CHM -101 Chemistry for Non-Science Majors: An Environmental Perspective
CHM -440 Environmental Chemistry
EES-201 Geographic Information Systems
EES-210 Surficial Processes
EES-230 Watershed Hydrology
EES-280 Landscape Ecology and Planning
EES-281 Sustainability and Low Carbon Societies
EES-330 Hydrogeology
EES-343 Environmental Systems
EES-360 Geology and Sustainability of India
EES-410 Atmosphere, Ocean, and Climate Dynamics
PHY -104 Energy—of Man, Creation and Calories
SUS -120 Principles of Sustainability Science
SUS -242 Dynamic Systems Modeling

Environmental Studies (EST) Courses

001 Biodiesel Production
Provides 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. Course will include weekly discussions concerning alternative fuels and environmental issues. 0 credits.

301 Environment and Society
GER: NE (Humans and the Natural Environment)
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). 4 credits.
Latin American Studies

To satisfy the requirements for the concentration in Latin American Studies, students must complete:
• SPN-201,
• LAS-470, and
• at least twelve more credits 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.

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ART-260</td>
<td>Art of Pre-Columbian Societies</td>
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<tr>
<td>BIO-341</td>
<td>Tropical Ecology</td>
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<td>BIO-342</td>
<td>Field Studies in Tropical Ecology</td>
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<td>BIO-424</td>
<td>Biology of the Andes/Galápagos</td>
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<td>HST-141</td>
<td>Colonial and Revolutionary Latin America</td>
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<td>HST-142</td>
<td>Modern Latin America</td>
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<td>HST-233</td>
<td>American Immigration History</td>
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<td>HST-244</td>
<td>Evolution in Modern Latin America</td>
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<td>HST-352</td>
<td>Travel Study in Latin America</td>
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<tr>
<td>PHL-260</td>
<td>Latin American Philosophy</td>
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<td>PSC-230</td>
<td>Politics of Latin America</td>
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<td>PSC-244</td>
<td>Issues in Latin American Politics</td>
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<tr>
<td>SPN-210</td>
<td>Intermediate Spanish II</td>
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<td>SPN-240</td>
<td>Latin American Civilization</td>
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<tr>
<td>SPN-340</td>
<td>Foreign Study in Spanish-American Literature</td>
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<tr>
<td>SPN-350</td>
<td>Foreign Studies in Contemporary Spanish-American Culture</td>
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<td>SPN-361</td>
<td>Survey of Spanish-American Literature</td>
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<td>SPN-440</td>
<td>Spanish-American Narrative</td>
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<td>SPN-445</td>
<td>Latin American Women’s Literature</td>
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<td>SPN-448</td>
<td>Spanish-American Short Story</td>
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<tr>
<td>SPN-460</td>
<td>Readings in Spanish-American Literature</td>
</tr>
</tbody>
</table>

Latin American Studies (LAS) Courses

470 Issues of Latin America
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. 4 credits.

Poverty Studies

To satisfy the requirements for the concentration in Poverty Studies, students must complete:
• PVS-101,
• an internship, and
• at least five more courses from the following, with no more than two from any one discipline, which must include at least one course from either economics or political science.

No more than one May Experience may contribute to concentration requirements.

The poverty studies internship must deal directly with people living in poverty and must be completed as an 8-10 week full-time summer experience. Normally, the internship will be undertaken after successful completion of PVS-101 Introduction to Poverty Studies and completed prior to the beginning of the junior year. Sites must be approved by the Poverty Studies Coordinator and Furman’s Internship Program Director.

For course descriptions, see listings under individual departments. On occasion, special topics courses are offered that also satisfy the requirements for the concentration.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ECN-233</td>
<td>Economics of Gender</td>
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<tr>
<td>ECN-237</td>
<td>Economics of Poverty and Inequality</td>
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<td>ECN-243</td>
<td>Economic Growth and Development</td>
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<tr>
<td>EDU-111</td>
<td>Perspectives on American Education</td>
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<td>FRN-445</td>
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SO C - 241 Social Class in America
SO C - 243 Race and Ethnic Relations
SO C - 260 Global Health Inequities
SPN - 240 Latin American Civilization

Poverty Studies (PVS) Courses

101 Introduction to Poverty Studies
Explorations of poverty from multiple perspectives: definition, scope, and measurement; experiences and effects of living in poverty; individual and structural causes; rights, claims, and obligations regarding poverty; successes and failures in the alleviation of poverty; current proposals for addressing poverty. 4 credits.

102 Living in Poverty: Orientation to PVS Internships
Readings, lectures, field experiences, community speakers, and critical reflection to assist students who are considering internships associated with the Poverty Studies concentration or other similar experiences. May Experience ONLY. 2 credits.

105 Poverty, Ethics, and the Law
A consideration, through readings, discussions and field trips (to courtrooms, Legal Aid, public defenders, ICE, DSS, prisons) of the factual and ethical aspects of the relationship between poverty and the law in the U.S. May Experience ONLY. 2 credits.

Science Education

To satisfy the requirements for the concentration in Science Education, students must complete, at least 20 credits in three or more disciplines, including:

- EDU - 464,
- eight to fourteen credits from the following list of general options
- two to eight credits from the following list of teaching experiences.

One May Experience course and one first year seminar may contribute to the concentration when the topic has been deemed appropriate by the Science Education oversight committee. No more than one course may also contribute to meeting the requirements in another major field of study. No more than eight credits in introductory courses (first year seminars or courses numbered between 100 and 199) may contribute to the concentration.

General:
- COM - 101 Public Speaking
- COM - 351 Advocacy
- CSC - 271 Morals, Laws and Society in a Digital Age
- EDU - 120 Human Growth and Development
- EDU - 221 Education of Students with Exceptionalities
- HST - 263 Atomic Bomb in History and Culture
- PHL - 320 Philosophy of Science
- PSC - 210 Interest Groups and Political Movements
- PSC - 315 Media and Politics
- PSY - 211 Childhood and Adolescence
- PSY - 213 Adulthood and Aging
- R EL - 361 Religion and Science
- R EL - 362 Religion and the Environment
- WGS - 240 Women in Science

Teaching Experiences

- BIO - 461 Teaching Methods and Materials in Biology
- CHM - 461 Teaching Methods and Materials in Chemistry
- CSC - 476 Teaching Methods in Computer Science
- EDU - 333 Science in Grades PK - 6
- EDU - 454 Teaching Science in Grades 9-12
- EDU - 465 Informal Science Education
- PHY - 461 Teaching Methods and Materials in Physics

For course descriptions, see listings under individual departments. On occasion, May Experiences, first year seminar, and/or temporary topics courses are offered that also satisfy the requirements for the concentration.

Women’s, Gender, and Sexuality Studies

To satisfy the requirements for the concentration in Women’s, Gender, and Sexuality Studies, students must complete at least four courses in at least three different disciplines from the list below. One first year seminar may contribute to the concentration when the topic has been deemed
appropriate by the Women's, Gender, and Sexuality oversight committee. A seminar applied to concentration requirements will not be considered for disciplinary distribution purposes.

Courses equivalent to Women's, Gender, and Sexuality offerings completed elsewhere and independent study on an appropriate topic may contribute to the concentration no more than once each and must be approved by the Women's, Gender, and Sexuality oversight committee.

For course descriptions, see listings under individual departments. On occasion, special topics courses are offered that also satisfy the requirements for the concentration.

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Women's, Gender, and Sexuality Studies (WGS) Courses

230 Issues in Women's, Gender, and Sexuality Studies
Focus on both classical and contemporary issues in Women's, Gender, and Sexuality Studies. 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. 4 credits.

240 Women in Science
Study of the obstacles faced by women in science. Topics include: strategies used to overcome obstacles, professional relationships, the "female perspective" and current issues. Group projects will be developed through on-going discussions, selected readings, and individual research. 4 credits.

250 Introduction to Queer Theory and Sexuality Studies
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: any first year writing seminar
Study of Foucault, Butler, Sedgwick, Anzaldua, Edelman, Mercer and Ferguson among others to understand what it means to say that sexuality has a history and that it is socially constructed. Topics include the ways queer theory problematizes the connections among sex, gender, and sexuality; modern lesbian, gay, and transgendered movements; and anti-identitarian alternatives to normative sexual regimes. 4 credits.

504 Directed Independent Study
Under the supervision of a Women's, Gender, and Sexuality 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, Gender, and Sexuality Studies oversight committee. Project culminates in a paper, presentation, performance or other appropriate activity. Variable credit.

Mathematics

Professors: Cook, Fray, J.M. Harris, Lewis, Poole, Rall, Shell, Sherard, Slaughter, Woodard (Chair)
Associate Professor: Hutson
Assistant Professors: Bouzarth, Frick

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-110, 241, 301, and 302). A major normally consists of 11 courses in mathematics beyond MTH-150 and must include:

- MTH-250 and 260,
- MTH-350 or 450,
- MTH-360 or 460, and
- at least seven more from the following: MTH-151, 160, 235, 255, 320, 325, 330, 335, 340, 341, 350, 360, 420, 450, 451, 460, 461 or 504.

For students planning for graduate study in mathematics, the department strongly recommends that in addition to the four required courses the major should include: MTH-255, 450, 451, 460, and 461.

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-255, 325, 340, 341, 450, and 460. These students must also successfully complete EDU-111, 120, 221, 350, 455, 460, 472, and EDEP-670 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-255, 335, 340, 341, 350 and at least two courses from MTH-450, 451, or 460. The department also recommends at least one course from CSC-231, 461, or 465.

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 CSC-101) and mathematics courses enrolled (excluding MTH-110, 241, 301, and 302).

Majors must successfully complete:

- CSC-121, 122, 345, 361, and 461,
- CSC-261 or MTH-260,
- MTH-141 or 150,
- MTH-151, 160, 250, 255, and
- at least one of the following: MTH-260, 335, 340, or 360.

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-100) and at least a 2.00 grade point average for all mathematics courses attempted (excluding MTH-110, 241, 301, 302).

A major must include:

- ECN-111, 331, 345, 346 and 475,
- at least one more economics course numbered 201 or greater, excluding ECN-225 and 503,
- MTH-151, 160, 250, 340 and 341, and at least one more course from the following: MTH-235, 255, 260, 360, 335, or 450.
- Mathematics-economics majors are also advised to enroll in CSC-121 and 465.

Mathematics (MTH) Courses

110 Finite Mathematics
G E R: M R (M athematics & Formal Reasoning)
Topics include: 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-260 (28) or any mathematics course numbered 301 or greater. 4 credits.
140  Integrated Precalculus/Calculus I
Prerequisite: appropriate placement
Introduction to the theory and methods of differential calculus. Topics include functions, graphs, limits, continuity and derivatives. May not be enrolled on a pass-fail basis. 4 credits.

141  Integrated Precalculus/Calculus II
GER: M.R. (Mathematics & Formal Reasoning)
Prerequisite: MTH-140
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. 4 credits.

150  Analytic Geometry and Calculus I
GER: M.R. (Mathematics & Formal Reasoning)
Prerequisite: appropriate placement
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. 4 credits.

151  Analytic Geometry and Calculus II
Prerequisite: MTH-141 or 150
The second course in the standard calculus sequence. 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. 4 credits.

160  Vectors and Matrices
Prerequisite: MTH-151
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. 4 credits.

235  Operations Research
Prerequisite: MTH-160
Application of mathematical modeling and analytical methods to make better decisions. Topics include modeling, algorithm design, discrete linear function optimization with linear constraints, convexity, duality, sensitivity analysis, and optimality criteria. 4 credits.

241  Introduction to Statistics
Prerequisite: MTH-110, 141 or 150
Non-calculus based 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 after completing MTH-341 or receiving credit for ECN-225. 4 credits.

250  Vector Calculus
Prerequisite: MTH-160
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. 4 credits.

255  Differential Equations
Prerequisite: MTH-160
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. 4 credits.

260  Introduction to Discrete Mathematics
Prerequisite: MTH-151
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, coloring, etc.). 4 credits.

301  Mathematics for Elementary School Teachers I
Prerequisite: MTH-141 or 150
Problem solving and mathematical reasoning; sets and set operations; functions; numeration systems; the systems of whole numbers, integers, and rational numbers; algorithms; mental computation; elementary number theory; teaching strategies, materials, and technologies for these topics in grades pre K-6. 4 credits.

302  Mathematics for Elementary School Teachers II
Prerequisite: MTH-301
Decimals and percents; elementary probability; descriptive statistics; geometry of shapes in two and three dimensions; congruence and similarity; measurement; geometric transformations; teaching strategies, materials, and technologies for these topics in grades pre K-6 and field-based experiences in area schools. 4 credits.

320  Number Theory
Prerequisite: MTH-301
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. 4 credits.
325 Modern Geometry
Prerequisite: MTH-260
Development of Euclidean and non-Euclidean geometries. Topics include axiom systems, models, congruence theorems, parallel postulates, and the philosophical and historical background to geometry. 4 credits.

330 Combinatorics and Graph Theory
Prerequisite: MTH-260
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. 4 credits.

335 Mathematical Models and Applications
Prerequisite: MTH-250 and 255
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, R ichardson's arms race model, and population growth models Other topics discussed are linear programming, voting problems, and Markov chains. 4 credits.

340 Probability
Prerequisite: MTH-250
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. 4 credits.

341 Mathematical Statistics
Prerequisite: MTH-340
Calculus-based course in statistics covering sampling, estimation, hypothesis testing, chi-square tests, regression, correlation, analysis of variance, experimental design, and nonparametric statistics. 4 credits.

350 Complex Variables
Prerequisite: MTH-250
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. 4 credits.

360 Linear Algebra and Matrix Theory
Prerequisite: MTH-160 and 260
Study of finite dimensional real vector spaces, linear transformations, determinants, inner product spaces, eigenvalues and eigenvectors. 4 credits.

420 Topology
Prerequisite: MTH-260
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. 4 credits.

450 Real Analysis
Prerequisite: MTH-260
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. 4 credits.

451 Topics in Analysis
Prerequisite: MTH-450
An in-depth investigation of selected topics in analysis. 4 credits.

460 Modern Algebra
Prerequisite: MTH-260
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. 4 credits.

461 Topics in Algebra
Prerequisite: MTH-460
An in-depth investigation of selected topics in abstract algebra. 4 credits.

504 Directed Independent Study
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. Variable credit.

Military Science

Professor: Gilleran
Associate Professor: H. Anderson
Assistant Professor: W. Price
Instructors: Cobb, Cortes, Johnson

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: MSL-101, 102, 111 (required for all contracted cadets), 201 and 202 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: MSL-301, 302, 401 and 402
- 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 Test (CWST),
- meet or exceed all university degree requirements.

Any student may take basic courses during their freshman and sophomore years (MSL-101, 102, 111, 201 and 202) without incurring a military obligation. Courses numbered 301 and greater are open to contracted ROTC cadets only.

Military Science Leadership (MSL) Courses

101 Introduction to Leadership I
Introduction to challenges and competencies critical for effective leadership. Development of life skills such as goal setting, time management, physical fitness, and stress management as they relate to leadership, officerhip, and the Army profession. 0 credits.

102 Introduction to Leadership II
Overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Exploring dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. 0 credits.

111 American Military History
Historical perspective on decisions made by American military leaders and study of major military engagements from the colonial period through the current operating environment. Examination of motivational devices, battle strategies, rules of engagement, supply management, transportation, and logistics. Review of approaches officers used throughout history to lead their troops into battle and inspire them to victory that cadets can continue to employ today. Limited to freshmen and sophomores interested in participating in the ROTC program. 4 credits.

201 Foundations of Leadership I
Explorations of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced by planning, executing and assessing team exercises and participating in leadership labs. 2 credits.

202 Foundations of Leadership II
Examination of the challenges of leading tactical teams in the complex Contemporary Operating Environment (COE). Highlighting dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. 2 credits.

301 Tactical Leadership
Study, practice, and evaluation of adaptive team leadership skills learned throughout the first two years of the Military Science Leadership program while presented with the demands of the ROTC Leader Development and Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. Systematic and specific feedback on leadership abilities within the 23 leadership dimensions. 2 credits.

302 Applied Leadership
Continued development and preparation for the demands of ROTC Leader Development and Assessment Course (LDAC). Serves as the final evaluation of the Cadets’ leadership philosophy, style and character prior to taking a position on the Cadet staff. Increasingly complex and challenging leadership scenarios to develop ability to lead under pressure. Systematic and specific feedback on leadership abilities within the 23 leadership dimensions. 2 credits.

401 Developmental Leadership
Developing proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Situational opportunities to assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare students to transition to becoming an Army officer. 2 credits.
Adaptive Leadership
The dynamics of leading in the complex situations of current military operations in the Contemporary Operating Environment (COE). Examination of differences in customs and courtesies, military law, principles of war, rules of engagement and law of land warfare in the face of international terrorism. Exploring aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. 2 credits.

Modern Languages and Literatures

Professors: W. Allen (Chair), Bartlett, Bost, Cherry, Chew, Cox, Kearns, Maiden, Morgan, Patton, Pecoy, Prince, Yagi
Associate Professors: Cass, Friis, Kuoshu, Lozano-Alonso, M anye, M assel
Assistant Professors: Bessy, Knouse, Rasch, Rippon, Zhang
Lecturers: Culberson, Grant, Mills, Strickland, Tokunaga

Modern Languages and Literatures offers courses focused on languages, literatures, and cultures found throughout the modern world. The department offers majors in French, German Studies, and Spanish; it also participates in the Asian Studies major, the English for Speakers of Other Languages and Latin American Studies concentrations. Extensive offerings are also available in Chinese, Japanese, Linguistics, and the study of Asian film and literature along with beginning courses in Hindi and Italian.

All incoming freshman and transfer students who have previously studied French, German, or Spanish should take a placement test in that language. Placement tests are mandatory for any student who intends to continue in a language previously studied. The placement test determines the lowest level at which students may receive credit and where they will begin their study of the language at Furman. Students may opt to begin a new language.

Students who have previously studied Chinese or Japanese will meet with the appropriate language coordinator to determine placement.

Students may not enroll in a modern language course through the pass-no-pass grading option until they have satisfied the general education requirement in foreign language.

French Major
A major normally consists of at least eight courses beyond FRN-20 and usually includes:
• FRN-215, 331, 332, 333, and
• at least four more courses numbered 210 or greater in French including at least one course numbered 400 or greater.

German Studies Major
A major normally consists of eight courses in German Studies beyond GRM-201 and should include:
• GRM-215 or 301,
• GRM-220 or 230, and
• at least six of the following courses:
  • GRM-305, 332, 335, 336, 337, 405, 414,
  • 415, 430, 466.

On occasion, special topics courses are offered that also satisfy the requirements for the major.

Two of the following courses may be substituted for two of the six courses listed above: HST-206, HST-211, PSC-320, PSC-221, PHL-203, and PHL-205.

Spanish Major
A major normally consists of at least eight courses beyond SPN-20 and usually includes:
• SPN-215 and 331,
• SPN-220 or 240,
• SPN-332 or 361, and
• at least two additional literature courses numbered 300 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 away program before their senior year as well.
Majors wishing to be certified to teach French or Spanish must successfully complete LNG-210, either FRN-305 or SPN-305, MLL-450, a study away experience, and EDU-111, 120, 221, 350, 460, 472, and EDEP-670 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-350 is a further option for students wishing to teach English to non-native speakers.

Language houses in Chinese, French, German, Japanese and Spanish are located in the North Village residential complex. Amid 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 and seminars, offers cable television and 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 house lives in the house and helps to coordinate program activities. All students participating in the language house must enroll in a year-long course sequence (numbered 265 and 266) offered in conjunction with the program.

Chinese (CHN) Courses

110 Elementary Chinese I
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. 4 credits.

120 Elementary Chinese II
GER: FL (Foreign Language) for students seeking the Bachelor of Science degree only
Prerequisite: CHN-110
Continuation of work on the sound system and grammatical structures necessary to develop listening and speaking skills in Mandarin Chinese, including reading and writing exercises with basic Chinese characters. An appreciation of Chinese culture underlies the orientation of the course. 4 credits.

201 Intermediate Chinese I
GER: FL (Foreign Language)
Prerequisite: CHN-110
Continuation of development of proficiency in listening and speaking, while expanding reading and writing skills, using materials of a literary or cultural nature. Includes a review of grammar. 4 credits.

202 Intermediate Chinese II
GER: FL (Foreign Language)
Prerequisite: CHN-201
Continuation of intermediate sequence with emphasis on communication skills, expansion of vocabulary and idiomatic expression. Cultural activities and outside readings required. 4 credits.

220 Survey of Chinese Culture
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures)
Survey of aspects of Chinese culture including: Confucianism, Taoism, Souls and Ghosts, Buddhism, the Monkey King legend, Chinese modernity, and Communist totalitarianism. Topics are covered through the study of a broad array of cultural, philosophical, historical, literary and theatrical texts. 4 credits.

225 Chinese Film
GER: VP (Visual and Performing Arts) and WC (World Cultures)
Cultural, intellectual, artistic and social issues that lead to an informed understanding of Chinese film, film analysis, and China. Selected films are organized under the topics of gender, ethnicity, melodrama, and urbanism. 4 credits.

230 Survey of Chinese Literature
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures)
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. 4 credits.

235 Classic Chinese Fiction
The classic Chinese novel and short story in English translation. Important works of all major dynasties from ancient times through the nineteenth century and their impact on the role of culture and society in Chinese literature. 4 credits.
245 Twentieth Century Chinese Literature
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. 4 credits.

246 Twentieth Century Chinese Popular Fiction
GER: TA (Critical, Analytical Interpretation of Texts)
General introduction to twentieth century Chinese popular fiction (popular romance, martial arts fiction, detective fiction, etc.) and to the critical theories that have informed the study of popular fiction. Investigation of how writers of modern Chinese popular fiction rewrite the themes of traditional domestic fiction and Western literary works into a discourse on transforming the "modern" into storytelling. Attention will be paid to detailed readings of selected works that have occupied a conspicuous place in discussions of Chinese popular fiction in the twentieth century. The texts will be discussed in terms of characterization, structure, genre, and the cultural/historical context. Receptions of the text past and present will also be explored. 4 credits.

265 Chinese Language House
Prerequisite: at least one Chinese course numbered 200 or greater and residential assignment to language house. Media such as newspapers, magazines, film, and television help focus regular discussions on current topics of concern to Chinese society. Student journals are presented in both oral and written form. Chinese is used for all discussions and written work. 2 credits.

266 Chinese Language House
GER: WC (World Cultures)
Prerequisite: at least one Chinese course numbered 200 or greater and residential assignment to language house. Media such as newspapers, magazines, film, and television help focus regular discussions on current topics of concern to Chinese society. Student journals are presented in both oral and written form. Chinese is used for all discussions and written work. 2 credits.

301 Intermediate Chinese III
Prerequisite: CHN-202
A continuation of intermediate Chinese sequence emphasizing oral skills and idiomatic usage. Students will be required to speak extensively in class. Supplementary materials will be added to the text. 4 credits.

302 Intermediate Chinese IV
Prerequisite: CHN-301
A continuation of intermediate Chinese sequence emphasizing reading of formal Chinese, writing and oral communication skills. Additional materials will be used to further develop the students' ability to read, discuss, understand and write Chinese. 4 credits.

320 Travel Study in Chinese Culture
Study of the Chinese people, society, culture and civilization. 4 credits.

401 Advanced Chinese I
Prerequisite: CHN-302
Continued study emphasizing advanced conversation skills. Special focus on effective exchange of more complex ideas in daily life and topics of interest. 4 credits.

402 Advanced Chinese II
Prerequisite: CHN-401
Continued emphasis on advanced skills of conversation and discussion in Chinese. Special focuses include effective exchange of evolved ideas concerning various cultural topics of interest. 4 credits.

504 Directed Independent Study
Variable credit.

French (FRN) Courses

110 Elementary French I
Prerequisite: appropriate placement
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. 4 credits.

115 Intensive Elementary French
Prerequisite: appropriate placement
Designed to prepare students with some background in French for the first intermediate level course. 4 credits.

120 Elementary French II
GER: FL (Foreign Language) for students seeking the Bachelor of Science degree ONLY
Prerequisite: FRN-110
Continuation of the skills (speaking, listening, reading, writing) developed in first elementary course, with increased emphasis on vocabulary expansion, idiomatic expression, and cultural differences. 4 credits.

201 Intermediate French I
GER: FL (Foreign Language)
Prerequisite: FRN-115 or 120
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. 4 credits.

210 Introductions to Readings
GER: FL (Foreign Language)
Prerequisite: FRN-201
Builds upon the basic skills developed through the first intermediate course. By reading numerous short works of fiction and nonfiction and through discussions and short
written assignments in Spanish, students enhance their critical listening, speaking, reading, writing skills while expanding vocabulary and cultural skills necessary for further study. 4 credits.

215 Composition and Conversation
GER: FL (Foreign Language)
Prerequisite: FRN-201
Emphasis on idiomatic expression through guided oral and written practice. Review of basic phonology, grammar and syntax included. 4 credits.

220 French Civilization
Prerequisite: FR N-201
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. 4 credits.

221 Contemporary French Culture
Prerequisite: FRN-201
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. 4 credits.

265 French Language House
Prerequisite: at least one French course numbered 200 or greater and residential assignment to language house. Media such as newspapers, magazines, film, and television help focus regular discussions on current topics of concern to French society. Student journals are presented in both oral and written form. French is used for all discussions and written work. 2 credits.

266 French Language House
Prerequisite: at least one French course numbered 200 or greater and residential assignment to language house. Media such as newspapers, magazines, film, and television help focus regular discussions on current topics of concern to French society. Student journals are presented in both oral and written form. French is used for all discussions and written work. 2 credits.

301 Travel Study in French Language
Prerequisite: FR N-210
Part of the study away curriculum in France. Emphasis on idiomatic expression in speech and writing. 4 credits.

305 Advanced French Oral and Written Expression
Prerequisite: FR N-215 or 301 and one other French course numbered 300 or greater. Advanced study to perfect 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 phonological and intonational patterns of modern French. 4 credits.

310 Travel Study in Twentieth Century French Drama
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: take 2 French courses numbered 201 or greater. Part of the study away 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. 4 credits.

320 Travel Study in French Civilization
Part of the study away curriculum in France. Cultural history of France, including history, politics, geography, the arts, architecture, and daily life. On-site visits (museums, monuments, cathedrals, etc.). 4 credits.

321 Contemporary Senegal
Prerequisite: FR N-201
An interdisciplinary introduction to the culture of Senegal. 2 credits.

322 Francophone Culture in Senegal
Prerequisite: FRN-321
Lectures, literary readings, and visits to areas of cultural interest to familiarize participants with contemporary Senegalese cultural life. Research on a cultural topic will culminate in a written project. May Experience ONLY. 2 credits.

325 French Architecture in Context
GER: VP (Visual & Performing Arts)
Part of the study away curriculum in France. An understanding of French architectural monuments as the expression of the aesthetic, religious, political and cultural values of the era that shaped them. Paris and Versailles are a particular focus. Taught in French with the assistance of on-site guides and art historians. 4 credits.

331 French Literature and Civilization I: Middle Ages and Renaissance
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: A course in French numbered 210 or greater. An interdisciplinary introduction to French civilization, literature and fine arts from their beginnings to 1600. 4 credits.

332 French Literature and Civilization II: Classicism and Enlightenment
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: a course in French numbered 210 or greater. An interdisciplinary introduction to French civilization, literature and fine arts from 1600 to 1800. 4 credits.

333 French and Francophone Literature and Civilization III: Nineteenth and Twentieth Centuries
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: a course in French numbered 210 or greater. An interdisciplinary introduction to French civilization, literature and fine arts of the 19th and 20th centuries, including authors of the Francophone world. 4 credits.
405 Introduction to French Linguistics
GER: HB (Empirical Study of Human Behavior)
Prerequisite: two French courses numbered 210 or greater
A descriptive analysis of the French language from the smallest linguistic units to the largest units -- from sounds, words, and sentences to discourse. Topics include: the historical development of the French language, standard vs. non-standard French, language variation and sociological factors affecting language use. 4 credits.

410 French Literature in the Age of Louis XIV
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: FRN-331, 332, or 333
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. 4 credits.

411 French Literature of the Enlightenment
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: FRN-331, 332, or 333
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. 4 credits.

415 French Romanticism
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: FRN-331, 332, or 333
Selected works of the principal literary figures of the first half of the nineteenth century in France. Poetry, prose fiction, and drama included. 4 credits.

417 French Realism and Naturalism
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: FRN-331, 332, or 333
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. 4 credits.

420 Twentieth Century French Novel
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: FRN-331, 332, or 333
Study of the major works and authors of twentieth century prose fiction in France. 4 credits.

421 Twentieth Century French Drama and Poetry
Prerequisite: FRN-331, 332, or 333
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, Sartre, Camus, Ionesco and Beckett. Among poets considered are Valéry, Apollinaire, Ponge, and the Surrealists. 4 credits.

430 Studies in French and Francophone Literature
Prerequisite: FRN-331, 332, or 333
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 based on change of topic. 4 credits.

435 Literatures in French: Writing Across Worlds
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures)
Prerequisite: FRN-331, 332, or 333
An upper level literature course exploring the literary productions (20th and 21st centuries) in French of non-French authors with a special focus on the literary representation of the experiences of migration and exile. This course is taught in French. 4 credits.

445 African Novel in French
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures)
Prerequisite: FRN-331, 332, or 333
The major African authors writing in French. Attention given to the early relevance of negritude, colonial and postcolonial issues, the emergence of African women writers in French, and contemporary perspectives in recent works. Emphasis on the literary representation of tradition, society and culture in the francophone African fiction. 4 credits.

450 History of France
GER: HA (Historical Analysis of Human Interactions)
Prerequisite: FRN-331, FRN-332, or FRN-333
This course will offer a chronological survey of the history of France from approximately 1000 to the present. Topics will include but not be limited to history, geography, politics and the arts. 4 credits.

465 French Cinema
Prerequisite: FRN-331, FRN-332, or FRN-333
A survey of French and Francophone cinema from the 1920s era of silent film to the present day. Students will explore the historical context of each era, and become familiar with the principle film genres, directors and actors. 4 credits.

470 Senior Seminar in French
Prerequisite: two French courses numbered 300 or greater
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. 4 credits.

504 Directed Independent Study
Variable credit.

German (GRM) Courses

110 Elementary German I
Prerequisite: appropriate placement
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. 4 credits.

115 Intensive Elementary German
Prerequisite: appropriate placement
Designed to prepare students with some background in German for the first intermediate level course. 4 credits.
120 Elementary German II
GER: FL (Foreign Language) for students seeking the Bachelor of Science degree ONLY
Prerequisite: GRM-110
Continuation of the skills (speaking, listening, reading, writing) developed in first elementary course with increased emphasis on vocabulary expansion, idiomatic expression, and cultural differences. 4 credits.

201 Intermediate German I
GER: FL (Foreign Language)
Prerequisite: GRM-115 or 120
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. 4 credits.

210 Introduction to Readings
GER: FL (Foreign Language)
Prerequisite: GRM-201
Builds upon the basic skills developed through the first intermediate course. By reading numerous short works of fiction and nonfiction and through discussions and short written assignments in Spanish, students enhance their critical listening, speaking, reading, writing skills while expanding vocabulary and cultural skills necessary for further study. 4 credits.

215 Composition and Conversation
GER: FL (Foreign Language)
Prerequisite: at least one German course numbered 200 or greater
Emphasis on idiomatic expression through guided oral and written practice. Review of basic phonology, grammar and syntax included. 4 credits.

220 German Civilization
Prerequisite: at least one German course numbered 200 or greater
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. 4 credits.

222 Contemporary Germany
Prerequisite: GRM-115 or 120
Advanced intermediate travel study language course focusing on the culture and civilization of Germany with emphasis on the large public urban setting of Berlin and on the more private small-town setting of Cuxhaven. Guided interactions with the local community will enable the students to improve and practice their German language skills. May Experience ONLY. 2 credits.

230 Specialized Readings in German
Prerequisite: at least one German course numbered 200 or greater
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. 4 credits.

265 German Language House
Prerequisite: at least one German course numbered 200 or greater and residential assignment to language house. Media such as newspapers, magazines, film, and television help focus regular discussions on current topics of concern to German society. Student journals are presented in both oral and written form. German is used for all discussions and written work. 2 credits.

266 German Language House
Prerequisite: at least one German course numbered 200 or greater and residential assignment to language house. Media such as newspapers, magazines, film, and television help focus regular discussions on current topics of concern to German society. Student journals are presented in both oral and written form. German is used for all discussions and written work. 2 credits.

301 Travel Study in German Language
Prerequisite: at least one German course numbered 200 or greater
Part of the study abroad curriculum in Germany. German study based on level of proficiency with native instructors. 4 credits.

305 Advanced German Oral and Written Expression
Prerequisite: GRM-215 and one German course numbered 300 or greater
Advanced study to perfect 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 phonological and intonational patterns of modern German. 4 credits.

310 Travel Study in German Literature
GER: VP (Visual and Performing Arts)
Prerequisite: at least one German course numbered 200 or greater
Part of the study abroad curriculum in Germany. Students read and discuss various dramas as works of literature. Major emphasis on the production and staging of these dramas. Attendance at performances of the dramas. 4 credits.

320 Travel Study in German Culture
Prerequisite: at least one German course numbered 200 or greater
Part of the study abroad curriculum in Germany. Understanding and appreciation of various art and architecture forms. Special emphasis on the German-speaking world. 4 credits.
331 German Literature until 1750
Prerequisite: two German courses numbered 201 or greater
Survey of the development of Germanic literature from its earliest examples up to the Enlightenment. Primary emphasis on German literature with the reading of numerous representative texts. 4 credits.

332 German Literature from 1750 to the Present
Prerequisite: two German courses numbered 201 or greater
Survey providing 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. 4 credits.

334 From Rubble to Reunification: 1945-1990
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: two German courses numbered 201 or greater
Introduction of major issues in German culture since 1945, including the Stunde Null, the economic miracle, the generation 468, R A F, the East German experience, reunification and beyond. Issues explored through a variety of media, including literature, film, art/photography, pop music. 4 credits.

335 German Poetry
Prerequisite: two German courses numbered 201 or greater
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 a vehicle for artistic expression. 4 credits.

336 German Fairy Tale
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: two German courses numbered 201 or greater
Origins of the German fairy tale, its contributions to German nationalism from Herder to the Grimm brothers and its evolution into modern, more subversive forms of the fairy tale. 4 credits.

337 German Theater
Prerequisite: two German courses numbered 201 or greater
Introduction to the major dramatists of the eighteenth, 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 examined. 4 credits.

405 Introduction to German Linguistics
Prerequisite: two German courses numbered 210 or greater
Introduction to the concept of German as a modern, evolving human language. German as a synchronic phenomenon with emphases on phonology, morphology, syntax, and sociolinguistic and regional varieties as well as a diachronic phenomenon utilizing a chronological and cultural survey of the development of German from its earliest forms. 4 credits.

414 Age of Goethe
Prerequisite: two German courses numbered 201 or greater
Introduction to the literature and culture of the classical period in German literary history from 1750 to 1832. Appreciation for the development of great classical writers during an in-depth study of the major works produced in this period. 4 credits.

415 German Romanticism
Prerequisite: two German courses numbered 201 or greater
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. 4 credits.

430 Readings in German Literature
Prerequisite: two German courses numbered 201 or greater
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 for credit based on change of topic. 4 credits.

466 Nazi Cinema and Culture
Prerequisite: two German courses numbered 300 or greater
Exploration of the history and the aesthetics of fascist cinema focused on Nazi Germany. During the years between the Nazis' rise to power in 1933 and the end of World War II in 1945, cinema was part and parcel of the fascist state, leading some critics to speculate whether the "Third Reich" was perhaps "movie-made." Analysis of productions, such as Leni Riefenstahl's Triumph of the Will and Veit Harlan's Jud Suss, their functions, pre-histories and their afterlives. 4 credits.

470 Senior Seminar in German
Prerequisite: two German courses numbered 300 or greater
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. 4 credits.

504 Directed Independent Study
Variable credit.

Hindi (HND) Course

101 Beginning Hindi
Introduction to the script, phonetic and grammatical structure necessary to develop listening, speaking, reading and writing skills in the Hindi language. 4 credits.
Italian (ITL) Course

101 Beginning Italian
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. 4 credits.

Japanese (JPN) Courses

110 Elementary Japanese I
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. 4 credits.

120 Elementary Japanese II
GER: FL (Foreign Language) for students seeking the Bachelor of Science degree only
Prerequisite: JPN-110
Continuation of work on the sound system and grammatical structures necessary to develop listening and speaking skills in Japanese, including initial reading and writing exercises with some of the basic Japanese characters. An appreciation of Japanese culture underlies the orientation of this course. 4 credits.

201 Intermediate Japanese I
GER: FL (Foreign Language)
Prerequisite: JPN-120
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. 4 credits.

202 Intermediate Japanese II
GER: FL (Foreign Language)
Prerequisite: JPN-201
A continuation of the intermediate sequence with emphasis on communication skills, expansion of vocabulary and idiomatic expression. Cultural activities and outside readings required. 4 credits.

235 Classical Japanese Literature
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures)
The development of classical Japanese literature from the seventh century to 1858, when Japan opened its doors to the West. Reading representative texts in English translation in various genres from various periods. 4 credits.

245 Modern Japanese Literature
GER: TA (Critical, Analytical Interpretation of Texts) and WC (World Cultures)
The development of modern Japanese literature from 1858, when Japan opened its doors to the West, to the present. Students read representative texts in English translation by major writers in various genres. 4 credits.

265 Japanese Language House
Prerequisite: at least one Japanese course numbered 200 or greater and residential assignment to language house 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. Requirements include keeping a journal and presenting a project at the conclusion of the course in oral and written form. The target language is used for all discussions and written work. 2 credits.

266 Japanese Language House
GER: WC (World Cultures)
Prerequisite: at least one Japanese course numbered 200 or greater and residential assignment to language house 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. Requirements include keeping a journal and presenting a project at the conclusion of the course in oral and written form. The target language is used for all discussions and written work. 2 credits.

301 Intermediate Japanese III
Prerequisite: JPN-202
A continuation of the intermediate sequence emphasizing oral skills and idiomatic usage. Students are required to speak extensively in class. Supplementary materials will be added to the text. 4 credits.

302 Intermediate Japanese IV
Prerequisite: JPN-301
A continuation of the intermediate sequence emphasizing reading of formal Japanese, writing and oral communication skills. Additional materials will be used to further develop the ability to read, discuss, understand, and write Japanese. 4 credits.

401 Advanced Japanese I
Prerequisite: JPN-302
Advanced course in Japanese language study emphasizing reading of advanced materials, substantially complex writing and advanced oral skills. 4 credits.

402 Advanced Japanese II
Prerequisite: JPN-401
A continuation of the advanced sequence emphasizing reading of academic articles and books, writing of short academic papers, listening to advanced materials, and persuasive and rhetorical speech and discussion. 4 credits.

504 Directed Independent Study
Prerequisite: two Japanese courses numbered 201 or greater. Variable credit.
Linguistics (LNG) Courses

210 General Linguistics
GER: HB (Empirical Study of Human Behavior)
Introduction to the nature, structure, and functions of human language. Topics include: design features of language; phonology, morphology, and syntax; semantics and language variability. 4 credits.

220 Linguistic Analysis
Prerequisite: LNG-210
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. 4 credits.

230 Language as Social Phenomenon
Prerequisite: LNG-210 or ENG-362
An introduction to sociolinguistics, the study of the relationship between language and society. Readings, lectures and discussions will focus on variation at all levels of language and how this variation helps to create and is created by a multitude of factors with possible educational, political and social repercussions. 4 credits.

240 The Origin of Language
Prerequisite: LNG-210
Spoken language has been called the most important achievement of humanity. The origin of language may be found in the gestures of hominids millions of years ago. An investigation of how these simple gestures may have developed into the modern spoken, written, and signed languages of today. 4 credits.

250 Second Language Learning and Acquisition
Prerequisite: LNG-210
In-depth investigation of the linguistic processes and considerations involved in second and subsequent language learning and acquisition in both the classroom environment and in a natural setting. 4 credits.

405 Introduction to Romance Linguistics
GER: HB (Empirical Study of Human Behavior)
Prerequisite: at least two courses numbered 210 or greater in French or Spanish
An introduction to descriptive, historical, and applied linguistics with reference to the romance languages, specifically French and Spanish. 4 credits.

504 Directed Independent Study
Variable credit.

Modern Languages and Literatures (MLL) Courses

050 Community Based Learning
Community-based service or teaching project linking the classroom to the community in a process of experiential learning. 0 credits.
Spanish (SPN) Courses

110 Elementary Spanish I
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. 4 credits.

115 Intensive Elementary Spanish
Prerequisite: appropriate placement
Designed to prepare students with some background in Spanish for the first intermediate level course. 4 credits.

120 Elementary Spanish II
GER: FL (Foreign Language) for students seeking the Bachelor of Science degree ONLY
Prerequisite: SPN-110
Continuation of the skills (speaking, listening, reading, writing) developed in first elementary course, with increased emphasis on vocabulary expansion, idiomatic expression, and cultural differences. 4 credits.

201 Intermediate Spanish I
GER: FL (Foreign Language)
Prerequisite: SPN-115 or 120
Continuation of the development of proficiency in listening and speaking, while expanding the reading and writing skills. 4 credits.

210 Introduction to Readings
GER: FL (Foreign Language)
Prerequisite: SPN-201
Builds upon the basic skills developed through the first intermediate course. By reading numerous short works of fiction and nonfiction and through discussions and short written assignments in Spanish, students enhance their critical listening, speaking, reading, writing skills while expanding vocabulary and cultural skills necessary for further study. 4 credits.

215 Composition and Conversation
GER: FL (Foreign Language)
Prerequisite: SPN-201
Emphasis on idiomatic expression through guided oral and written practice. Review of basic phonology, grammar and syntax included. 4 credits.

220 Spanish Civilization
Prerequisite: SPN-201
Survey of the culture and civilization of Spain. Areas of study include history, geography, politics, the arts, daily life, traditions, and cultural values. 4 credits.

240 Latin American Civilization
GER: WC (World Cultures)
Prerequisite: SPN-201
Introduction to Latin America through its Iberian, indigenous, and African heritage; its social institutions; its religious and social customs; festivals, and folklore; its languages and other systems of communication; its literature and arts; and its diversions and cuisine. 4 credits.

265 Spanish Language House
Prerequisite: at least one Spanish course numbered 200 or greater and residential assignment to language house. Media such as newspapers, magazines, film, and television help focus regular discussions on current topics of concern to Hispanic society. Student journals are presented in both oral and written form. Spanish is used for all discussions and written work. 2 credits.

266 Spanish Language House
Prerequisite: at least one Spanish course numbered 200 or greater and residential assignment to language house. Media such as newspapers, magazines, film, and television help focus regular discussions on current topics of concern to Hispanic society. Student journals are presented in both oral and written form. Spanish is used for all discussions and written work. 2 credits.

301 Travel Study in Spanish Language
Prerequisite: SPN-201
Part of the study away curriculum. Emphasis on idiomatic expression in speech and writing with review of fundamentals of Spanish grammar. May be repeated for credit based on change in travel destinations. 4 credits.

305 Advanced Spanish Oral and Written Expression
Prerequisite: SPN-215 or 301 and one other Spanish course numbered 300 or greater
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 phonological and intonational patterns of modern Spanish. 4 credits.

306 Translation Theory and Practice
Prerequisite: SPN-215 or 301 and one other Spanish course numbered 300 or greater
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. 4 credits.

310 Travel Study in Spanish Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Part of the study away curriculum. Overview of contemporary peninsular literature, with concentration on the drama. Readings and discussion of modern plays, with viewing of selected works in Madrid theaters. 4 credits.
320 Travel Study in Spanish Civilization
Part of the study away curriculum. Cultural history of Spain, with emphasis on Spanish art and architecture. Visits to museums and historic sites in Madrid and throughout Spain. 4 credits.

331 Survey of Spanish Literature I
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: two Spanish courses numbered 210 or greater
Introduction to representative authors and works from Spanish Medieval, Renaissance, and Baroque literature. 4 credits.

332 Survey of Spanish Literature II
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: two Spanish courses numbered 210 or greater
Survey of the major movements, principal authors, and representative works in Spanish literature since 1700. 4 credits.

335 Cuentame: Spain, TV, and National Memory
Using the popular Spanish TV series “Cuentame cómo pasó” (Tell Me How It Happened) as a vehicle, this course examines fundamental cultural aspects of the latter years of the Franco dictatorship and Spain’s transition democracy (1968-1982) as portrayed through the fictional yet representative Alcántara family. The course will enrich student understanding of the dramatic social changes which accompanied the political transition, as well as current debate about the importance of historical memory in Spain. May Experience ONLY. 2 credits.

340 Travel Study in Spanish-American Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Part of the study away 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 selected works in the theatre. 4 credits.

350 Travel Study in Contemporary Spanish-American Culture
GER: WC (World Cultures)
Prerequisite: two Spanish courses numbered 210 or greater
Part of the study away curriculum. 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. 4 credits.

351 Hispanic Cuisine and Culture
Exploration of different aspects of food production and consumption as they relate to Spanish and Spanish American cultures. Through readings, discussions, small field trips to local markets and restaurants and the act of shopping for and preparing authentic Spanish and Spanish American dishes we will explore the complex web of connections between crops, ecology, farming life, politics and what have come to be called fast or slow food cultures. Conducted entirely in Spanish, a culinary study trip to Guatemala is typically required. May Experience ONLY. 2 credits.

361 Survey of Spanish-American Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: two Spanish courses numbered 210 or greater
Introduction to the major authors and representative works of Spanish America, with concentration on the age of Modernism to the present. 4 credits.

405 Introduction to Spanish Linguistics
GER: HB (Empirical Study of Human Behavior)
Prerequisite: two Spanish courses numbered 210 or greater
A systematic linguistic study of Spanish phonology, morphology, and syntax. Also considers the historical development of Spanish from its earliest stages to the present as well as the language’s regional, social, and contextual variations, and its presence in the United States. 4 credits.

411 Golden Age Spanish Drama
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: SPN-331, 332, or 361
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. 4 credits.

412 Cervantes
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: SPN-331, 332, or 361
Emphasis on Don Quijote with additional readings from Cervantes’s Novelas ejemplares and Entremeses. 4 credits.

417 Nineteenth Century Spanish Realism and the Generation of 1898
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: SPN-331, 332, or 361
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. 4 credits.

420 Spanish Literature of the Twentieth Century
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: SPN-331, 332, or 361
Survey of predominant literary movements, writers, and works (essay, short story, novel, drama, and poetry) of the twentieth century. Spain from the period following the Generation of 1898 to the present. 4 credits.

430 Readings in Spanish Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: SPN-331, 332, or 361
In-depth focus on a period, movement, author, or genre.
Possible topics include: Spanish Picaresque Literature, Literature after the Spanish Civil War, Twentieth Century Spanish Drama, etc. May be repeated once with change of topic. 4 credits.

440 Spanish-American Narrative
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: SPN - 331, 332, or 361
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 Popol Vuh are also considered. Examination of historiography, the essay, novels, and short stories. 4 credits.

445 Latin American Women's Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: SPN - 331, 332, or 361
Survey of literature by Latin American women from Colonial times to the present, including all major genres. 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. 4 credits.

448 Spanish-American Short Story
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: SPN - 331, 332, or 361
In-depth consideration of the development of the short story in Spanish America, with a primary focus on the definitive works of the Twentieth Century by authors such as Borges, Cortázar, García Márquez, and Valenzuela. Includes a brief overview of short fiction in colonial and nineteenth-century Spanish America. 4 credits.

460 Readings in Spanish-American Literature
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: SPN - 331, 332, or 361
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 for credit based on change of topic. 4 credits.

465 Film Studies
Prerequisite: SPN - 331, 332, or 361
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 and regional cinemas. 4 credits.

470 Senior Seminar in Spanish
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: SPN - 331, 332, or 361
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. 4 credits.

504 Directed Independent Study
Variable credit.

Music
Professors: Beckford, M. Britt (Chair), Chesbro, Fuller, Floyd, Hicken, Killfoote, Koppelman, T. Joiner, Malvern, Morgan, Parsons, B. Schoonmaker, Thomas, Tompkins
Visiting Professors: Broening, Koscielny, Preucil, Tchivzhel
Associate Professors: Gross, C. Hutton, Matthews, Olson
Instructor: Carmenates
Lecturers: Barksdale, Bocook, Cochran, Hamilton, A. Joiner, Neville, G. Schoonmaker, Tipton, Walter, Watson
Visiting Lecturer: Limbert, B. Moseley, J. Moseley
Adjuncts: Bracchitta, Burroughs-Price, Colvin, Davis, Easter, Eshelman, Hopkins, D. Hutton, Rhyne, Riddle, Taylor, Warneck, Yang

The Bachelor of Music degree is offered with a major in church music, composition, music education, music theory, and performance. Students may also pursue a Bachelor of Arts degree with a major in music. All students must perform an audition and complete a music theory placement examination prior to consideration for admission to curricula leading to either the Bachelor of Music or the Bachelor of Arts degree. Formal major declaration occurs in the spring semester of the sophomore year.

Furman University is a member of the National Association of Schools of Music. Requirements for entrance to the major, for curricular standards of all degree programs, and for graduation are in accordance with the published regulations of that body. All students with a desire to initiate performance study, whether as a major or elective, are required to audition.

All music majors include:
- MUS-111, 112, 120, 211, 212, 220, 221, 320, 321, 352,
- two credits of performance topics,
- seven semesters of MUS-050 (required attendance at a specified number of approved concerts and recitals),
one semester of MUS-051, and
- membership each semester (in residence) in at least one of the following major ensembles: MUS-060 Symphony Orchestra, MUS-061 Furman Band, MUS-062 Furman Singers, MUS-063, Furman Men's Chorale or MUS-064 Furman Women's Chorale.

Candidates for the B.A. degree will also complete:
- PHL-330, IDS-230, or four credits in any combination from ART or THA
- two credits of music electives,
- at least eight credits of performance studies in the same instrument or voice.

Candidates for the B.M. degree enroll in additional courses consistent with their major.

A church music major must include:
- MUS-312, 340, 341, 354, 430, 431, 423, 440, 450,
- at least two credits of music electives from courses numbered between 300 and 499 (organ principals must complete MUS-567 Service Playing), and
- at least 16 credits of performance studies in any instrument or voice, including a minimum of 12 credits on the principal instrument and no less than four credits on the secondary instrument (voice principals will study piano or organ; all other principals will study voice).

A theory major must include:
- MUS-310, 311, 312, 313 or 410, 411, and 412,
- at least 16 credits of performance studies, including at least one course each in strings, brass, percussion and woodwinds,
- four credits of music electives numbered between 300 and 499, and
- at least four more credits in other music electives.

A composition major must include:
- MUS-051, 310, 312, 313 or 410, 411 and 412
- at least 12 credits of performance studies, including at least one course each in strings, brass, percussion and woodwinds,
- at least six credits in composition or independent study, which must include acoustic and electro-acoustic music, and
- four credits of music electives.

Music education majors planning for teacher certification must complete:
- EDU-111, 120, 221, and 505,
- MUS-312, 353 or 354, 431, 433 or 434, and
- at least one course in a natural science discipline (BIO, CHM, EES, PHY, or SCI) with a laboratory experience.

A student with a band or orchestra emphasis must also complete:
- MUS-330, 331, 332, and 333, and
- at least 14 credits of performance studies consistent with the chosen emphasis with all credits on the same instrument or voice.

A student with an elementary music or choral music emphasis must also complete:
- MUS-430, 432, and 450, and
- at least 14 credits of performance studies consistent with the chosen emphasis (vocal majors with at least 14 credits of voice and piano majors with at least 6 credits of voice).

Except for the semester when they are teaching interns, music education majors must enroll in performance study courses every semester.

Each music education major will also present a thirty-minute recital in the designated performance studies area during their senior year.

Students completing the course requirements for the degree in Bachelor of Music with a major in music education will be prepared for South Carolina teacher certification in either K-12 instrumental music or K-12 choral or general music based upon the course track within the degree program.
All performance majors must include:
- a half recital in the junior year,
- a full recital in the senior year, and
- additional courses according to their performance field as outlined below.

All students performing recitals must receive approval from the faculty approximately one month before the recital date.

An organ performance major must include:
- MUS-422, 451, 452, 560,
- six credits of music electives numbered between 300 and 499,
- at least 24 credits of organ performance studies,
- two credits of harpsichord, and
- seven semesters of collaborative coaching.

A piano performance major must include:
- MUS-421, 451, 560, 564, 568,
- six credits of music electives numbered between 300 and 499,
- at least 24 credits of piano performance studies, and
- seven semesters of chamber coaching.

Junior and senior organ or piano performance majors may accompany in lieu of participating in a large ensemble. Students must accompany for two senior recitals or three junior recitals during the same term. Permission for exercising this option must be obtained in advance and in writing from the department chair.

A strings performance major must include:
- MUS-420 and 520,
- two credits of methods,
- 10 credits of music electives including at least eight credits in courses numbered between 300 and 499, and
- at least 24 credits of performance studies in the major field.

A vocal performance major must include:
- MUS-355, 420, 450 and 510,
- at least 24 credits of voice performance studies,
- eight credits of music electives including at least six credits in courses numbered between 300 and 499.

A wind or percussion performance major must include:
- MUS-312, 420, 505, 540 or 550,
- at least 23 credits of performance studies in the major field,
- two credits of methods,
- eight credits of music electives including at least six credits in courses numbered between 300 and 499.

Music (MUS) Courses

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>050 Recital Attendance</td>
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<td>051 Freshman Music Colloquium</td>
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<td>060 Symphony Orchestra</td>
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<td>061 Furman Bands</td>
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<td>066 Oratorio Chorus</td>
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<td>069 Brass Ensemble</td>
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<tr>
<td>070 Woodwind Ensemble</td>
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<tr>
<td>071 Percussion Ensemble</td>
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072 String Ensemble
0 credits.

073 String Quartet
0 credits.

074 Saxophone Quartet
0 credits.

101 Introduction to Music
GER: VP (Visual and Performing Arts)
Introduction to the fundamentals of music, exploring a variety of musical genres and developing 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. Requires out-of-class listening and attendance at live concerts. 4 credits.

102 Introduction to Jazz
GER: VP (Visual and Performing Arts)
Historical overview of the development of jazz. Intended for non-music majors. Includes the study of significant artists and their recordings in a social and historical context. 4 credits.

104 Voice Class I
Basic fundamentals of correct singing (posture, breathing, tone production). Beginning studies in vocal repertoire. 2 credits.

105 Voice Class II
Continuation development of principles and techniques studied in first voice class. Designed for students with prior singing experience. 2 credits.

106 Piano Class I
Basic 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. 2 credits.

107 Piano Class II
For students with some previous keyboard training. Knowledge of basic rudiments of music is assumed. Emphasis is placed on developing pianistic fluency through standard repertoire and finger exercises. 2 credits.

108 Class Guitar I
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. 2 credits.

109 Class Guitar II
Continuation of MUS-108. 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. 2 credits.

111 Basic Musicianship I
GER: VP (Visual and Performing Arts)
Prerequisite: Department Permission
Introduction to music fundamentals, basic principles of voice leading, and harmonic progression through development of complementary skills in analysis, composition, improvisation, music technology, sight-singing, ear training and at the keyboard. Comprised of three separate components, written/analytical, aural and keyboard skills. Designed for prospective majors. 4 credits.

112 Basic Musicianship II
Prerequisite: MUS-111
Ongoing study of voice leading, diatonic harmony, basic modulation, and small forms through continued development of complementary skills in analysis, composition, improvisation, music technology, sight-singing, ear training, and at the keyboard. 4 credits.

113 Composition Seminar
Prerequisite: Instructor permission
Issues and topics relevant to contemporary music in general, current day compositional methods, techniques and literature in particular, and forum for presentation and discussion of works by invited guests, faculty and students. May be repeated for credit. 1 credit.

120 Introduction to Music Literature
Prerequisite: MUS-111
Exploration of important composers and works. Topics will include: recurring cycles of classicism and romanticism, performance practice, sacredness in music, the nature of creativity, translations of vocal music and the changing roles of the composer, performer and audience in society. 2 credits.

211 Basic Musicianship III
Prerequisite: MUS-112
Ongoing study of voice leading, chromatic harmony, advanced modulation, and small forms through continued development of complementary skills in analysis, composition, improvisation, music technology, sight-singing, ear training, and at the keyboard. 4 credits.

212 Basic Musicianship IV
Prerequisite: MUS-211
Overview of large musical forms and contemporary compositional techniques through continued development of complementary skills in analysis, composition, improvisation, music technology, sight-singing, ear training, and at the keyboard. 4 credits.
220 World Music I
GER: WC (World Cultures)
Prerequisite: MUS-211
Examination of music from selected regions of the world. Emphasis on understanding the culture, meaning, and identities found in music outside the western European paradigm. 4 credits.

221 Music History I
Prerequisite: MUS-112
The development of musical style, covering the period from Antiquity to c. 1650. Representative examples of music are discussed, with an emphasis on social-historical context and the philosophical origins of Western music. 2 credits.

310 Form and Analysis
Prerequisite: MUS-211
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. 4 credits.

311 Composition
Prerequisite: MUS-310
Emphasis on applied study in the craft and technique of composition. Evolving topics include choral/vocal music, chamber music, consorts and mixed ensembles, large ensembles, and electronic music, complemented by analysis of representative works from classical and modern literature. May be repeated for credit. 2 credits.

312 Orchestration
Prerequisite: MUS-212
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. 2 credits.

313 Modal Counterpoint
Prerequisite: MUS-212
The ecclesiastical vocal style typical of the sixteenth and early seventeenth centuries. Emphasis on counterpoint in two, three, and four voices based on polyphonic models by Palestrina, Lassus, Victoria, and others. 4 credits.

314 Projects in Music Technology
Prerequisite: Instructor permission
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. 2 credits.

320 Music History II
GER: HA (Historical Analysis of Human Interactions)
Prerequisite: MUS-212 and 221
Stylistic development of Western European art music within the broader context of European history. It will also explore the relationship of music history to other forms of historical inquiry. 4 credits.

321 Music History III
Prerequisite: MUS-212
A survey of the development of musical style from ca. 1890 to the present. Representative musical examples are heard, studied, and discussed, with an emphasis on social-historical context. 2 credits.

322 Music Literature Topics: Italian Madrigals
Prerequisite: MUS-212
A study of the genre of the Italian madrigal as it developed in the 16th and 17th centuries. Development of the polyphonic madrigal in the Renaissance through the Seconda Pratica at the turn of the 17th century and the rise of the concerted madrigal of the early Baroque period. 2 credits.

325 Italian Arts and Culture
An interdisciplinary, experiential study of select musical, artistic and architectural treasures of Italy, with emphasis on those of the Tuscan region. This course is offered as a component of the Music Department's study abroad program. 2 credits.

328 Introduction to Music Research
Prerequisite: MUS-212
An introduction to the methods and standard resources of music scholarship. Emphasis will be on primary sources, research tools, and evaluation strategies. 2 credits.

330 String Methods
Prerequisite: MUS-212
Designed to produce a level of proficiency needed to teach violin, viola, cello, and bass in the public schools. 2 credits.

331 Woodwind Methods
Prerequisite: MUS-212
Study of woodwind instruments for the purpose of learning teaching and playing skills. 2 credits.

332 Brass Methods
Prerequisite: MUS-212
Preparing instrumentalists to teach the fundamentals of brass performance at the elementary and secondary school level. Emphasis will be on pedagogy as well as the acquisition of performance skills on all brass instruments. 2 credits.

333 Percussion Methods
Prerequisite: MUS-212
Preparing instrumentalists to teach the fundamentals of percussion performance at the elementary and secondary
school level. Emphasis will be placed upon pedagogy as well as the acquisition of performance skills on all percussion instruments. 2 credits.

340 Church Music Ministry
Prerequisite: MUS-212
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. 2 credits.

341 Hymnology
Prerequisite: MUS-212
Survey of major developments in hymnody — both hymn texts and hymn tunes — from the early Christian era to the present. 2 credits.

350 Fundamentals of Jazz Improvisation
Prerequisite: instructor permission
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. 2 credits.

351 Applied Jazz Improvisation
Prerequisite: MUS-350 and instructor permission
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. 2 credits.

352 Basic Conducting
Prerequisite: MUS-211
Basic skills required of a conductor: beat patterns, cuing, expressive and functional use of the left hand, introduction to score study. 2 credits.

353 Instrumental Conducting
Prerequisite: MUS-352
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. 2 credits.

354 Choral Conducting
Prerequisite: MUS-352
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. 2 credits.

355 Opera Performance Studies
Prerequisite: instructor permission
Vocal interpretation and characterization of operatic roles, moving to music, understanding theater skills and conventions, preparation and performance of opera scenes. 2 credits.

356 Lyric Diction I
Prerequisite: MUS-511
Review of the Internation Phonetic Alphabet (IPA). Application of IPA to rules of singing in Italian and German with oral and written drill. 2 credits.

410 Tonal Counterpoint
Prerequisite: MUS-310
In-depth study of eighteenth century contrapuntal style through analysis of works by Bach, Handel, and their contemporaries. Emphasis on composing free counterpoint in two, three, and four voices; and imitative works such as invention and fugue. 4 credits.

411 Contemporary Styles & Techniques
Prerequisite: MUS-310
Introduction to the analysis of musical composition and performance practice in the 20th and 21st centuries. Topics include: extended tonality, atonality, serialism, minimalism, and electro-acoustic music. 4 credits.

412 Senior Project
Prerequisite: MUS-212 and instructor permission
Capstone requirement of music theory and/or composition degree programs. Synthesis and culmination of undergraduate music study, especially as it relates to the area of specialty. 2 credits.

420 Literature of the Instrument
Prerequisite: MUS-212
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. 2 credits.

421 History & Literature of the Piano
Prerequisite: MUS-310
The development of the piano and a survey of the music written for it. Topics include: music written originally for harpsichord and clavichord as well as recent developments in electronic keyboard and computer technology. 4 credits.

422 History & Literature of the Organ
Prerequisite: MUS-310
The development of the organ and a survey of organ music. Topics include: characteristics of organs in specific countries and historical periods, and performance practices associated with specific schools and composers. 2 credits.

423 Survey of Choral Literature
Prerequisite: MUS-212
Choral literature, both sacred and secular, beginning with Gregorian Chant and concluding with choral-orchestral music of the 20th and 21st century will be discussed, analyzed, and heard. 2 credits.
Beethoven's Ninth: Before and After
Prerequisite: MUS-101 or 120 and the ability to read music
Beethoven's Ninth Symphony was recognized as a landmark work even before its first performance in 1824. In the decades following its influence was keenly felt by every composer contemplating writing a symphony. This course will use a seminar format to study Beethoven's most influential work and its aftermath. May Experience ONLY. 2 credits.

Tuning Systems & the Aural Experience
Study of the history of tuning systems which date back thousands of years. Exploring the differences between a Just Intonation tuning system and an Equally Tempered system, including the 12 Tone Equal Temperament System (12-TET). Provides students with a global perspective for experiencing music. May Experience ONLY. 2 credits.

Music for Elementary Classroom Teachers
Prerequisite: EDU-111 and 120
Designed to prepare students to teach singing and general music in elementary school. Explores methodologies of children's music, the teaching of music reading and basic elements of music, and the use of music in the teaching of other academic content areas. 4 credits.

Vocal/Choral Methods
Prerequisite: MUS-212 and 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. 2 credits.

Instrumental Music Methods
Prerequisite: EDU-221
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. 4 credits.

Music Education Methods
Prerequisite: EDU-221
Designed to prepare students for K-12 teaching certification in choral and general music. Explores methodological, philosophical, managerial, instructional, and administrative factors specific to general music curricula and choral programs in middle and high schools. 4 credits.

Elementary Music Methods
Prerequisite: MUS-212
Required for choral/general music education majors. Explores Orff, Dalcroze, Kodály, Suzuki, and Gordon, their theories of teaching children, and/or their instructional methods and strategies. Other topics include how to teach children to sing properly, how to teach musical concepts and basic skills such as sight-reading and active listening, and how to incorporate technology into the elementary music classroom. 2 credits.

Practicum in Church Music
Prerequisite: MUS-340 and 341
A semester-long field placement that will serve as a culminating experience in which the philosophies, methods and materials presented in the music core and the Church Music major curricula will be put into practice. 4 credits.

Vocal Pedagogy
Prerequisite: MUS-212
The science and application of vocal techniques for the teaching of singing. 2 credits.

Piano Pedagogy
Prerequisite: MUS-212
Designed for pianists to better understand the process of teaching piano. Learning theories, various piano methods, appropriate literature, and laboratory application, developing teaching skills for the piano. 2 credits.

Lyric Diction II
Prerequisite: MUS-511
Review of International Phonetic Alphabet (IPA). Application of IPA to rules of singing in English, French, Latin and Spanish with oral and written drill. 2 credits.

Independent Study
Investigation of a topic not duplicated among the regular course offerings. 2 credits.

Chamber Music for Winds and Percussion
Practical knowledge of the characteristics and inherent difficulties of individual instruments through rehearsals and coaching sessions, culminating in a public performance of the selected repertoire. 1 credit.

Performance Studies
Performance Studies courses emphasize the technical and interpretive skills necessary for artistic self-expression. Students grow in their technique, artistry, and knowledge of the appropriate repertoire. Performance Studies courses combine historical, theoretical, technical, physiological, and psychological components of music into successful performing.

All students with a desire to initiate performance study, whether as a major or elective, are required to audition.
510 Vocal Performance Topics
Enhancement of private studio study. Systematic exposure to a wide gamut of technical and artistic musical performance issues. Concurrent enrollment in appropriate performance studies instruction required. 2 credits.

511 Voice
Variable credit.

512 Opera
Variable credit.

520 String Performance Topics
Enhancement of private studio study. Systematic exposure to a wide gamut of technical and artistic musical performance issues. Concurrent enrollment in appropriate performance studies instruction required. 2 credits.

521 Violin
Variable credit.

522 Viola
Variable credit.

523 Cello
Variable credit.

524 Double Bass
Variable credit.

525 Classical Guitar
Variable credit.

526 Jazz Guitar
Variable credit.

527 Harp
Variable credit.

530 Brass Performance Topics
Enhancement of private studio study. Systematic exposure to a wide gamut of technical and artistic musical performance issues. Concurrent enrollment in appropriate performance studies instruction required. 2 credits.

531 Trumpet
Variable credit.

532 Horn
Variable credit.

533 Trombone
Variable credit.

534 Euphonium
Variable credit.

535 Tuba
Variable credit.

540 Woodwind Performance Topics
Enhancement of private studio study. Systematic exposure to a wide gamut of technical and artistic musical performance issues. Concurrent enrollment in appropriate performance studies instruction required. 2 credits.

541 Flute
Variable credit.

542 Oboe
Variable credit.

543 Clarinet
Variable credit.

544 Bassoon
Variable credit.

545 Saxophone
Variable credit.

550 Percussion Performance Topics
Enhancement of private studio study. Systematic exposure to a wide gamut of technical and artistic musical performance issues. Concurrent enrollment in appropriate performance studies instruction required. 2 credits.

551 Percussion
Variable credit.

552 Drum Set
Variable credit.

560 Keyboard Performance Topics
Enhancement of private studio study. Systematic exposure to a wide gamut of technical and artistic musical performance issues. Concurrent enrollment in appropriate performance studies instruction required. 2 credits.

561 Piano
Variable credit.

563 Harpsichord
Variable credit.

564 Advanced Collaborative Piano
The study and performance of chamber music literature involving the piano. Works of various style periods and instrumentations will be studied, with specific repertoire chosen to fit the particular strengths and interests of the students enrolled. 2 credits.

565 Chamber Ensemble Piano
Study and performance of chamber music literature involving the piano. Repertoire to be studied will be chosen from the standard chamber music literature, subject to the approval of the instructor, and will be coached during the student's weekly lesson. 1 credit.
567  Service Playing
Techniques and repertory of organ service playing. Topics include: hymn playing, registration, accompanying of vocal and instrumental repertory, conducting from the console, improvisation, and occasional services. Variable credit.

568  Introduction to Organ and Harpsichord
Introduction to the playing techniques, means of musical expressiveness, and repertories associated with the organ and harpsichord. Includes study of basic organ registration, as well as continuo performance for both instruments. 2 credits.

569  Jazz Piano
Variable credit.

Neuroscience Program

Professors: Blaker, Grisel (Director), Turgeon
Assistant Professors: Hollis, Rice

To graduate with a major in neuroscience, a student must have an overall grade point average of at least 2.00 in all courses required for the major.

A major in neuroscience consists of 12 courses and must include:

- BIO-222 or PSY-202,
- BIO-221 and 460,
- CHM-110, 120, and 220,
- NSC-401 and 502,
- PSY-320 and 402, 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.

BIO-300  Cell Biology
BIO-302  Molecular Genetics
BIO-303  Intermediary Metabolism
BIO-322  Human Physiology
BIO-420  Chordate Morphology & Development
BIO-422  Human Genetics
BIO-425  Developmental Biology
BIO-450  Microanatomy
BIO-460  Neurobiology
BIO-470  Immunology
CSC-343  Artificial Intelligence
IDS-200  Brain and Mind
IDS-310  Pathophysiology
PHL-320  Philosophy of Science
PHY-431  Electronics
PSY-211  Childhood and Adolescence
PSY-213  Adulthood and Aging
PSY-311  Behavior Disorders
PSY-321  Psychopharmacology
PSY-322  Memory and Cognition
PSY-323  Animal Behavior
PSY-404  Autism
PSY-481  Brain Imaging

Students will be advised by the directed 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 listing under individual departments. On occasion, special topics courses are offered that also satisfy the requirements for the major.

Neuroscience (NSC) Courses

401  Current Topics in Neuroscience
Prerequisite: instructor permission
Year-long capstone course for neuroscience majors that will provide students with knowledge of current research practice and implications. Format includes discussion of primary research findings, thesis preparation, and research presentation. 4 credits.

450  Methods in Behavioral Neuroscience Research
Prerequisite: PSY-320
Preparation for independent research. Topics such as ethics, conducting advanced literature searches, handling and injecting rodents, mixing drugs, how to make scientific presentations, writing for publication, and advanced statistics are covered. Students complete a literature review or research proposal and oral presentation. May Experience ONLY. 2 credits.

502  Research in Neuroscience
Prerequisite: instructor permission
Original and independent research. Working with the neuroscience faculty, 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 is required. Variable credit.
Philosophy

Professors: Shaner (Chair), Worth
Associate Professors: E. Anderson, Epright, Gandolfo, Stone
Assistant Professors: Baba, Simmons
Visiting Assistant Professor: Ehrett

A major in Philosophy consists of eight to eleven courses and must include:

- PHL-101,
- at least two of the following courses:
  - PHL-201, 202, 203, 204, 205, and
- at least one course in non-Western philosophy:
- IDS-200 Brain and Mind may also contribute to the courses required for a major in the discipline.

To graduate with a major in philosophy, a student must have an overall grade point average of 2.00 in all philosophy courses. A student should consult the department chair for individual planning of the major program.

Philosophy (PHL) Courses

101 Introduction to Philosophy
G E R: U Q (Ultimate Questions)
Introduction to some of the classic problems of philosophy, with emphasis on understanding the nature of philosophical reflection and reasoning. Includes epistemology, ethics, metaphysics and other major branches of philosophy. 4 credits.

105 Logic
Formal analysis of arguments with emphasis on symbolic logic. 4 credits.

201 Ancient Philosophy
G E R: T A (Critical, Analytical Interpretation of Texts)
Prequisite: PHL-101
The growth and development of philosophical thought from Thales to Aquinas. 4 credits.

202 Modern Philosophy
G E R: T A (Critical, Analytical Interpretation of Texts)
Prequisite: PHL-101
The growth and development of philosophical thought from Descartes through Kant. 4 credits.

203 Nineteenth Century Philosophy
G E R: T A (Critical, Analytical Interpretation of Texts)
Prequisite: PHL-101
Important figures and themes of nineteenth century philosophy. Readings chosen from Hegel, Schelling, Schopenhauer, Feuerbach, Marx, Kierkegaard, Darwin, and Nietzsche. 4 credits.

204 American Philosophy
G E R: T A (Critical, Analytical Interpretation of Texts)
Prequisite: PHL-101
History of American philosophy focusing on the development of Pragmatism and its influence on contemporary thought. Readings include Emerson, Peirce, James, Santayana, and Dewey. 4 credits.

205 Twentieth Century Philosophy
G E R: T A (Critical, Analytical Interpretation of Texts)
Prequisite: PHL-101
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. 4 credits.

220 Realizing Bodymind: Whole Person Development
G E R: M B (Mind and Body) and W C (World Cultures)
Prequisite: PHL-101
Survey of "Wholeness Concepts" which promote lifetime fitness and healthy lifestyle habits. Topics include the philosophical and corporeal cultural traditions of South Asia, East Asia, and Northeast Asia. Introduction to the martial art of Ki-Aikido as well as additional disciplines (including meditation) that promote the experience of mind and body unification. 4 credits.

230 Indian Philosophy
G E R: W C (World Cultures)
Prequisite: PHL-101
Survey of six orthodox and three heterodox schools including Advaita Vedanta, Yoga, Samkya, Mimamsa, Nyaya, Vaisesika, Early Buddhism, Jainism, and Ajivika Materialism. Comparative (East/West) analyses are explored. 4 credits.

240 Chinese Philosophy
G E R: W C (World Cultures)
Prequisite: PHL-101
Survey of the development of Classical Chinese Philosophy with emphasis upon Confucian, Daoist, and Neo-Confucian traditions. 4 credits.

241 Confucian Philosophy
G E R: W C (World Cultures)
Prequisite: PHL-101
A comprehensive survey of Confucian philosophy including Early Confucianism (Confucius and Mencius), the Daoxue...
or Neo-Confucianism of the Song (960-1276) and the Ming (1368-1644) Dynasties (Zhu Xi and Wang Yangming), and the 20th Century New Confucian Movement (Mou Zongsan and Tang Junyi). 4 credits

250 Japanese Philosophy
GER: WC (World Cultures)
Prerequisite: PHL-101
The development of Japanese Philosophy from the classical period to modern times with a focus upon Buddhist philosophy and its intersection with the West. Analysis includes Early Buddhism, Kukai’s Shingon Buddhism, and Dogen’s Soto Zen Buddhism. The encounter of Japanese Philosophy with the West is studied through modern figures such as Nishida Kitarō, Watsuji Tetsuro, and Yuasa Yasuo. 4 credits.

260 Latin American Philosophy
GER: WC (World Cultures)
Prerequisite: PHL-101
Latin American philosophical reflection from four key eras of the region’s history: Pre-Conquest; arguments for and against the Conquest; the 19th century struggle for independence; and exciting currents in 20th century thought (liberation and feminist philosophies). 4 credits.

270 Africana Philosophies
GER: WC (World Cultures)
Prerequisite: PHL-101
Philosophical themes in sub-Saharan Africa and the African Diaspora in the Caribbean and the United States. Topics include: what counts as Africana philosophy; race; colonialism; gender; and slavery. Ontological, ethical and socio-political questions considered. 4 credits.

301 Ethics
Prerequisite: PHL-101
The nature of morality, the grounds of moral obligation, and the principles of moral decision-making according to classical and contemporary moral philosophers. 4 credits.

302 Medical Ethics
GER: UQ (Ultimate Questions)
Prerequisite: PHL-101 and instructor permission
Intersection of major moral theories with health care delivery systems. Topics addressed include refusal of life-saving treatment, autonomy and paternalism in health care, and allocation of scarce medical resources. Course requires participation in clinical rotations at several health care facilities. Course must be enrolled with IDS-301 and SO C-234. 4 credits.

303 Environmental Ethics
GER: NE (Humans and the Natural Environment)
Prerequisite: PHL-101
Examination and evaluation of various approaches to moral problem solving with reference to environmental and ecological issues. Topics include: Animal Liberation, the Land Ethic, Biocentrism or Reverence for Life, Ecofeminism, Deep Ecology, and Environmental Justice. 4 credits.

304 Ethics of Globalization
GER: NE (Humans and the Natural Environment)
Prerequisite: PHL-101
Consideration of how to make an ethical assessment of globalization’s economic, environmental, political aspects. Topics include: the benefits/costs of globalization, who is benefiting and possible alternatives to globalization. 4 credits.

310 Social and Political Philosophy
Prerequisite: PHL-101
Central issues in social and political philosophy. Topics vary, but may include: the philosophical foundations of the state, the basis and limits of individual freedom, the place of religion in a democracy, the justification of punishment, the requirements of distributive justice, and the treatment of cultural, racial, and gender diversity. Readings typically include works by both classical and contemporary philosophers. 4 credits.

311 Philosophy of Law
Prerequisite: PHL-101
Investigation of philosophical questions relating to law. Topics include 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. 4 credits.

312 Philosophy of Gender
Prerequisite: PHL-101
Examination of competing feminist theories. For example, liberal feminism, socialist or Marxist feminism, radical feminism and others. Analyzing the philosophical assumptions concerning women and women’s situations that underlie each view, and examining the philosophical traditions from which each theory is developed. 4 credits.

320 Philosophy of Science
Prerequisite: PHL-101
Understanding the scope, structure, and limits of the scientific method. Special attention is given to biology, psychology, and the implications of evolutionary theory. 4 credits.

321 Philosophy of Psychology
Prerequisite: PHL-101
An examination of mental health, mental illness, and moral psychology. Course will consider the various conceptions of the self, personhood, and human nature at the root of traditional theories of psychology. Topics discussed will include: personal identity, freedom, decision-making, and autonomy. Course will consider ways in which persons are categorized as mentally healthy or ill and evaluate approaches to the treatment of mentally ill persons. 4 credits.
330 Philosophy of Art
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: PH L-101
A study of the nature of art and the possibility of standards of judgment. Readings include Aristotle, Plato, Kant, Dickie, Danto. 4 credits.

340 Philosophy of Religion
Prerequisite: PH L-101
Investigation of the central philosophical issues relating to religious belief and practice. Topics include arguments for and against the existence of God, the problem of evil, the nature and significance of religious experience, and the relationship between the different world religions. 4 credits.

350 Epistemology
This course introduces students to philosophical reflection about knowledge. The course addresses issues such as how we should define knowledge, why knowledge is good to have, whether there are good responses to skepticism, how we should understand the relationship between knowledge and rational justification, what is the correct understanding of how beliefs come to be rationally justified, how we should understand such notions as "truth" and "objectivity," and whether knowledge is relative to particular conceptual schemes or cultures. Students will confront these issues through an examination of classic and contemporary philosophical texts. 4 credits.

355 Fact, Fiction and Fraud
Examination of what our expectations are when we read. What do we think truth consists of when we read a memoir, or a novel, and how do we reconcile that with our notions of truth outside narrative descriptions. May Experience ONLY. 2 credits.

370 Philosophers, Movements and Problems
Prerequisite: PH L-101
Further investigation into a particular philosopher, movement or problem. 4 credits.

400 Senior Seminar in Philosophy
Prerequisite: PH L-101
Reading, research, and writing course for majors, normally in their senior year, covering a specific topic in philosophy. 4 credits.

501 Independent Study
Prerequisite: PH L-101 and instructor permission
Either a research project or a reading program. Students must have a 3.00 grade point average in a minimum of three philosophy courses and an overall grade point average of 2.70 to register. Variable credit.

Physics
Professors: Baker (Chair), Brantley, D’Amato, Turner
Associate Professor: Moffett
Assistant Professor: Wang
Visiting Assistant Professor: Conrad

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 the following courses:
- MTH-151, and 160,
- PHY-111, and 112,
- PHY-241, 311, 312, 321, 322, 331, 441, and
- at least one of the following: PHY-421, 432, 442, 451, 452, 502, or 504.

Students intending to pursue a B.S. degree in physics are strongly encouraged to complete PHY-111, 112, 241, and 331 along with MTH-150, 151 and 160 by the end of their sophomore year. MTH-151 and 160 serve as pre- or co-requisites to all upper-level physics courses.

Majors intending to pursue graduate study in physics should also consider enrolling in additional courses, including PHY-442, 451, 452, 502 or 504, plus courses in related fields, such as CSC-121, MTH-250, and 255.

Physics majors planning to teach physics in secondary schools must also complete BIO-101, 102, or 111; CHM-110; EES-110 or 112, or PHY-105 or 451; EDU-111, 120, 221, 350, 454, 460, 472, and EDEP-670 in addition to the prescribed courses in the major (excluding PHY-441 and the final elective in physics). MTH-250 and 255 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.

Dual-Degree Engineering Program

The dual-degree engineering program normally consists of three years at Furman and two to three 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 requirements for the dual-degree major in pre-engineering:
- CHM-111 and 210,
- MTH-151, 160, 250, and 255,
- PHY-111, 112, 311, 321 and 331, and additional CSC, ENG, and other courses as specified by the destination engineering program.

The requirements for the dual-degree major in physics:
- CHM-111 and 210,
- MTH-151, 160, 250, and 255,
- PHY-111, 112, 311, 312, 321, 322, and 331, at least one of the following: PHY-241, 441, 421, 432, 452, 442, 451, 502, or 504, and additional CSC, ENG, and other courses as specified by the destination engineering program.

A minimum grade point average of 2.60 is required to declare a major in the dual-degree program.

Physics (PHY) Courses

101 Survey of Physics for Non-Science Majors
GER: NW (Empirical Study of the Natural World)
A philosophic and conceptual examination of selected fundamental principles of physics. No prior knowledge of physics is assumed. Some historical and biographical material is included. 4 credits.

104 Energy—of Man, Creation and Calories
GER: NW (Empirical Study of the Natural World) and NE (Humans and the Natural Environment)
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, including the impact of energy on environmental aspects of human life. 4 credits.

105 Descriptive Astronomy
GER: NWL (Empirical Study of the Natural World with laboratory)
Prerequisite: high school algebra
Apparent motion of the Sun, Moon and planets; the birth of modern astronomy; properties of light and its detection; the Sun and the Solar System; the structure, properties and evolution of stars; galaxies and cosmology. 4 credits.

111 General Physics I
GER: NWL (Empirical Study of the Natural World with laboratory)
Prerequisite: high school calculus. MTH-150 or (140 and 141) 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. 4 credits.

112 General Physics II
GER: NWL (Empirical Study of the Natural World with laboratory)
Prerequisite: PHY-111 and MTH-141 or 150. MTH-151 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. 4 credits.
113 General Physics III
Prerequisite: PHY-111

119 Physics of Music
Prerequisite: PHY-111
Fundamentals of simple harmonic motion and waves. Physics of strings and vibrating air columns will be studied in detail. Lab activities will include the study of wave motion and the Fourier analysis of sounds. May Experience ONLY. 2 credits.

241 Introduction to Modern Physics
Prerequisite: PHY-112
Special theory of relativity, particle nature of electromagnetic radiation, waves and wave nature of matter, the Heisenberg Uncertainty Principle, historical models of the atom, Schrödinger'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. Must be enrolled with MTH-160. 4 credits.

311 Classical Mechanics I
Prerequisite: PHY-112. MTH-255 is recommended.
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. 4 credits.

312 Classical Mechanics II
Prerequisite: PHY-311
An advanced treatment of topics studied in the first classical mechanics course, plus gravitation, coupled oscillations, mechanics of continuous media, the one-dimensional wave equation, and relativistic kinematics and dynamics. 4 credits.

321 Electromagnetic Theory I
Prerequisite: PHY-112. MTH-255 is recommended.
Development of the Maxwell equations. Electrostatic forces and fields, potential theory, magnetostatic forces and fields, time-varying fields. 4 credits.

322 Electromagnetic Theory II
Prerequisite: PHY-321
A continuation of the first course on electromagnetic theory. Application of Maxwell's equations to radiating systems, systems and properties of electromagnetic waves in vacuum and matter, Radiation theory and relativistic electrodynamics. 4 credits.

331 Thermodynamics and Statistical Mechanics
Prerequisite: PHY-241 is recommended.
Laws of heat and thermodynamics, kinetic theory of gases, introduction to statistical mechanics. 4 credits.

421 Optics
Prerequisite: PHY-112. PHY-321 is recommended.
Geometrical optics, image formation by lenses and mirrors, optical instruments and aberrations, Fresnel equations, optical properties of materials, nonlinear optics, optical properties of materials and the modulation of light, interference and diffraction, Fourier optics, laser operation and properties. Laboratory activities include numerical simulations of lens aberrations, Bragg's angle experiment, electro-optic effect, magneto-optic effect and the spatial light modulation. 4 credits.

431 Electronics
Prerequisite: PHY-112
Theory and applications of active and passive circuits containing resistors, capacitors, inductors, transistors and integrated circuits. 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. 4 credits.

432 Experimental Methods in Physics
Prerequisite: PHY-241
Experiments in classical and modern physics designed to give practice in the art of making precise measurements and manipulating experimental apparatus. 4 credits.

441 Introduction to Quantum Mechanics
Prerequisite: PHY-241
Introduction to quantum formalism, the simple harmonic oscillator, angular momentum, the hydrogen atom, spin and indistinguishable particles, and applications. Should be enrolled with MTH-255. 4 credits.

442 Quantum Mechanics
Prerequisite: PHY-441
Duality of matter and radiation, state functions, linear momentum, the Schroedinger equation, systems of particles, angular momentum and spin. 4 credits.

451 Introduction to Astronomy and Astrophysics
Prerequisite: PHY-241, 311, and 321. PHY-441 is recommended.
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. 4 credits.

452 Atomic and Nuclear Physics
Prerequisite: PHY-241
Atomic physics topics include solutions to the Schroedinger equation for the hydrogen atom, one dimensional square well, spin orbit coupling and the periodic table. Nuclear physics topics include stable nuclei, nuclear decay, the radial
square well and a model for the deuteron, as well as the
simple harmonic oscillator and the nuclear shell model. An
introduction to elementary particles and accelerators is also
included. 4 credits.

461  Teaching Methods and Materials in Physics
Prerequisite: department permission. 4 credits.

502  Research
Guided experimentation or theoretical research on selected
topics. Potential for publication of results or presentation of
findings at professional meetings. Variable credit.

504  Directed Independent Study
Study of selected topics designed to instill deeper
understanding of areas of physics beyond formal course work.
A formal paper resulting from this study is expected. Variable
credit.

Political Science

Professors: Aiesi, Bressler, Fraser, Gordon, Guth,
Ha[1]va-N eubauer, N elson, Smith, Smolla, Tesitore,
Vinson (Chair)
Associate Professors: Halfacre, Kaup, Malici, Storey
Assistant Professors: Cosby, Fleming, Yildirim
Lecturer: Norwood
Visiting Instructor: Pennock
Adjuncts: Galinanes, O. Sisman

A major in political science must include:
•  PSC - 101, 102, 103, 150,
•  at least one advanced course in two of
  the four designated sub-fields: American
  Politics, Comparative Politics, International
  Relations, and Political Thought,
•  one engaged learning course or four
  credits offered during the May Experience
  through the department, and
•  two additional advanced courses in political
  science.

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 (PSC) Courses

101  Introduction to American Government
GER: HB (Empirical Study of Human Behavior)
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. 4 credits.

102  Introduction to World Politics
GER: HB (Empirical Study of Human Behavior)
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. 4 credits.

103  Introduction to Political Thought
GER: UQ (Ultimate Questions)
A survey of major political thinkers, directed toward
considering whether the ultimate grounds of political
questions are natural, divine, or human. 4 credits.

150  Introduction to Political Analysis
GER: HB (Empirical Study of Human Behavior)
Prerequisite: PSC-101 or 102
The methodology of contemporary political science,
including research techniques for studying political behavior.
4 credits.

American Politics

202  The American Presidency
Prerequisite: PSC-101
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. 4
credits.

203  Judicial Process and the U.S. Supreme Court
Prerequisite: PSC-101
The judicial process and the federal system through the case
method. 4 credits.

204  Civil Rights and the U.S. Constitution
Prerequisite: PSC-101
Study of the civil rights of the American constitution
through readings and the case method. 4 credits.

205  Public Policy in the United States
Prerequisite: PSC-101
Study of public policy in the United States with an emphasis
on influential policy actors, theories of the policymaking
process, the tools of policy analysis, and important policy
areas, such as education, the environment, and defense policy.
4 credits.
206 Law and Public Policy
Prerequisite: PSC-101
Do court rulings effect significant change in public policy? We examine this question by investigating U.S. Supreme Court holdings and public policy in the following areas: education, death penalty, abortion, land preservation, access to justice, abortion and voting rights. 4 credits.

207 State Politics
Prerequisite: PSC-101
Comparative analysis of politics in the American states. Emphasis on federalism (intergovernmental relations), state governmental services and functions. 4 credits.

208 Urban Politics
Prerequisite: PSC-101
Study of problems facing cities, including community power structures, poverty, welfare, education, housing, urban renewal and law enforcement. 4 credits.

209 Southern Politics
Prerequisite: PSC-101
An investigation of how the American South has developed politically and how the region has helped to shape American politics as a whole. Focus includes race, economics, and religion and how they have affected the political dynamics of the region. 4 credits.

210 Interest Groups and Political Movements
Prerequisite: PSC-101
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. 4 credits.

211 Racial and Ethnic Politics
Prerequisite: PSC-101
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. 4 credits.

212 Women and Politics
Prerequisite: PSC-101
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. 4 credits.

213 Environmental Policy
GER: NE (Humans and the Natural Environment)
An analysis of the ways and context in which environmental policies are developed, promoted, and deliberated. Issues such as waste management and environmental justice illustrate the ways that individuals, agencies, and elected officials create, implement, enforce, and evaluate such policies. Contemporary case studies in the Greenville area illustrate environmental and sustainability issues such as pollution prevention and promoting local food systems. While conservation policy focuses primarily on the regulation of land, environmental policy has a much broader scope. 4 credits.

214 Environmental Law and Conservation Advocacy
GER: NE (Humans and the Natural Environment)
Evolution of key laws and court cases governing the ways that individuals and communities interact with the natural environment. Governmental regulation of environment and human health has grown dramatically in recent years, often resulting in litigation or conflict mediation. Examples in which environmental laws have spawned significant compliance complexities, legislative lobbying, and organizational advocacy will be addressed. 4 credits.

215 Public Administration
Prerequisite: PSC-101
Study of public administration with emphasis on major theories of administration and democracy, the role of bureaucracy in American society and the challenges facing public administrators at the national, state and local level. 4 credits.

301 The American Congress
Prerequisite: PSC-101 and 150
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. 4 credits.

315 Media and Politics
Prerequisite: PSC-101 and 150
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. 4 credits.

317 Political Behavior
Prerequisite: PSC-101 and 150
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. 4 credits.

Comparative Politics

221 Politics of the European Union
Prerequisite: PSC-102
Study of the institutions, policies and processes of the European Union and the major theories of regional integration. 4 credits.
222 **Politics of Russia**  
*GER: WC (World Cultures)*  
Prerequisite: PSC-102  
Examination of the development of institutions, policies, processes and cultures in the late Soviet and post-Soviet eras. 4 credits.

223 **Politics of Developing Nations**  
*GER: WC (World Cultures)*  
Prerequisite: PSC-102  
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. 4 credits.

224 **Politics of Africa**  
Prerequisite: PSC-102  
Comparative study focusing on traditional political structures, the impact of colonialism, and contemporary political systems and parties. 4 credits.

225 **Politics of the Middle East**  
*GER: WC (World Cultures)*  
Prerequisite: PSC-102  
Focus on the interplay of religion, nationalism, colonialism and regional conflict in the context of national as well as world politics. 4 credits.

226 **Politics of China**  
*GER: WC (World Cultures)*  
Prerequisite: PSC-102  
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. 4 credits.

227 **Environmental Politics in China**  
*GER: NE (Humans & the Natural Environment)*  
Prerequisite: PSC-102  
Examination of the key environmental challenges facing China, efforts to combat environmental destruction, and prospects for China's sustainable development. Will explore the interaction of minority and environmental concerns and the impact of tourism on both. 4 credits.

229 **Politics of Asia**  
*GER: WC (World Cultures)*  
Prerequisite: PSC-102  
Examination of one of the world's most dynamic regions. Common issues facing disparate regimes will be explored through case studies from Communist regimes, military and transitional systems, and restricted democracies. The region's changing international role and influence will be discussed. 4 credits.

230 **Politics of Latin America**  
Prerequisite: PSC-102  
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. 4 credits.

235 **Politics of Religious Movements**  
Prerequisite: PSC-102  
Effects of religious movements on the politics of modernizing societies, comparing Europe, the United States, the Middle East and Latin America. 4 credits.

236 **Political Parties**  
Prerequisite: PSC-102  
Examination of political parties as they appear in established and emerging democracies. Special emphasis on U.S. political parties in comparative perspective. 4 credits.

244 **Issues in Latin American Politics**  
Prerequisite: PSC-102  
*GER: HB (Empirical Study of Human Behavior)*  
This course offers a comparative analysis focusing on the persistence of authoritarianism and the processes and challenges associated with democratic transition and consolidation in selected Latin American countries. Taken as a component of Furman's Latin America study away program. 4 credits.

320 **Politics of Europe**  
Prerequisite: PSC-102 and 150  
Study of political institutions, policies and processes in European democracies. 4 credits.

International Relations

250 **International Relations**  
Prerequisite: PSC-102  
Examination of the sources of conflict and cooperation in the international system and their effects on the development of foreign policy. 4 credits.

251 **International Peace and Security**  
Prerequisite: PSC-102  
Examination of security challenges facing leaders in the twenty-first century. Topics include: WMD, wars of insurgency, terrorism, peacekeeping, nation building, and ethnic conflict. 4 credits.

252 **American Foreign Policy**  
Prerequisite: PSC-102  
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. 4 credits.
254 Foreign Policy Leadership
GER: HB (Empirical Study of Human Behavior)
Prerequisite: PSC-102
Examination of the personalities, beliefs, and cultural milieus of foreign policy leaders and how these leadership factors contribute to historical and contemporary peace and conflict processes in world politics. Also, considering leadership assessment techniques. 4 credits.

256 International Political Economy
Prerequisite: PSC-102
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. 4 credits.

258 International Organization
Prerequisite: PSC-102
International organization is the ordering principle in the international system including institutions, regimes, law and norms. The goal of the organization is to govern the interactions among state and non-state actors. Challenges to these ordering principles and their effectiveness in specific cases will be studied. 4 credits.

Political Thought

270 Classical Political Thought
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: PSC-103 or PHL-101
Textual analysis of selected works by classical authors such as Plato, Aristotle, Cicero, Augustine, and Aquinas. 4 credits.

272 Modern Political Thought
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: PSC-103 or PHL-101
Textual analysis of works by authors such as Machiavelli, Hobbes, Locke, Rousseau, Burke, Marx, Mill, and Nietzsche. 4 credits.

273 American Political Thought
GER: TA (Critical, Analytical Interpretation of Texts)
Prerequisite: PSC-103 or PHL-101
Analysis of the principles underlying American politics, focusing on textual analysis of the writings of our most influential statesmen, stateswomen, and public intellectuals. 4 credits.

275 Issues in Political Thought
GER: TA (Critical, Analytical Interpretations of Texts)
Examination of selected moral and political themes in light of the tradition of political thought, drawing from classic texts in political thought as well as the writings of contemporary scholars and public intellectuals. 4 credits.

278 Readings in Political Thought
Prerequisite: PSC-103 or PHL-101
Patterned on the model of a reading group, students will focus on a significant author or theme in the tradition of political philosophy. Readings will vary by year and instructor. Topics could include Aristotle’s Politics, the political theories of Leo Strauss, or Machiavelli’s Discourses on Livy. May Experience Only. 2 credits.

304 Jurisprudence, Law and Ethics
This course examines a broad range of contemporary legal issues from the theoretical standpoint of ethics and jurisprudence. Theory is employed to present legal developments within their particular social and historical context. 4 credits.

Study Away

122 Democracy the Scandinavian Way
Exploration of politics and policies in the United States and Scandinavia. The course includes briefings by experts and policy makers on location. May Experience Only. 2 credits.

240 Economic and Political Analysis of the European Union
Prerequisite: PSC-102
Same as ECN-371. 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 PSC-240 and ECN-371. 4 credits.

241 Issues in Central and East European Politics
Prerequisite: PSC-102
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. 4 credits.

242 Issues in African Politics
Prerequisite: PSC-102
Examination of change in Africa, with emphasis on such topics as the politics of democratization, ethnicity, economic development, the environment and international relations. 4 credits.

243 Issues in Chinese Politics
Prerequisite: PSC-102
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. 4 credits.

322 Welfare States in America and Scandinavia
Prerequisite: PSC-101
Advanced exploration of welfare states in the United States and Scandinavia. The course includes briefings by experts and policy makers on location. May Experience Only. 2 credits.
Capstone Courses

401 Capstone Seminar in Political Science
Prerequisite: PSC - 101, 102, 103, and 150
Reading, research and writing course for majors that covers a specific topic in political science. 4 credits.

410 Senior Honors Essay
Prerequisite: instructor permission
Guided research and writing on a topic in any field of political science proposed by the student and approved by the instructor. 4 credits.

Engaged Learning

504 Directed Independent Study
Prerequisite: instructor and department permission. Variable credit.

505 Fieldwork in Politics
Prerequisite: PSC - 101 or 102
Through internships and related assignments, students employ research methods, test previous political science research, and acquire a deeper understanding of domestic and international affairs. Variable credit.

506 Fieldwork in State and Local Public Affairs
Prerequisite: PSC - 101
Through 165-hour 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. 4 credits.

507 The Washington Experience
Prerequisite: PSC - 101 or 102
Examination of political, civic and cultural aspects of the American political system while living in Washington, D.C. Includes internship in a government agency or political organization, with appropriate academic perspectives. 4 credits summer, 8 credits spring.

508 The Brussels Experience
Prerequisite: PSC - 102
Internship in a European Union institution or related organization with appropriate academic perspectives. 4 credits.

509 Fieldwork in State Legislatures
Prerequisite: PSC - 101
State legislative interns compare and contrast their internship experiences with the appropriate political science literature to gain a deeper understanding of the representation process.

511 Mediation and Conflict Resolution
An introduction to the theory and practice of mediation, a non-adversarial method for resolving disputes. Students will practice active listening skills, facilitative responses, non-verbal communication skills, and mediation techniques (brainstorming, settling on a mutual option, and writing an effective agreement). The broader implications of conflict resolution such as restorative justice and forgiveness studies will also be explored. May Experience ONLY. 2 credits.

514 Campaigning for Office in SC
Explores the roles of candidates, consultants, activists, political parties, and the media in state-wide elections in South Carolina. Students will travel the state to speak with key figures in South Carolina politics and attend political meetings as participant observers. May Experience ONLY. 2 credits.

515 Poverty and the Law
Through readings, discussions and field trips (to courtrooms, Legal Aid, public defenders, ICE, DSS, prisons) considering the factual and ethical aspects of the relationship between poverty and the law in the U.S. May Experience ONLY. 2 credits.

512 Trial Advocacy
Historical foundations of trial advocacy; analysis of the structure of a trial from opening statements to closing arguments; students practice all components of a trial (e.g., direct and cross-examination) and stage several trials in local courthouses. Cases rotate between civil and criminal fact patterns. May Experience ONLY. 2 credits.

513 Conservation and Renewable Energy
Fostering and incentivizing conservation behavior and the goal of carbon neutrality and the challenges associated with pursuing those endeavors. Mechanics of renewable energy technologies and the study of encouraging environmentally sustainable behavior. The political context in which college campuses finds themselves with regard to renewable energy policy will also be examined. May Experience ONLY. 2 credits.

Psychology

Professors: Batson, Brewer, Einstein (Chair), Grisel
Associate Professors: Hahn, Pontari
Assistant Professors: Blomquist, Horhota, Rice, Stetler
Lecturer: Pellew

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. All majors must complete the Major Field Test in psychology during their senior year.
A major must include:

- PSY-111, 201, 202 and
- eight additional courses as specified by the department.

It is recommended that majors enroll in PSY-201 immediately following PSY-111, 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-141 or 150, and
- at least two courses from the following:
  - BIO-111, 221, CHM-110, 120, 210, EES-110, 112, PHY-111 or 112.

It is also recommended that all majors complete as many of the following courses as possible:

- BIO-111, 221, and 322,
- COM-101,
- CSC-101,
- ENG-210,
- MTH-241, and
- PHL-101.

Psychology (PSY) Courses

111 General Psychology
GER: HB (Empirical Study of Human Behavior)
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. Students must either participate in research projects or write summaries of published research articles. 4 credits.

201 Research Methods & Statistics I
GER: HB (Empirical Study of Human Behavior)
Prerequisite: PSY-111
Introduction to the principles of science, research design, data collection with animals and humans, statistical analysis, and scientific writing. Designed to acquaint students with the scientific methods used to study behavior; covers the fundamental methodological, statistical, and writing skills necessary for most advanced psychology courses. Lab work, computer analysis of data, and written reports of laboratory projects are integral to the course. 4 credits.

202 Research Methods & Statistics II
Prerequisite: PSY-201 (enrolled consecutively in the same semester)
Continuation of first research methods and statistics course. Introduction to the principles of science, research design, data collection with animals and humans, statistical analysis, and scientific writing. Designed to acquaint students with the scientific methods used to study behavior; covers the fundamental methodological, statistical, and writing skills necessary for most advanced psychology courses. Lab work, computer analysis of data, and written reports of laboratory projects are integral to the course. 4 credits.

211 Childhood and Adolescence
GER: HB (Empirical Study of Human Behavior)
Prerequisite: PSY-111
The psychological principles and processes of human development from conception through adolescence. Theory and empirical research related to physical, cognitive, social, and emotional development are reviewed. A student may not receive credit for both EDU-120 and PSY-211. 4 credits.

212 Social Psychology
GER: HB (Empirical Study of Human Behavior)
Prerequisite: PSY-111
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 pro-social behavior. 4 credits.

213 Adulthood and Aging
GER: HB (Empirical Study of Human Behavior)
Prerequisite: PSY-111
Developmental changes associated with adulthood. Includes topics such as changes in memory functioning, personality, speed of behavior, and socio-emotional processing. Selected topics related to atypical aging, such as Alzheimer’s disease and living to be a centenarian will also be addressed. 4 credits.

214 Health Psychology
Prerequisite: PSY-111
Issues of health and illness from a biopsychosocial perspective. Examining how the body responds to stress, the role of personality, social relationships, coping and socio-economic status in health and disease, pain perception and the experience of chronic pain, patient/physician interactions, and health behaviors. Students will conduct a term-long personal health behavior project. 4 credits.

215 Organizational Psychology
Prerequisite: PSY-212
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 and/or participation in a local organization is required. 4 credits.

311 Behavior Disorders
Prerequisite: PSY-111 and one other course in psychology, BIO-222, or HSC-201
An introduction to the study of psychopathology. Topics include the definition, assessment, and classification of psychopathology; a survey of the types of disorders, their etiologies, symptoms, and treatments. 4 credits.

314 Psychometrics and Assessment
Prerequisite: PSY-202 or BIO-222
An introduction to the psychometric principles of test construction and test use and to the theories and methods of psychological assessment. 4 credits.

318 Clinical Psychology
Prerequisite: PSY-311
Students will learn how clinical psychologists assess, diagnose, and intervene with mental health disorders and how they empirically investigate the development, prevention, and treatment of these disorders. This course will also explore the historical basis of clinical psychology as well as issues related to professional training and practice. 4 credits.

320 Introduction to Biopsychology
GER: NWL (Empirical Study of the Natural World with laboratory)
Prerequisite: PSY-202 or BIO-222
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. 4 credits.

321 Psychopharmacology
Prerequisite: PSY-320
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 function. 4 credits.

322 Memory and Cognition
Prerequisite: PSY-202 or BIO-222
Examination of the research and theories of human memory and cognition. Topics include perception, attention, encoding and retrieval processes, forgetting, the nature of long-term memory, and decision-making. Experimental approaches to studying these topics will be discussed. Lab projects focus on experimental and statistical methods for studying and analyzing cognitive processes. 4 credits.

323 Animal Behavior
Prerequisite: PSY-202 or BIO-222
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. 4 credits.

324 Learning
Prerequisite: PSY-202 or BIO-222
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. 4 credits.

329 History and Systems of Psychology
Prerequisite: PSY-202 or BIO-222 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. 4 credits.

402 Behavioral Neuroscience
Prerequisite: PSY-320
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. 4 credits.

403 Perspective on Self and Identity
Prerequisite: PSY-212 and PSY-202 or BIO-222
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. Read and discuss primary literature. Taught in seminar format. 4 credits.

404 Autism
Prerequisite: PSY-211 and PSY-202 or BIO-222
Historical and contemporary theory and scientific research related to autism will be examined. Areas of focus will include biological and environmental underpinnings of the
disorder, aspects of cognition and social development that are affected, and current interventions. An important part of the course is discussion with area experts who specialize in autism. 4 credits

413 Current Topics in Aging: Research and Practice
Prerequisite: PSY-202 and PSY-213
This seminar requires students to read and discuss primary literature on current issues in the study of Adulthood and Aging. Topics may include memory, everyday problem solving, communication, caregiving, social networks and lifestyle. Group and independent research involving on-site observations and working directly with seniors will be required. 4 credits.

450 Advanced Research Techniques
Prerequisite: PSY-202
An introduction to and preparation for independent research in a specific sub-field of psychology. Topics include specialized research methodologies, advanced statistics, oral and written communication of research findings, and ethics. A literature review, research proposal and oral presentation. May Experience O NLY. 2 credits.

503 Individualized Internship
Prerequisite: PSY-202 or BIO-222, at least one other course in psychology and instructor permission
Provides majors with experience in professional psychology. Interns complete a minimum of 25 hours per credit 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. Cannot contribute to major requirements. Variable credit.

509 Supervised Research
Prerequisite: PSY-202 or BIO-222 and instructor permission
Participation 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. Must produce a written or oral summary of the research project. Does not contribute to major requirements. Variable credit.

510 Thesis
Prerequisite: PSY-202 or BIO-222 and instructor permission
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 to major requirements. 4 credits.

Religion

Professors: S. Britt (Chair), Rutledge, Shelley, Siegel, Turner
Associate Professors: Bibb, Crowe Tipton, L.I. Knight, Stulting, Teipen
Assistant Professors: Nix, Sneed
Visiting Instructor: Valdina
Lecturer: Yazijian

In keeping with the liberal arts tradition, a religion major includes study in a variety of areas. A major consists of at least nine courses and must include:

- at least three courses, preferably with two or more courses studying the same religious tradition, from the following: AST-220, 225, REL-220, 221, 222, 223, 224, 225, 226, 227, 232, 322, 323 or 325.
- REL-475,
- at least one more course in Religion, and
- attendance at the department colloquium each spring
- A first year seminar may contribute to major requirements subject to approval from the department, but no more than two introductory (numbered below 200) courses may be used to fulfill major requirements. REL-125 will not normally contribute to a major in the discipline.

The specific courses included for completion of the major are agreed upon in consultation with the department chair.

Religion (REL) Courses

101 Dimensions of Religion
GER: UQ (Ultimate Questions)
Exploration of the phenomenon of religion as manifested in the variety of religious experiences and expressions,
including symbols, myths, rituals, and religious literature. Sacred writings from a variety of religious traditions will be considered. 4 credits.

110 Bible in the Public Square
GER: UQ (Ultimate Questions)
The basic biblical literacy necessary for engaging issues in the public sphere in which the Bible exerts a defining social and cultural influence. Assumes no previous knowledge of biblical literature, and is aimed at students across a wide spectrum of religious affiliation and interest. Topics will vary but may include: teaching the Bible in the public schools; the Bible and evolution; apocalyptic discourse; the Bible in the gay marriage debate; the Bible and the construction of the Other; Biblical scholars in the public sphere. 4 credits.

111 Bible and Ultimate Meaning
GER: UQ (Ultimate Questions)
A study of selected biblical texts with a focus on ultimate questions raised and addressed by those texts. Typically, biblical texts are studied in pairs or triads, emphasizing diverse perspectives, and in relation to other literature, ancient and modern. 4 credits.

112 New Testament and Early Christianity
GER: TA (critical, analytical interpretation of texts)

125 Religions of the World
GER: WC (World Cultures)
Important ideas and practices of major religions in historical and cultural context. 4 credits.

210 History, Literature, and Religion of the Old Testament
GER: TA (critical, analytical interpretation of texts)
The Old Testament in its historical context, with emphasis on the forms and contents of its literature and the religion of ancient Israel. 4 credits.

214 Apocalypse
An examination of the apocalyptic genre, including its literary, cultural, and historical features as well as its theological motifs. Focus on apocalyptic texts in the Hebrew Bible, the Christian Scriptures, and non-canonical documents. The appropriation of apocalyptic themes throughout history in artistic forms such as art, fiction, and film, with particular attention to how apocalyptic thinking continues to shape 21st century ways of being in the world. 4 credits.

220 Introduction to Judaism
GER: UQ (Ultimate Questions)
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. 4 credits.

221 Native American Religions
GER: UQ (Ultimate Questions) and WC (World Cultures)
Considering 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. 4 credits.

222 Introduction to Islam
GER: UQ (Ultimate Questions) and WC (World Cultures)
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. 4 credits.

223 Introduction to Hinduism
GER: UQ (Ultimate Questions) and WC (World Cultures)
Exploration of Hindu beliefs and practices with an emphasis on major religious themes that link classical traditions with popular piety. 4 credits.

224 Introduction to Buddhism
GER: UQ (Ultimate Questions) and WC (World Cultures)
Examining the doctrines, practices, and communal life of the Buddhist religious tradition. Beginning with the origins of Buddhism in India, its spread and transformation through Asia and to the West. Exploring the various interpretations about Buddhology, the meaning of Dharma and how it becomes embodied in practice. Studying the Buddhist perspectives and approaches to issues and challenges Buddhist face in the modern world. 4 credits.

225 Religions in Africa
GER: UQ (Ultimate Questions) and WC (World Cultures)
Introduction to major religious cultures of Africa. It explores three major types: African Traditional Religions (ATR), African Islam, and African Christianity. Focus on the variety of beliefs concerning Divinity, creation, the human person, and society. The relationship of these ideas to symbolic, ritual, and communal dimension of African life. Special attention to the role of Christianity as a catalyst of change, the emergence of the African Independent Churches (AIC), and new African theologies. 4 credits.

226 Eastern Orthodoxy and Roman Catholicism
GER: UQ (Ultimate Questions)
The development, beliefs, institutions, and public and private practices of Eastern Orthodox Christianity and Roman Catholicism. The relationship of these traditions to each other and to Protestantism is also examined. 4 credits.
227 Religions of South Asia
GER: WC (World Cultures)
Introduction to contemporary religions of South Asia by examining the religions that have developed in the Indian subcontinent—Hinduism, Jainism, Buddhism, and Sikhism—as well as the influences of religions born elsewhere—Islam, Christianity, and others. 4 credits.

229 Carolina Dharma: Ritual Spaces among Hindus and Jains
The contextualization of Hindu, Jain, and Buddhist traditions in upstate South Carolina. Historical and cultural background of the region, especially examining the impact of Evangelical Christianity on its norms and values. Development of Hindu, Jain, and Buddhist communities over the last forty years and the role that ritual practice and the construction of sacred spaces (Hindu Temples, Buddhist viharas) has played in the adaptive process. May Experience ONLY. 2 credits.

230 Religion in America
GER: HA (Historical Analysis of Human Interactions)
Historical survey of belief systems and practices of the religions and civil religion of Americans and the relationship of these to American culture. Emphasis on principal denominations and movements within and growing out of Judaism and Christianity. Native American religions, the American form of selected other religions, new religious movements studied briefly. 4 credits.

232 African American Religion
GER: HA (Historical Analysis of Human Interactions)
Surveying a number of prominent figures, themes, issues, and developments in African American religion in the United States. Examining a variety of figures and how their thought shaped and continues to shape African American religious expression. 4 credits.

236 History of Western European Christianity until 1300
GER: HA (Historical Analysis of Human Interactions)
The History of Christianity from Late Antiquity through the High Middle Ages. Emphasis on the interplay of religious and cultural change with special attention to institutional developments and to popular devotional practices. 4 credits.

237 History of Western European Christianity from 1300-1650
GER: HA (Historical Analysis of Human Interactions)
A survey of the History of Christianity from the late Middle Ages through the Early Modern Period. 4 credits.

240 Basic Christian Theology
GER: UQ (Ultimate Questions)
Introduction to what the Christian community as a whole has believed, taught, and confessed on the basis of Scripture and theological reflection. Examining the nature of theology, and its traditional expressions in such topics as the Trinitarian understanding of God, human sinfulness, reconciliation, and servant hood, and God's relation to the world in creation, providence, and eschaton. 4 credits.

241 Christian Classics
GER: UQ (Ultimate Questions)
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. Texts include works by Augustine, Francis of Assisi, Julian of Norwich, Martin Luther, John Woolman, Soren Kierkegaard, Dietrich Bonhoeffer and others. 4 credits.

242 Modern Christian Thought
GER: HA (Historical Analysis of Human Interactions)
Introduction to Christian thought in the western tradition with a focus on the European Enlightenment critiques and counter-critiques, the Romantic movement, and the rise of modern historical consciousness. Emphasis will be on liberal Protestantism; however, Catholic modernism will also be discussed. 4 credits.

243 Debating God: New Atheists and Old Defenders
GER: UQ (Ultimate Questions)
In recent years, a number of provocative books have appeared attacking the idea of God, and the religious traditions that teach belief in God. While some of these critiques represent traditional suspicion of religion from the natural (Richard Dawkins) and social (Sam Harris) sciences, there are also new aspects to these criticisms that are important to note (Christopher Hitchens, Daniel Dennett). This course will examine a representative sample of these thinkers, their backgrounds, and representative responses from religious thinkers. May Experience ONLY. 2 credits.

244 Topics in Twentieth Century Theology
GER: HA (Historical Analysis of Human Interactions)
Significant western theological movements, figures, and problems in the 20th century, especially from 1900-1965. Figures include Barth, Niebuhr, Tillich, and Rahner. Students are expected to articulate each thinker's approach in relation to other thinkers, and to traditional and novel problems. Another objective is to situate foundational theological writings and the lives of the thinkers in their social, ecclesial, and cultural contexts. 4 credits.

246 Body and Soul in Christian Thought
GER: UQ (Ultimate Questions)
Exploration of Christian debates over human nature and the quest for God, drawing on sources from the first through seventeenth centuries. Among our questions will be: What are human beings? How are human beings reconciled to God? What is the relationship between human and divine in Jesus Christ? 4 credits.

250 The Nature of Ministry
GER: HA (Historical Analysis of Human Interactions)
Examination of the biblical and historical background of ministry, areas of contemporary ministry, and personal and social motivation for ministry. 4 credits.
260  Religion and Literature
GER: TA (Critical, Analytical Interpretations of Text)
Readings of novels, poems, plays, chiefly modern, with
emphasis on human transformation, the relationship
between narrative structure and religious meaning, and
the sacramental imagination. Texts have included works
by Tolstoy, Hesse, Sartre, F. O'Connor, W. Percy, Dinesen,
Robbe-Grillet, Kundera, and works on narrative theology
and literary criticism. 4 credits.

261  Brothers Karamazov
Intensive study of Fyodor Dostoyevsky's novel, The Brothers
Karamazov. The possibility of faith, Christianity as an
organized religion, the relation of beauty to truth, the
confrontation between good and evil, the nature of history,
and the existence of God. Emphasis will be on the novel
itself, but some attention will be given to critical sources.
May Experience ONLY. 2 credits.

269  Art and Religion in Turkey
This course has two foci: aesthetic and religious. The
aesthetic focus will be on the art of Byzantine (Eastern
Christian) and Islamic sites in Turkey. Particular emphasis
will be given to church architecture and icons, both of
these being central features of Eastern Christian liturgy; and
to the architecture of mosques. Because Eastern Christian
and Islamic art did not (and does not) exist apart from
religious life, the relationship between art and religion (i.e.,
between aesthetics, on the one hand, and, on the other
hand, religious orthodoxy and orthopraxy) will be the other
central focus. Some attention will also be given to Greek
and Roman architectural forms, since they form the basis for
developments in both Byzantine and Islamic architectural
styles. May Experience ONLY. 2 credits.

270  Religious Studies in Turkey
Survey of religious history in Turkey with focus on early
Christianity, Byzantine Christianity and Islam in the
Ottoman Empire and the modern period. May Experience
ONLY. 2 credits.

271  Contemporary Southern Baptists
Social and theological developments in the post 1960s South
and considers how they are changing the Southern Baptist
Convention. Includes class visits to Greenville churches
and interviews with local Baptist leaders that exemplify the
change and tensions. Congregational field studies required.
May Experience ONLY. 2 credits.

272  Jimmy Carter: Southern Baptist
Interaction between President Jimmy Carter's Baptist
heritage, his career, and thought. Studies how this interaction
reflects recent developments in Baptist polity and theology.
Field trips to Carter Center, Carter National Historic Site,
and possibly an interview with Carter. May Experience
ONLY. 2 credits.

273  Malcolm X
Examining the social and religious impact of Malcolm X's
life and activism. May Experience ONLY. 2 credits.

274  Judaism in the Time of Jesus
Focuses primarily on extrabiblical primary sources for
Judaism from the first century CE, with some attention to
Jewish sources from a wider time frame (c. 2nd century BCE
through 6th centuries, CE). May Experience ONLY. 2
credits.

310  Old Testament Prophets
GER: HA (Historical Analysis of Human Interactions)
Study of the phenomenon of Hebrew prophecy and the
Hebrew prophets in their historical context, with emphasis
on the literary forms of prophetic literature and the social,
political, and religious values of the prophets. 4 credits.

311  Wisdom Literature
GER: UQ (Ultimate Questions)
Study of Proverbs, Job, Qoheleth, 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. 4 credits.

312  Ancient Israelite Religion
The history and development of religious life in ancient
Israel from its beginnings in Bronze Age Canaan to the
emergence of Judaism in the 5th Century BCE. Topics
include: the emergence of monotheism out of Israel's
polytheistic context; conflicts over orthodoxy, heterodoxy,
and syncretism; the details of Israel's cultic practices, including
sacrifices, communal gatherings, and varieties of religious
leadership; and the place of the goddess and other feminine
dimensions of deity. 4 credits.

314  The Pentateuch
GER: TA (Critical, Analytical Interpretations of Text)
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, sociological and postmodern approaches to the text.
4 credits.

315  The Bible and the Arts
GER: UQ (Ultimate Questions)
The history of biblical interpretation, with special emphasis
on the interaction of biblical theology with great works of
art from the Christian and Jewish traditions. Emphasis will
be on visual art from the Medieval and Renaissance periods,
but modern art as well as some sacred music will also be
considered. 4 credits.
316 Biblical Text and Canon  
GER: UQ (Ultimate Questions)  
Historical study of the origin of the Christian Bible with particular emphasis on processes involved in the preservation of the text, determination of canonicity, and the issues of meaning involved in the concepts of inspiration, authority, and canon. Study of the factors, historical, social, and theological, that prompted the genesis and final form of the biblical canon. 4 credits.

317 The Bible and Gender Politics  
GER: UQ (Ultimate Questions)  
Survey of a variety of feminist approaches to biblical interpretation, with primary focus on the New Testament and early Christian literature. Issues of concern include women's leadership roles in early Christianity, competing definitions of masculinity in early Christianity; and constructions of sexuality in the ancient world. The social location of modern day interpreters and questions of authority of Scripture will also be considered. 4 credits.

318 Jesus and the Gospels  
GER: TA (Critical, analytical interpretation of texts)  
Exploration of early Christian gospels both canonical and non-canonical, focusing on the distinctive literary features of each of the four canonical gospels and the relationships among them. Also, modern quests for the historical Jesus, raising questions of the relationship between narrative, history, theology and text. 4 credits.

319 Paul's Life and Thought  
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. 4 credits.

320 Muhammad and the Qur'an  
Prerequisite: one course in Religion  
Exploration the life of Muhammad and the origins of the Qur'an from historical critical perspective. Special attention is given to new lines of scholarship which challenge traditional Muslim understandings of the origin of Islam. 4 credits.

321 Women, Gender, Islam  
GER: WC (World Cultures)  
Investigation into the role of gender in Islamic sacred texts, religious practice and law, and Islamicate history. The relationship between cultural and religious attitudes toward gender in Muslim societies, and links between Orientalist and Islamists (fundamentalists) discourses on gender will be explored. 4 credits.

322 Women and Power in Hinduism  
Exploration into Hindu women's religious lives and the female nature of power in Hindu cosmology, mythology, and society. Attention given to the complex interrelationships among mythic, domestic, and economic gender hierarchies, particularly in the contemporary cultural context. 4 credits.

323 East Asia Buddhism: The Way of the Bodhisattva  
GER: UQ (Ultimate Questions) and WC (World Cultures)  
Aspects of East Asian Buddhism, focusing on the Bodhisattva model. The development of early Indian Buddhism and its role in the debate between early Buddhist schools and the emergent Mahayana views. The role of this model in the hagiographic traditions of Buddhist monks, nuns, founders, and saints. Special attention given to the pantheon of Bodhisattva Savior figures, such as Guan Y in (Kannon), Dizong (Jizo), and Mi lo (Maitreya). 4 credits.

324 History and Theology of Christian Worship  
GER: UQ (Ultimate Questions)  
Introduction to the study of Christian worship, surveying the history, theology, and diversity of worship texts and practices throughout its many social contexts. Liturgical practices of various historical periods will be identified and critiqued, leading to an exploration of Christian worship in the current postmodern and multicultural context. 4 credits.

325 Faith and Ethics  
GER: UQ (Ultimate Questions)  
Study of human values and conduct in light of the basic affirmations of Christian faith. Topics include: the nature of moral reasoning, the role of the Bible in Christian ethics, the relationship between religious faith, the moral life, and social justice, comparison of Christian ethics with those of other faith traditions, and contemporary ethical problems. 4 credits.

326 Religious Pluralism  
GER: UQ (Ultimate Questions)  
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. 4 credits.

327 Christian Thought  
Developments in Christian thinking through periods of crucial formulation and change such as the sixteenth-century Reformation or the Enlightenment and early Romanticism. Focus on such issues as interpretation of Scripture and the relation of head and heart in faith. 4 credits.

328 Liberation Theology  
GER: UQ (Ultimate Questions)  
Examining some of the classic texts in Latin American and feminist liberation theology and understanding their sources, methods, hermeneutics, and primary themes. In addition, attention will be devoted to German political theology in its call for a radical transformation of theology in light of the massive suffering in human history. 4 credits.
344 Black Liberation and Womanist Theology
The history, provocations, themes in and critics of black liberation theology and womanist theology. Writers studied include: James Cone, Dwight Hopkins, Emilie Townes, Katie Cannon, and Jacquelyn Grant. Examining the ways in which these writers construct “blackness” and the role of Christian theology and ethics in addressing black oppression and white supremacy. Also, critics of black liberation and womanist theology. Examining the writings of critics like Anthony B. Pinn and Victor Anderson and discussing their critiques of black liberation and womanist thought. 4 credits.

348 Augustine of Hippo: His Life and Thought
GER : U Q (Ultimate Questions)
Prerequisite: one course in Religion
In-depth examination of life and work of Augustine of Hippo. Works from all stages of his career, and focus on how his thought developed in its historical context. 4 credits.

350 Church History
Historical context of determinative periods in the development of the Christian church, with consideration of implications for Christian churches today. Emphasis on both secondary and primary texts. 4 credits.

360 Women and Religion in the West
GER : U Q (Ultimate Questions)
Investigation into the roles of women, feminine images, and women’s issues in Western religion, especially in Christianity and Judaism. Exploration of the methods and formative writings of feminist and womanist scholars in Bible, ethics, theology, etc. 4 credits.

361 Religion and Science
GER : U Q (Ultimate Questions)
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. 4 credits.

362 Religion and the Environment
GER : N E (Humans and the Natural Environment)
The relationship of religious traditions to the natural world, in historical, theological, and ethical perspectives. Topics include: 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. 4 credits.

363 Religion and Sexuality
GER : U Q (Ultimate Questions)
The theology of sexuality, the connection between sexuality and spirituality, gender relations, and sexual orientation. The intersection between ethics and sexuality, including singleness, marriage, celibacy, sexual violence and pornography. 4 credits.

340 Theory and Method in the Study of Religion
An introduction to the central methodological issues in the study of Religion. It is intended to help students reflect systematically and critically on "religion" as a category and on the ways in which scholars have defined and approached the field. Religion majors only. 4 credits.

475 Senior Seminar
4 credits.

504 Directed Independent Study
Variable credit.

Anthropology (ANT) Courses

101 Cultural Anthropology
GER : H B (Empirical Study of Human Behavior) and W C (World Cultures)
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. 4 credits.

105 World Prehistory
GER : H B (Empirical Study of Human Behavior) and W C (World Cultures)
An introduction to physical anthropology and archaeology. Topics include human evolution, human physical variation, the peopling of the world, the origins of food production and a comparison of complex societies around the world. 4 credits.

110 Human Evolution
Beginning with the earliest bipedal hominins, six to seven million years ago, human evolution will be considered, including the emergence of the genus Homo (with fire, speech, and the first migration out of Africa), the debate over the origins of Homo sapiens, the peopling of the world, the realities of human physical variation, and the mistaken idea of race. May Experience ONLY. 2 credits.

202 Peoples of Black Africa
GER : W C (World Cultures)
Social and anthropological survey of the diverse peoples in contemporary sub-Saharan Africa. 4 credits.

203 Cultures of the Non-Western World
GER : W C (World Cultures)
Ethnographic survey of African, Asian, Middle Eastern, and Latin American societies. Focuses on ecological adaptation, politics, and sociocultural change and male-female relations. 4 credits.

204 Understanding Modern Japanese Society Through Film
GER : V P (Visual & Performing Arts) and W C (World Cultures)
Survey of various facets of modern Japanese society and
culture, including family, community, ethnicity, life cycle, education, gender, religion, work, popular culture, as well as cultural aspects of economic and political systems through readings and films. 4 credits.

211 Mayan Archaeology
GER: HA (Historical Analysis of Human Interactions) and WC (World Cultures)
Travel-study course focusing upon the Maya peoples of Mesoamerica. Examining what their glyphs, household, settlement, and urban archaeology reveal about the history and culture of the ancient Maya. 4 credits.

302 Anthropology of Ethnicity
GER: HB (Empirical Study of Human Behavior)
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. 4 credits.

303 Cultural Ecology
GER: HB (Empirical Study of Human Behavior) and NE (Humans and their Natural Environment)
A comparative survey of how people, culture, and the environment interact -- both when people and their culture adapt to environmental change, and when they adapt to the changes they have caused. Readings include both classic studies as well as current research, with particular emphasis upon subsistence regimes and their attendant scales of social organization, and upon the role of cultural institutions in shaping ecological relationships. 4 credits.

344 Anthropology of Religion
GER: WC (World Cultures)
Examining religion as a cultural phenomenon and from a comparative and holistic perspective on the beliefs and practices used to make sense of this and other worlds, their places within them, and to solve pressing, life and death problems. Topics include myth and symbols, rituals and religious specialists, altered states of consciousness and healing, witchcraft, divination, and magic; ghosts, souls, and ancestors; revitalization and millennial movements; and globalization and transnational change. 4 credits.

401 Anthropological Methods and Theory
Prerequisite: SOC-101 or ANT-101
History of theory and practice in social and cultural anthropology from the "armchair evolutionists" of the late 19th century to the symbolic and interpretive anthropologists of the late 20th century. 4 credits.

501 Independent Study
Prerequisite: instructor permission
Prospectus for study must be presented to instructor and approved in the term preceding registration for the course. Variable credit.

Sociology

Professors: Kooistra (Chair), Maher, Redburn
Assistant Professors: Hurst, Kolb, Longest
ACS Post-Doctoral Fellow: C. Price

To graduate with a major in sociology, a student must have a cumulative grade point average of at least 2.0 for all sociology courses.

A major in sociology consists of nine courses and must include:
- SOC-101, 301, 302, 303, 470,
- at least two sociology courses numbered between 200 and 299,
- one more sociology course numbered between 400 and 499, and
- at least one more course in sociology

Sociology (SOC) Courses

101 Introduction to Sociology
GER: HB (Empirical Study of Human Behavior)
Introduction to the sociological perspective on human behavior, including an analysis of theory, research methods, culture, society, personality, the socialization process, social institutions and social change. 4 credits.

201 Social Problems
GER: HB (Empirical Study of Human Behavior)
Analysis of current social problems and social policies; the definitions and causes of problems as well as the efficacy and feasibility of proposed solutions. 4 credits.

211 Introduction to Criminology
GER: HB (Empirical Study of Human Behavior)
Introduction to the field of criminology. Topics include the criminological enterprise, measuring criminal behavior; victims and criminals - profiles; theories of crime causation -- biological, psychological, and sociological; crime typologies - violent and property. Police, courts and corrections will also be briefly discussed. 4 credits.

212 Law and Society
GER: HB (Empirical Study of Human Behavior)
Prerequisite: SOC-101 or PSC-101
Explores the relationship between law and society from a sociological perspective. Four key areas will be explored: sociological and socio-legal approaches to the study of law, legal institutions, legal actors, and law & social change. Primary emphasis on the interaction between society and law - how social forces influence the nature and content of law and how law influences behavior and beliefs. 4 credits.
213 Deviance and Social Control
GER: HB (Empirical Study of Human Behavior)
Prerequisite: SOC C-101
Examination of the different perspectives on how deviance is defined, factors that contribute to the likelihood of individuals being deviant, and finally, the forces that may prevent deviance. In discussing these three conceptual areas this class will deal with several classic as well as current substantive topics in the study of deviance, such as school shootings, bachelorette parties, gangs, soccer hooligans, Ponzi schemes, drug use in college, teen deviance, bankruptcy, and the Mafia. 4 credits.

215 Cultures of Control
GER: HB (Empirical Study of Human Behavior)
Prerequisite: SOC C-101
State control in contemporary American society, showing how organizational cultures of control come to exist in their present form and what kinds of consequences follow. Exploration of “law in action;” how powerful bureaucratic structures interpret criminal law and apply it to individuals. Fundamental problems encountered in the administration of the American criminal justice system. It analyzes how the system of law and social control works by examining various components--lawyers, police, courts, and corrections. Each component is examined as an organizational structure with its own needs and interests. Also studied is the interaction between the various components of the criminal justice system and larger legal, political, and social communities. 4 credits.

221 Population, Economy and Society
GER: HB (Empirical Study of Human Behavior) and NE (Humans & the Natural Environment)
Prerequisite: ECN C-111, SOC C-101 or 102
Same as ECN C-235. Explores the trends and determinants of vital events such as fertility, mortality, marriage, divorce and migration from sociological and economic perspectives. Presents a brief history of world population change and examines current trends and theories that are used to understand them. Students may not receive credit for both ECN C-235 or SOC C-221 and SOC C-222. 4 credits.

222 Population and Environment
GER: HB (Empirical Study of Human Behavior) and NE (Humans & the Natural Environment)
Prerequisite: SOC C-101
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 C-235 or SOC C-221 and SOC C-222. 4 credits.

223 Urban Community
GER: HB (Empirical Study of Human Behavior)
Prerequisite: SOC C-101
Exploration of the dynamics of urbanization and urbanism, with an emphasis on American cities. The roles of urban places, institutions, and lifestyles are explored in depth. 4 credits.

225 Sociology of Development & Globalization
GER: WC (World Cultures)
Prerequisite: SOC C-101
Explores development in the Third World, with a special focus on the continent of Africa. Addresses the question why such a large gap between rich and poor countries exists, why this gap is increasing, and how sociologists and global institutions such as the World Bank have addressed this problem. Issues of the environment, sustainability, the role of women in economic development, the WTO and the push for free trade and social problems in the Third World such as unemployment, poor labor conditions, industrialization, and ethnic conflict will also be addressed. 4 credits.

231 Media, Culture and Society
GER: HB (Empirical Study of Human Behavior)
Prerequisite: SOC C-101
Examination of the relationship between media and society. Covers various aspects of media, including television, radio, movies, popular music, the internet, advertising and public relations. Addresses the issue of how social forces shape media content, especially public and political interests. Also examines how needs of media organizations influence images and ideas presented. Considers ways in which media influences society. 4 credits.

232 Sociology of Contemporary Families
GER: HB (Empirical Study of Human Behavior)
Prerequisite: SOC C-101
Examining historical and current variation in the institution of the family, the construction of the “ideal” family and the impact of this construction for how the family as an institution both contributes to social order and perpetuates inequality. Marriage, divorce, child-rearing, work and family policy will be considered. 4 credits.

233 Sociology of Religion
Prerequisite: SOC C-101
Analysis of the role of religion, as an institution, in the social world. Focus will be at both the organizational, how religious groups form and grow, and the individual, how religion may influence or impact particular behaviors, levels. Most of the substantive material will center on religion in the United States, although some discussions of other contexts, as a comparison, will be made. This course will not address the philosophical truth or validity of particular religious beliefs. 4 credits.

234 Medical Sociology
GER: HB (Empirical Study of Human Behavior)
Prerequisite: SOC C-101 and permission of instructor
Introduction to the sociological study of medicine and the applications of sociology in medicine, emphasizing the
sociocultural aspects of health and illness. Requires extensive field work at a Greenville hospital. Entry is by application only. Course must be enrolled with PHL-302 and IDS-301. 4 credits.

241 Social Class in America
GER: HB (Empirical Study of Human Behavior)
Prerequisite: SO C-101
Analysis of social stratification, status and social class in the United States. Relationship of social class to social intimacy, style of life, values, mobility and the socialization process. Structure and function of power systems. 4 credits.

242 Sociology of Gender
GER: HB (Empirical Study of Human Behavior)
Prerequisite: SO C-101
Analysis of the role of gender in society. Exploration of the ways gender differences are culturally reproduced transforming male and female biology into masculinity and femininity. Historical and cross-cultural examples are examined as well as a discussion of the nature or nurture debate. Consideration of the influences of the family, media and language are included. Additional attention is paid to the role of gender in the social institutions (e.g., education, work, health care). 4 credits.

243 Race and Ethnic Relations
GER: HB (Empirical Study of Human Behavior)
Prerequisite: SO C-101
An exploration of racial, ethnic and religious minorities in the United States and around the world. Topics covered include “race” and social identities; stigmatization and prejudice; inter-group cooperation, collusion and competition. 4 credits.

251 Social Movements and Collective Behavior
GER: HB (Empirical Study of Human Behavior)
Prerequisite: SO C-101
Broad examination of social movements, considering movement emergence, movements' influence on social institutions, and movement success and failure. Special emphasis on framing, counter-framing collective identities, and internal dynamics of solidarity and division. A wide variety of case studies will be highlighted, ranging from the civil rights movement to transnational anti-systemic movements today. 4 credits.

260 Global Health Inequities
GER: HB (Empirical Study of Human Behavior) and WC (World Cultures)
Prerequisite: SO C-101
Examination of structural factors (e.g. poverty, post-colonialism) that lead to the unequal distribution of health across the world. Investigation of morbidity, mortality, epidemics; cultural factor shaping ideas about illness and healing; varying health care delivery systems, NGOs, etc. 4 credits.

261 Self and Society
GER: HB (Empirical Study of Human behavior)
Prerequisite: SO C-101
Examination of the self at the intersection of the individual and society with particular attention to the interdependent nature of micro-level interactions and macro-level structures and institutions. Exploration of how sociologists understand the relationship between the self and society, surveying the fields of symbolic interactionism, social structure and personality, ethnography, role theory, social exchange theory, phenomenology, social constructionism, and the life course. 4 credits.

270 The Social Evolution of a Southern College
Exploring the social evolution of Furman University using both archival material housed in the Special Collections Department and student-conducted interviews of faculty and staff. Focus is on key changes related to student life and culture, the composition of the student body and faculty (issues of race, gender, class), general institutional goals and curriculum, and the place of Furman in the larger community. May Experience Only. 2 credits.

301 Sociological Theory
Prerequisite: SO C-101
Philosophical and historical influences on classical sociological theory. This course introduces and critically analyzes the sociological theories of Marx, Weber, Durkheim, and Mead, as well as more recent theoretical work following these classic traditions. 4 credits.

302 Methods of Social Research
Prerequisite: SO C-101
Introduction to the basic techniques of social research including both quantitative and qualitative methods. Focus will be on strategies for conducting effective and valid research, as well as evaluating and critiquing social research. Team-based research projects are developed which are then completed in SOC-303. 4 credits.

303 Quantitative Research Seminar
Prerequisite: SO C-302
Continuing introduction to basic techniques of statistics including descriptive and inferential statistics with an emphasis on the application and critical consumption of statistics. Completion of quantitative research project begun in SO C-302. 4 credits.

470 Qualitative Research Seminar
Prerequisite: SO C-101, SO C-302, and at least one more sociology course numbered 200 or greater Advanced reading, research and discussion course for majors covering a specific topic in sociology. Topics vary by instructor and term and could include such topics as Sociology of Emotions, Masculinities or Ethnography of Everyday Life. Special emphasis on qualitative methodology. This course requires an independent or collaborative research project. May be repeated for credit based on change of topic. 4 credits.
471 Advanced Qualitative Methods  
Prerequisite: SOC-470  
Advanced training in qualitative methods such as participant-observation and in-depth interviews. Students will learn how to design and conduct an independent research project in order to make a substantive or theoretical contribution to previous academic literature. May Experience ONLY. 2 credits.

475 Sociology Seminar  
Prerequisite: SOC-101 and at least one more course numbered 200 or greater in sociology  
Advanced reading, research and discussion course for covering a specific topic in Sociology. Topics vary by instructor and could include such topics as Organized Deviance, Environmental Sociology, Marginal in the US or Youth and Adolescence. This course requires an independent or collaborative research project. May be repeated for credit based on change of topic. 4 credits.

501 Independent Study  
Prerequisite: instructor permission  
Prospectus for study must be presented to instructor and approved in the term preceding registration for the course. Variable credit.

503 Individualized Internship  
Prerequisite: SOC-101 or 102, at least one sociology course numbered 200 or greater and a GPA of 2.80 or greater in the major  
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 the internship director and agency supervisor. Course cannot be enrolled pass-fail. Variable credit.

Theatre Arts  
Professor: Bryson  
Associate Professors: Caterisano, Oney (Chair)  
Assistant Professor: Azar  
Adjunct: Stultz, Adkins  

All majors are required to participate in every department production and to complete the following course requirements:  
- at least two more from the following group of courses:  

Theatre Arts (THA) Courses  

001 Theatre Practicum  
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. 0 credit.

101 Introduction to Theatre  
GER: VP (Visual and Performing Arts)  
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. 4 credits.

112 Makeup  
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. 2 credits.

113 Sound Design  
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. 2 credits.

115 Stagecraft  
Technical theatre nomenclature, tools, materials, rigging, scene painting and standard construction techniques for standard theatrical scenery. Lab required. Majors only. 4 credits.

116 Costume Crafts  
GER: VP (Visual and Performing Arts)  
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 required. Majors only. 4 credits.

120 Acting  
Fundamentals of acting technique including script reading and analysis, movement, vocal development, and performance theory and practice. 4 credits.

140 Digital Technology for the Theatre  
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. 4 credits.

210 Theatre History I
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. 4 credits.

211 Theatre History II
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. 4 credits.

220 Acting II: Characterization
Prerequisite: THA-120
Advanced acting techniques with emphasis on exploration and development of character through play reading and analysis, improvisation, ensemble acting, experimentation and performance. 4 credits.

223 The Actor's Voice
Exploration of vocal production for the theatre using a variety of methods including articulation for the stage, Shakespearean acting, developing character voices and stage dialect. 4 credits.

224 Movement for the Actor
Exploration and development of the actor's physical expression for the stage. Includes stage combat, period styles, mask work, and other methodologies that can be applied to theatrical performance. 4 credits.

230 Readings in Dramatic Literature
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; Nineteenth Century Realism; Late Twentieth and Early Twenty-First Century American Theatre. 4 credits.

240 Playwriting
GER: VP (Visual and Performing Arts)
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. 4 credits.

310 Directing
Prerequisite: THA-120
Introduction to modern directing theory and strategies, including script analysis, casting and rehearsal techniques, and direction of a one-act play for public performance. 4 credits.

315 Scene Design
Prerequisite: THA-115
Exploration of theatrical perspective drawing techniques. Analysis, research and execution of selected scenic design projects. Completion of ART-111 and 113 helpful, but not required. 4 credits.

316 Costume Design
The costume design process, from elements and principles of design to analysis of script and character, historical research, and methods of rendering. 4 credits.

317 Lighting Design
Introduction to the history and practice of theatrical lighting design, including basic electricity, instruments, control, analysis, research and execution of design projects. Lab required. 4 credits.

350 Travel Study in the United Kingdom
Topics include, but are not limited to, play attendance, visits backstage at major theatres, visits to foreign museums, and field trips to other sites of interest. 4 credits.

410 Theatrical Criticism
GER: TA (Critical, Analytical Interpretation of Texts)
Analysis and discussion of major trends in theatrical criticism from Aristotle to the present. 4 credits.

430 Senior Synthesis
Prerequisite: senior class standing and instructor permission
A portfolio assembly/presentation course completed by senior Theatre Arts majors. Student presentations will demonstrate levels of accomplishment in acting/directing, backstage, design, and written project work. Students will focus intensively on one particular project to demonstrate mastery in that area. Presentations will contain evidence of students' in-depth ability to understand and articulate the meaning of plays from a design, performance, technical or research perspective. 2 credits.

440 Creative Dramatics
Practical games, exercises and improvisations for actors and teachers who wish to work in the children's theatre field or use creative dramas in the non-theatre arts classroom. Includes creative dramatics and drama structures for the non-theatre classroom. 4 credits.

501 Independent Study
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. Variable credit.
Urban Studies Program

Professors: Benson, H alva- N eubauer, Peterson (Director), Redburn

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-111, PSC-101, and SOC-101,
- ECN-225, MTH-241, PSC-150 or SOC-303,
- two of the following four courses: ECN-234, HST-321, PSC-208, and SOC-223, and
- at least five additional courses from the list below.

For course descriptions, see listings under individual departments.

EES-201 Introduction to Geographic Information Systems
ECN-234 Urban Economics
ECN-237 Economics of Poverty and Inequality
ECN-238 Public Finance
ECN-250 Labor Economics
HST-233 American Immigration History
HST-321 History of Urban and Suburban America
PSC-203 Judicial Process and the U.S. Supreme Court
PSC-204 Civil Rights and the U.S. Constitution
PSC-205 Public Policy and Administration
PSC-207 State Politics
PSC-208 Urban Politics
PSC-210 Interest Groups and Political Movements
PSC-211 Racial and Ethnic Politics
PSC-506 Fieldwork in State and Local Public Affairs
SOC-211 Introduction to Criminology
SOC-213 Deviance and Social Control
SOC-222 Population and Environment
SOC-223 Urban Community
SOC-241 Social Stratification
SOC-243 Race and Ethnic Relations

Urban Studies (UST) Courses

117 Rebuilding New Orleans
Community-based service learning project in New Orleans researched, designed, and revised by participants. Work together with people in New Orleans to re-

establish or continue to rebuild a key component of the city's infrastructure. Immersion in city's varied spaces and narratives. May Experience Only. 2 credits.

501 Independent Study
Guided research normally focused on urban development. Variable credit.
Medals and Awards

Honorary Degrees

Doctor of Humanities

September 2, 2010
Mamie Jolley Bruce
Susan Thomason Shi

Meritorious Teaching Award

The A lester G. F urman, Jr., and Janie E arle F urman A ward for M eritorious T eaching T hrough the benefaction of the late M r. A lester G. F urman, Jr., and M rs. F urman, 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.

R ecipients 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 2011 by James Creighton Edwards and Daniel Martin Koppelman.

Meritorious Advising Award

The A lester G. F urman, Jr., and Janie E arle F urman A ward for M eritorious A dvising T his 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.

R ecipients 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 2011 by Owen Michael McFadden and Onarae Vashun Rice.

Chiles-Harrill Award

The C hiles-H arrill A ward, 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 2011 by Alan Scott Henderson, Associate Professor of Education.
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 2011 by Claire Elizabeth Greenstein, John Walter Helsel, and Rebecca Kathryn Waldrip.

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 basis of scholarship, general culture, participation in college activities, high moral character. Won in 2011 by Reece Cameron Lyerly.

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 2011 by Katherine Suzanne Shultz.

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 2011 by Christina Alice Boyd and Benton Vinson Jones, III.

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 2011 by Shannon Broderick Cantwell and Andrew Patrick Cannon.

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 2011 by Brooke Meredith Stallings.

Beta Beta Beta General Excellence Award (1974). Annual monetary award to a junior or senior biology major for outstanding academic achievement and unselfish service. Won in 2011 by Caroline Hathaway Wallace.


Black Cultures in the Americas

Award for Excellence in the study of Black Cultures in the Americas. Won in 2011 by Jennifer Elizabeth Marie Hill.

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 2011 by Gloria Marie Kubicki.
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 2011 by Sawyer Desmond Duncan.


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 2011 by Thomas Wesley Powers.


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 2011 by Erin Elizabeth Gray.


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 2011 by Andrew Patrick Cannon. Latin Prize won in 2011 by Nora Katherine Phillips.

Communication Studies
Endel Medal for Excellence in Rhetoric and Oratory (1926, revised 2005; originally the Endel Oratory Medal). The award recognizes a Communication Studies 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, and service to, the department, the university, and the community. Won in 2011 by Michael Chi-Keen Chiu and Jennifer Elizabeth Marie Hill.

Endel Medal for Excellence in Mass Communication (1937, revised 2005; originally the Endel Memorial Medal). This award recognizes a Communication Studies student or students whose work in mass communication exemplifies the highest standards. In granting the award, the department's committee considers excellence in scholarship, but may also consider a student's service to the department, university, and community. Won in 2011 by Tenell Devane Felder.

Communication Studies Award for Excellence in Public Speaking & Debate (1926, revised 2005). This award recognizes excellence in effective and ethical public speaking and debate by a Communication Studies student or students. In granting the award, the department's committee considers both the quality and the quantity of the 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 2011 by Adrianna Lee Lawrence.

The Charles A. Batson Award (2004). The award recognizes excellence in the intellectual, ethical and aesthetic aspects of broadcast journalism by a Communication Studies student or students. The recipient must display a strong commitment to the liberal arts as well as to broadcast journalism. Won in 2011 by Zachary Jacob Rosen and Brittany Nicole Smalls.

Computer Science
Computer Science Faculty Award (1996). Won in 2011 by Charles David Stolper.
**Earth and Environmental Science**

Earth and Environmental Sciences Scholar Award (2007). Won in 2011 by Reece Cameron Lyerly.

Economics

Arthur Magill Economics Award (1999). Award recognizes a rising senior at Furman judged to be the outstanding student in economics. Won in 2011 by Katherine Barnett Love and Alyssa Leigh Richardson.

Education
Outstanding Scholar and Leader in Education Award (2005). Won in 2011 by Keri Elizabeth Lyles.

English


Ann Sharp Award in English (1996). Won in 2011 by Michelle Elizabeth Cote.


**Environmental Studies**

Health Sciences
Jerry R. Thomas Award in Health Sciences (1996). Awarded to a graduating Health Sciences major who has shown unusual professional growth, interest and service, and who exemplifies the desired characteristics of a physical educator. Won in 2011 by Megan Corrine Hamilton.

Ruth Reid Award (2005). Award presented to a graduating Health Sciences major who will be certified to teach health and physical education who exemplifies the attributes of a dedicated teacher. Won in 2011 by Amaya Indula Gunasekera.

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 2011 by Charles David Stolper.

Gilpatrick History Prize (1937). A cash prize, given by Choice M. Coin ’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 2011 by Autumn Carol Hamit.


Latin American Studies

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 2011 by Rebecca Kathryn Waldrip.
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 2011 by Elizabeth Bryan Connelly, Jennifer Lynn Johnson, Rebecca Kathryn Waldrip, and Wanqin Xie.

Mathematics-Economics Award for Excellence. Won in 2011 by Elizabeth Bryan Connelly and Jennifer Lynn Johnston.


Goethe Award in German (1969). Won in 2011 by Claire Elizabeth Greenstein.


Phi Sigma Iota Senior Essay Award (2002). Won in 2011 by Claire Elizabeth Greenstein and Charlotte Dupree Patterson.

Sigma Alpha Iota Scholastic Award. Won in 2011 by Anna Nicole Diemer.

Sigma Alpha Iota College Honor Award. Won in 2011 by Courtney Nicole Orr.


Phi Mu Alpha Lockhart Music Award. Won in 2011 by Seth Xavier Gilliard.

Phi Mu Alpha Goldsmith Music Award. Won in 2011 by Elizabeth Anne Wood.

Phi Mu Alpha Sinfonia Scholastic Award. Won in 2011 by Joshua Miguel Espinoza.

Phi Mu Alpha Sinfonia College Honor Award. Won in 2011 by Benjamin John Tomlinson.

Vince Perone Outstanding Bandsman Award. Won in 2011 by Paul Thomas Dickinson.


The Mattie Hipp Cunningham Scholarship. Won in 2011 by Caleb Austin Lewis.


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 2011 by John Walter Helsel.

Political Science S. Sidney Ulmer Political Science Medal (1955). Founded by S. S. Ulmer and awarded to an outstanding student in political science. No student is eligible a second time. Won in 2011 by Claire Elizabeth Greenstein.
Henry P. Jones Political Science Medal (1986).
Awarded to an outstanding political science major in memory of Henry P. Jones. Won in 2011 by Grace Anne Crosby and Autumn Carol Hamit.

Political Science Faculty Award (1997). Won in 2011 by Anna Lee Caroline Burns, Martha Grace Herlong, and Elizabeth Rivers Trenary.

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 2011 by Jennifer Elizabeth Marie Hill.

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 pre-medical fraternity. Won in 2011 by Hannah Marie Styles.

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 2011 by Katherine Alma Gottlieb.

Brewer Scholar in Psychology. Won in 2011 by Hillary Gray Mullet.


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 2011 by Rachel Lyn Harriz and Martin Taylor Leathers.

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 2011 by Andrew Patrick Cannon and Jillian Nicole Collins.


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 2011 by Stephanie Helen Corkery.

Women’s, Gender, and Sexuality Studies
A ward for Excellence in Women’s, Gender, and Sexuality Studies (2001). Won in 2011 by Lorna Laney Fink and Megan Elyse van der Toorn.
Enrollment Summary

<table>
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<tr>
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<th>Summer 2010</th>
<th>Fall 2010</th>
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<tbody>
<tr>
<td>Undergraduates</td>
<td>270</td>
<td>2,625</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>279</td>
<td>130</td>
</tr>
<tr>
<td>Total</td>
<td>549</td>
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**completing one year of an unfinished three-year term; will begin new three-year term, 2011-2014
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Forrest M. Stuart (2008), M.A., Associate Vice President for Student Life
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Kailash Khandke (1995), M.A., Ph.D., Assistant Professor of Computer Science
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Troy M. Terry (2005), Ph.D., Director of Graduate Studies

Faculty

William Basse (1981), Professor of English, B.A., Oberlin College; M.A., Catholic University; Ph.D., Johns Hopkins University.
Kenneth Clyde Abernethy (1983), Herman N. Hopp 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), Bennett E. Ger Professor of Literature, B.A., M.F.A., Ph.D., Cornell University. Sabbatical leave, spring 2012.
James Thomas Allen Jr. (1987), Professor of Computer Science, B.A., M.A., Emphasis State University; M.S., University of South Carolina; Ph.D., University of Georgia.
William Glenn 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), Professor of Earth and Environmental Sciences, B.S., Texas A&M University; M.S., Miam University; Ph.D., Syracuse University.
Erik Albert Anderson (2001), Associate Professor of Philosophy, B.A., University of Puget Sound; M.A., Ph.D., University of Connecticut.
Henry L. Anderson CPT (2006), Associate Professor of Military Science, M.S., Central Michigan University.
John Stevenson Armstrong (2002), Associate Professor of Communication Studies, B.A., Pomona College; M.A., University of California; Ph.D., University of Tah.
Megan M. Azar (2010), Assistant Professor of Theatre Arts, B.S., East Tennessee State University; M.F.A., University of Alabama.
Laura Ellen Baker (2001), Assistant Librarian, B.A., Syracuse University; M.S.L.S., Clark Atlanta University.
William Ebene Baker (1994), Professor of Physics, B.S., Ph.D., North Carolina State University; M.S., University of North Carolina, Greensboro.
Janis Marie Bandelin (1996), Librarian, B.A., University of California, Davis; M.A., Ph.D., Texas Woman's University.
John J. Banisaukas I (2003), Health Professions Advisor, B.S., M.S., Furman University; Ph.D., University of Florida.
John Patrick Thaddeus Barrington (1996), 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.
Theodore Lloyd Benson (1990), Walter Kenneth Mattison Professor of History, A.A., Empire State College; B.A., M.A., Ph.D., University of Virginia.
Marianne Bessy (2008), Visiting Assistant Professor of Modern Languages and Literatures, B.A., M.A., University of Rennes II Haute Bretagne; M.A., University of Limerick; Ph.D., University of Connecticut. Sabbatical leave, fall 2011.
Betsy A. Beymer-Farris (2011), Instructor of Earth and Environmental Sciences, B.A., Wittenberg University; M.A., Miam University; Ph.D., candidate, University of Illinois.
Karni Pal Bhati (2001), An associate Professor of English and Asian Studies, B.A., University of Jodhpur; M.A., M.Phil., Maharaaja Sayajirao University of Baroda; M.A., M.F.A., Ph.D., University of Notre Dame.


Temi Bidjeronu (2007), An assistant Professor of Education, B.A., M.A., Sofia University, Bulgaria; M.S., Ph.D., State University of New York at Albany.

Christopher William Blackwell (1996), Professor of Classics, B.A., M.A., Rice College; Ph.D., Duke University.

William Dennis Blaker (1990), Professor of Biology, A.B., Washington University; Ph.D., University of Missouri. Sabbatical leave, fall 2011.

Kerstin K. Blomquist (2011), Assistant Professor of Psychology, B.A., Wellesley College; M.A., Ph.D., Vanderbilt University.


David Herbert Bost (1981), Professor of Modern Languages and Literatures, B.A., University of North Carolina, Charlotte; M.A., Ph.D., Vanderbilt University.

Elizabeth Bouzarth Foster (2011), An assistant Professor of Mathematics, B.S., Dickinson College; Ph.D., University of North Carolina.

William Henry Brantley (1966), Professor of Physics, A.B., Mercer University; M.A., Ph.D., Vanderbilt University.

Gretchen Braun (2010), An assistant Professor of English, B.A., Boston University; M.A., Stanford University; Ph.D., University of California, Davis.

Michael Lee Bressler (1993), Professor of Political Science, B.A., Ohio State University; A.M., Ph.D., University of Michigan.

Charles Lee Brewer (1967), William R. Kenan, Jr., Professor of Psychology, B.A., Hendrix College; M.Ed., M.A., Ph.D., University of Arkansas.

Terry Lynn Bright (1999), An associate Professor of Art, B.A., Connecticut College; M.F.A., University of Texas.

Mark Ewart Britt (1995), Professor of Music, B.M.E., Appalachian State University; M.M., M.A., North Western University; Ph.D., Florida State University.

Samuel Irving Britt (1992), Gordon Poteat Professor of Asian Studies and Religion, B.A., Furman University; M.Div., Southeastern Baptist Theological Seminary; Th.M., Harvard Divinity School; Ph.D., University of Virginia.

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Suzanne Burger Summers (1999), James C. Self Professor of Business and Accounting, B.S., University of South Carolina; M.A., Ph.D., University of Georgia.

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William Davis Thomas, Jr. (1989), Professor of Music, B.M., M.A., Hill College; M.C.M., Southwestern Baptist Theological Seminary; D.Mus., Florida State University. Sabbatical leave spring 2012.

Laura Kathryn Thompson (1987), Dana Professor of Biology, B.S., James Madison University; M.S., Ph.D., Virginia Polytechnic Institute and State University.


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Victoria Lynn Turgeon (1998), Professor of Biology, B.A., Randolph-Macon Woman's College; Ph.D., Wake Forest University.

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Emeriti

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Charles Lang Alford III (1971-2003), James C. Self Professor of Business Administration Emeritus, B.A., Wofford College; Ph.D., University of Alabama.

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John Martin Block (1968-2005), Professor of History Emeritus, B.A., Furman University; M.A., Ph.D., University of Wisconsin.

Daniel Boda (1967-94), Professor of Music Emeritus, B.M., Florida State University; M.M., Ph.D., Florida State University.

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James Dan Coover (1971-2002), Professor of Sociology Emeritus, B.A., California State University at Long Beach; M.A., California State University at Los Angeles; Ph.D., University of Cincinnati.

John Henry Crabtree, Jr. (1957-93), Professor of English Emeritus, B.A., M.A., Ph.D., University of North Carolina; D.Hum., Furman University.

Carey Shepard Crandall (1962-95), Professor of Modern Languages Emeritus, B.A., University of Chattanooga; M.A., University of Tennessee; Ph.D., Tulane University.

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D. Elizabeth Moses (1996), B.A., Senior Planned Giving Officer
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J. Scott Nelson (2008), M.A., Associate Director, Annual Giving (Leadership)
R. Honda M. Nelson (2006), Financial Aid Counselor
Lindsay T. N. Ewing (2010), B.A., Assistant Director, Admission
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James William Patton (2006), B.A., Associate Director, Registrar
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Donald E. Pierce (2003), M.A., Director, Planning and Institutional Research
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Lucy Woodhouse (2008), B.A., Director, Osher Lifelong Learning Institute
Ernest Boyd Yarbrough (1999), Ed.D., Assistant Vice President, Administration Services

Lishan Yau (1999), M.S., B.A., Purchasing Director
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William J. Pierce (1983), Ed.D., Faculty Athletics Representative
N. Elaine Baker (1985), M.A., Assistant Athletics Director and Director of Sports Medicine

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Daniel S. Brinkman (1991), M.Ed., Assistant Athletics Director for Compliance and Academics

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Michael Caldwell, Assistant Men's Track Coach

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Michael Caldwell, Assistant Men's Track Coach

Jacquelyn Smith Carson (2010), B.S., Head Women's Basketball Coach

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Craige A. Clark (2009), M.Ed., Head Athletic Trainer
Chris Colvin (2000), M.S., Associate Athletics Director
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F. Elizabeth Davis (2005), M.S., Physical Therapist
Amy Donald (2008), M.S., Physical Therapist
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Susan L. Fair (2002), B.S., Physical Therapist
Alan Ferguson (2004), B.S., Assistant Tennis Coach
Bruce Fowler (2011), M.A., Head Football Coach
Antonio Goss (2011), B.A., Assistant Football Coach
Krista R. Gruhn (2009), Assistant Athletic Trainer
Jennifer Eanna (2005), B.A., Head Women's Golf Coach
Matthew Hickman (2011), Assistant Strength and Conditioning Coach
Steven Christoper Hopkins (2009), Assistant Athletic Trainer
Garry Horton (2010), M.A., Head Men's Basketball Coach
Julia B. Huddleston (2010), B.A., Assistant Women's Basketball Coach
Jeffrey G. Jackson (2006), B.S., Head Men's Basketball Coach
Dana M. Jenkins (2003), M.Ed., Head Women's Softball Coach
Christine Johnson (2011), Assistant Women's Tennis Coach
James Kiser (2011), B.A., Assistant Football Coach
Courtney Leagans (2011), M.Ed., Assistant Volleyball Coach
Ricky Logo (2011), B.A., Assistant Football Coach
Christopher G. Loubier (2009), Assistant Athletic Trainer
Norval McKenzie (2011), M.Ed., Assistant Football Coach
Timothy Mitchell (2009), B.A., Assistant Men's Soccer Coach
Kristen Gillespie (2009), R.N., Registered Nurse
Mary B. Haseleden (2000), R.N.C., Director of Nursing
Paul V. Catalana (2000), M.D., University Physician and Medical Director
Jill D. Golden (2000), M.D., University Physician
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F. Hunter Reid (1986), B.S., Assistant Athletics Director, Sports Information
Robert Price (2011), M.B.A., Assistant Men's Basketball Coach
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Admission, Graduate
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Counseling
Educational Program
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Evening Courses
Graduate Courses
Scholarships and Other Financial Aid
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Vice President for Business Affairs
Director of Counseling Center
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Director of Career Services
Director of Continuing Education

Director of Graduate Studies
Vice President for Enrollment
Accounting Manager (Bursar)
Vice President for Student Life
University Registrar
University Registrar

Visiting the Campus. Visitors are welcome. The Office of Admission 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 2011

New resident students arrive  Friday, August 19
Residence halls open for returning students  Sunday, August 21
Classes begin  Wednesday, August 24
Course Adjustment Processing concludes  Thursday, September 1
Labor Day holiday  Monday, September 5
Family Weekend  Friday-Sunday, September 23-25
Mid-Term  Wednesday, October 12
Fall Break  Thursday-Sunday, October 13-16
Homecoming  Friday-Sunday, October 21-23
Thanksgiving holidays  Wednesday-Sunday, November 23-27
Classes End  Tuesday, December 6
Study Days  Wednesday & Saturday, December 7 & 10
Examinations  Thursday-Friday, Monday-Wednesday, December 8-9, 12-14
Campus housing closes at 10 a.m.  Thursday, December 15

Spring 2012

Residence halls open  Saturday, January 7
Classes begin  Monday, January 9
Martin Luther King, Jr., holiday  Monday, January 16
Course Adjustment Processing concludes  Wednesday, January 18
Mid-Term  Monday, February 27
Spring Break  Saturday-Sunday, March 3-11
Easter holidays  Friday-Monday, April 6-9
Classes End  Tuesday, April 24
Study Days  Wednesday & Saturday, April 25, April 28
Examinations  Thursday-Friday, Monday-Wednesday, April 26-27, April 30, May 1-2
Campus housing closes for non-graduates at 5 p.m.  Thursday, May 3
Commencement  Saturday, May 5
Campus housing closes for graduates  Sunday, May 6

May Experience 2012

Campus housing opens  Tuesday, May 8
Classes begin  Wednesday, May 9
Classes End  Wednesday, May 30
Campus housing closes at 5 p.m.  Thursday, May 31