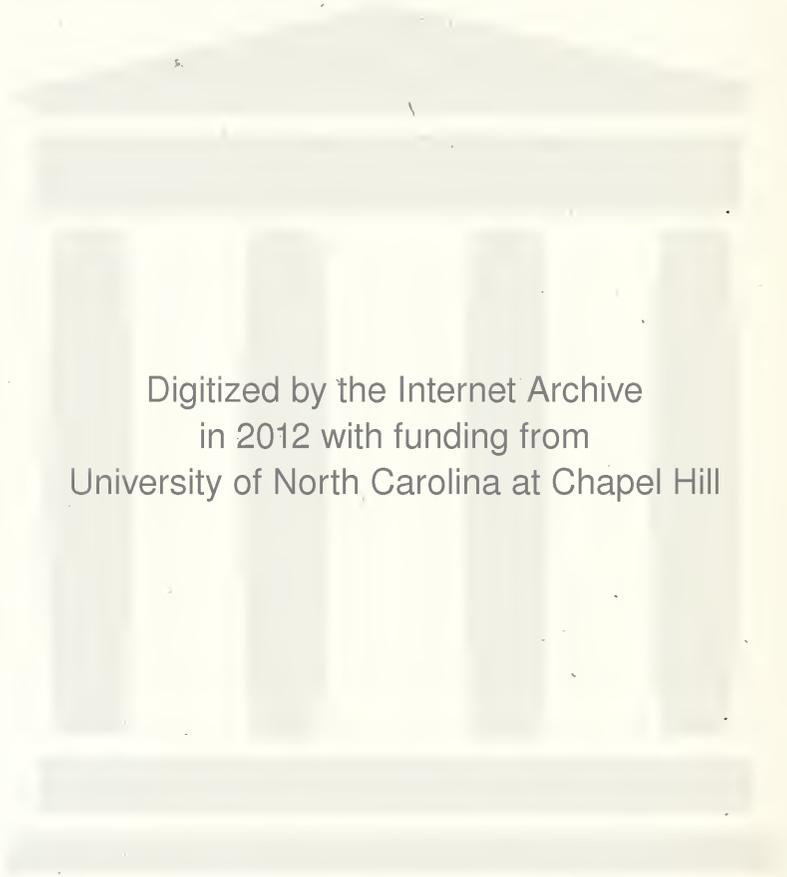


1994/1995

DAVIDSON

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ANNOUNCEMENTS FOR THE ACADEMIC YEAR 1994-95

OFFICIAL RECORD FOR THE YEAR 1993-94

DAVIDSON



*Published by the Davidson College
Office of College Relations
All photos by Ron Chapple '79*

*Edited by Marcia G. Beck
Assistant to the Vice President
for Academic Affairs*

*Official Record
Edited by Davidson College
Office of Institutional Research*

ACADEMIC CALENDAR 1994-95

Fall Semester 1994

August 25	Orientation
August 29	Classes begin, 8:30 a.m.
September 24	Homecoming
October 7	Fall Break begins, 4:30 p.m.
October 12	Classes resume, 8:30 a.m.
November 4-6	Parents Weekend
November 22	Thanksgiving Break begins, 4:00 p.m.
November 28	Classes resume, 8:30 a.m.
December 9	Classes end
December 12-14	Optional class days
December 15	Reading day
December 16	Exams begin
December 21	Exams end, 5:15 p.m.
December 21	Semester Break begins

Spring Semester 1995

January 16	Classes begin, 8:30 a.m.
March 3	Spring Break begins, 4:00 p.m.
March 13	Classes resume, 8:30 a.m.
May 2	Classes end, 4:00 p.m.
May 3-9	Optional class days
May 10	Reading Day
May 11	Exams begin
May 17	Exams end, 12:15 p.m.
May 21	Commencement

IMPORTANT NOTE

This catalogue describes an academic calendar for Davidson College which consists of two 15-week semesters. The degree requirements, curriculum, and course descriptions reflect a calendar conversion the Fall of 1988; the requirements in this catalogue apply to students entering Davidson the Fall of 1994.

Information in this catalogue is accurate as of the date of publication. Davidson College reserves the right to make changes in policies, regulations, and fees, giving due notice, in accordance with sound academic and fiscal practice.

ACCREDITATION

Davidson College is accredited by:
 Commission on Colleges of the Southern Association of Colleges
 and Schools to award the baccalaureate degree.
 The North Carolina Department of Public Instruction
 American Chemical Society
 National Council for the Accreditation of Teacher Education

NONDISCRIMINATION POLICY

Davidson College admits qualified students and administers all educational and employment activities without discrimination because of race, color, religion, national origin, age, disability, sex, or sexual orientation except where exemption is appropriate and allowed by law.

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HISTORY AND STATEMENT OF PURPOSE

HISTORY

"When the peculiar circumstances of a community demand it, and their benevolence will justify it, the establishment of a College having the Bible for its first charter, and the prosperity of the Church and our country for its great design, ought to be regarded as an enterprise of no common grandeur."

— Davidson's first president, Robert Hall Morrison, in his inaugural address, August 2, 1838

Founded by Concord Presbytery, Davidson College opened as a manual labor institute in 1837. The college's name memorializes General William Lee Davidson, whose son provided the initial acreage. The elder Davidson died at the nearby Revolutionary War battle of Cowan's Ford in 1781.



The college seal and the college motto, *Alenda Lux Ubi Orta Libertas* ("Let Learning Be Cherished Where Liberty Has Arisen"), recall the Mecklenburg Declaration of Independence; both seal and motto resulted from the suggestion of Peter Stuart Ney, an elusive Frenchman believed by some to have been Napoleon's Marshal Ney.

Original academic subjects included moral and natural philosophy, evidences of Christianity, classical languages, logic, and mathematics. Three professors, including Morrison, taught this curriculum to Davidson's sixty-five students.

Although Presbyterian-originated, the college maintained from the beginning its intent to educate students without regard to their denominational affiliation. This nonsectarian policy also emerged in contributors' backgrounds: Maxwell Chambers, the college's first substantial benefactor, apparently belonged to no church, though he supported the Presbyterians in his hometown of Salisbury, N.C., where he conducted a large mercantile business in addition to his profession as cotton planter and buyer. By his will in 1856, he left Davidson a quarter of a million dollars, making the institution for the time being the richest college south of Princeton. Over a third of Chambers's endowment went into the construction of the central academic building which bears his name.

Prosperity, however, did not linger. The Confederate defeat left Davidson's fortune much impaired and a student body of only twenty-four men by 1866.

Gradual post-war recovery encompassed expansion of curriculum and faculty. Newly added academic disciplines included chemistry, English, history, and physics; the teaching staff incorporated its first Ph.D.-holding professors by 1890.

Subsequent increasing enrollment permitted further growth in other areas. Within a decade, the size of the student body tripled from its 1900 figure of 100 students.

An accompanying strengthened financial base and the generosity of the Rockefellers provided reconstruction funds for Chambers Building following the fire which destroyed the original edifice in 1921. North Carolina's Duke Endowment also aided the college as it began to provide annual support during the 1920s.

Curricular development also marked this period: Davidson began offering four degree programs. Students could earn Bachelor of Arts degrees in either the traditional classical course requiring two years of Greek or Latin study or a newer two-year modern language study. Degree candidates could earn a Bachelor of Science in science or social sciences.

New specific courses appeared during this decade in accounting and music. Broader academic changes included addition of seminar courses and departmental honors programs.

The college first admitted women as degree-seeking students in 1972.

By the 1980s, the college had grown to approximately 1,400 students. This growth has been accompanied by changes in the campus's physical plant. The 1980s saw the completion of six new residence halls and the Baker Sports Complex. Additional residence halls have been added in recent years and a new Visual Arts building was completed in 1993. The college's strategic plan calls for growth to 1,600 on-campus students in the year 2000.

Davidson's underlying philosophy appears in the college's official statement of purpose which follows.

STATEMENT OF PURPOSE

Davidson College is an institution of higher learning established by Presbyterians of North Carolina in 1837. Since its founding, the ties which bind the College to the Presbyterian Church have remained close and strong. The College intends that this vital relationship be continued to the mutual benefit of church and school.

Davidson commits itself to a Christian tradition that recognizes God as the source of all truth, and finds in Jesus Christ the revelation of that God, a God bound by no church or creed. The loyalty of the College thus extends beyond the Christian community to the whole human community and necessarily includes an openness to and respect for the world's various religious traditions. Davidson is dedicated to the quest for truth and encourages teachers and students to explore the whole of reality, whether physical or spiritual, with an unlimited employment of their intellectual powers. Faith and reason must work together in mutual respect if Davidson is to realize and maintain its particular vision of academic excellence.

The primary purpose of Davidson College is to assist students in developing humane instincts and disciplined and creative minds for lives of leadership and service. In implementing its purpose, Davidson has chosen to be a liberal arts college, to maintain itself as a residential community of scholars, to emphasize the teaching responsibility of

all professors, and to ensure the opportunity for personal relationships between students and teachers. It is vital that all students in every class know and study under mature and scholarly teachers who are able and eager to provide for each of them stimulation, instruction and guidance.

Davidson seeks students of good character and high academic ability who share its values and show promise for usefulness to society. In the selection of faculty, the College seeks men and women who respect the purpose of the College, are outstanding intellectually, who have the best training available in their fields of study, and whose interest in students and teaching is unfeigned and profound. For its part, the College must provide adequate physical facilities, increase its financial resources, and furnish its faculty with the time and opportunity for creative scholarship fundamental to the best teaching.

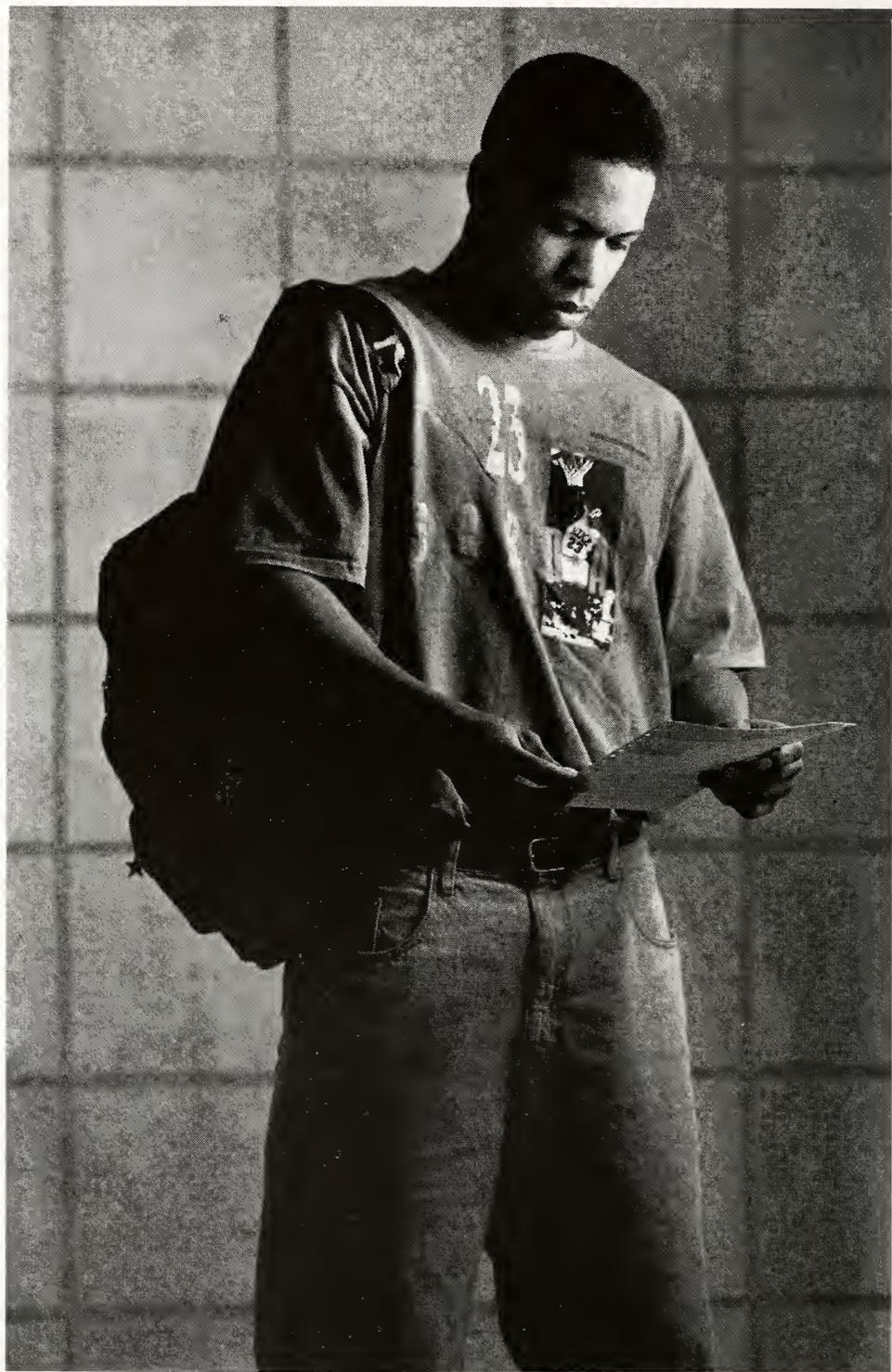
As a liberal arts college, Davidson emphasizes those studies, disciplines and activities that are mentally, spiritually and physically liberating. Thus, the College concentrates upon the study of history, literature and languages, philosophy and religion, music, drama and the visual arts, the natural and social sciences, and mathematics. The College also requires physical education, provides for competitive athletics, and encourages a variety of social, cultural and service activities. While Davidson prepares many of its students for graduate and professional study, it intends to teach all students to think clearly, to make relevant and valid judgments, to discriminate among values, and to communicate freely with others in the realm of ideas.

As a college that welcomes students, faculty and staff from a variety of nationalities, ethnic groups and traditions, Davidson values its diversity and seeks to be a community that recognizes the dignity and inherent worth of every person. As a college whose tradition commits it to nurture the life of the spirit, Davidson endeavors to provide opportunities for religious services and other activities appropriate for the various religious traditions represented on the campus.

Davidson holds a priceless heritage bequeathed by those who have dedicated their lives and their possessions for its welfare. To it much has been entrusted, and of it much is required.

DAVIDSON'S PRESIDENTS

Robert Hall Morrison (1836-1840); Samuel Williamson 1841-1854); Drury Lacy (1855-1860); John Lycan Kirkpatrick (1860-1866); George Wilson McPhail (1866-1871); John Rennie Blake, chair of the faculty (1871-1877); Andrew Dousa Hepburn (1877-1885); Luther McKinnon (1885-1888); William Joseph Martin, vice president and acting president (1887-1888); John Bunyan Shearer (1888-1901). Henry Louis Smith (1901-1912); William Joseph Martin (1912-1929); Walter Lee Lingle (1929-1941); John Rood Cunningham (1941-1957); Clarence John Pietenpol, acting president (1957-1958); David Grier Martin (1958-1968); Frontis Withers Johnston, acting president (1968); Samuel Reid Spencer, Jr. (1968-1983); Frontis Withers Johnston, interim president (1983-1984); John Wells Kuykendall (1984-).



ADMISSION AND FINANCIAL AID

Davidson is committed to its responsibility as a liberal arts college and seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. Davidson seeks to enroll students who will contribute to the life of the College and who have the promise to make good use of their education after graduation. To enroll such students, we review every application with care. Admission to Davidson is highly selective. Decisions are based on many factors, with evaluation in three general areas: (1) academic, including achievement as indicated by secondary school grades and ability as indicated by test scores; (2) personal characteristics as evidenced in a personal statement and letters of recommendation; and (3) outstanding interests, achievements, and activities, as demonstrated by participation in and contribution to the school, community, or religious organizations.

ADMISSION REQUIREMENTS

Applicants must complete graduation requirements before enrolling at Davidson. At least 16 high school units are required, to include the following: 4 units of English, 2 units of intermediate mathematics, 1 unit of plane geometry, 2 units of the same foreign language, and 1 unit of history. Electives should include such courses as two, three, or four years of science and additional courses in history and mathematics. It is strongly recommended that high school students continue in the same foreign language for the third and fourth years, and continue mathematics through calculus.

Candidates considering Davidson should take a minimum of four academic subjects each year in secondary school. Most successful candidates for admission have taken five academic courses in the sophomore through senior years. It is important that a challenging academic program be taken in the junior and senior years.

All applicants are required to take the SAT I: Reasoning Test (SAT I) of the College Entrance Examination Board or the ACT of the American College Testing Program and have an official score report sent to Davidson. Registration for the test should be completed at least five weeks before the date on which the test is scheduled. Either SAT I or SAT II (Subject tests) tests may be taken on any of the following test dates:

SAT

October 8, 1994	SAT I — Arizona, California, Florida, Georgia, Hawaii, Illinois, New Jersey, North Carolina, Pennsylvania, South Carolina, Texas, and Virginia only
November 5, 1994	SAT I and SAT II Subject Tests
December 3, 1994	SAT I and SAT II Subject Tests
January 28, 1995	SAT I and SAT II Subject Tests
April 1, 1995	SAT I only
May 6, 1995	SAT I and SAT II Subject Tests
June 3, 1995	SAT I and SAT II Subject Tests

Or the ACT may be taken on the following dates:

ACT

October 22, 1994	(All States)
December 10, 1994	
February 14, 1995	
April 8, 1995	
June 10, 1995	

It is recommended that juniors take the SAT I or the ACT not later than the end of the junior year. This is especially important for those interested in the Early Decision Plan. Those interested in the Regular Plan must take the test not later than January of the senior year.

It is strongly recommended, but not required, that applicants submitting the SAT I also take three subject tests of the College Board not later than January of the senior year. The Writing and Mathematics Level I or Mathematics Level II are particularly encouraged. Subject tests in areas which will not be continued in the senior year should be taken in the spring of the junior year. Tests should be taken in December or January in subjects which will be continued in the senior year.

HOW TO APPLY

Students should write to the Office of Admission and Financial Aid as soon as they become interested in Davidson. General information on the College will be sent at that time, followed by the preliminary application.

The preliminary application should be completed and returned to the Admission Office with a \$45 nonrefundable application fee. All applicants will then receive application essay questions, a transcript form, and recommendation forms. When these forms are completed and returned and the results of the SAT I or ACT and SAT II tests are received, the application procedures are complete.

The deadline for application under the Regular Plan is January 15 of the senior year. Letters informing applicants of the decision on their application will be mailed between March 15 and April 1. Applicants who are accepted are required to make a \$300 nonrefundable deposit on tuition by May 1.

EARLY DECISION

The Early Decision Plan is for applicants who are certain they want to attend Davidson. To apply under Early Decision, the student should:

1. Take the SAT I or the ACT in the junior year and have the results sent to Davidson by the appropriate testing agency.
2. Submit the *Early Decision Candidate's Agreement*, which states that Davidson is definitely his/her first choice; if accepted, he/she will enroll and will withdraw all applications pending elsewhere.
3. Complete all application requirements for admission, and financial aid if appropriate, before November 15 of the senior year.

Letters notifying students of admission decisions will be mailed by December 15. Applications will be accepted, denied or deferred into the Regular Decision Pool. Those applicants who are deferred will be re-evaluated during the regular decision selection process.

Accepted applicants must make a \$300 nonrefundable deposit on tuition by January 10 or within two weeks of receiving their financial aid packages. Those students whose parents have submitted a Financial Aid Form to the College Scholarship Service will be awarded financial aid if, according to the College's evaluation, financial need has been established. All accepted applicants will be considered for Honor Scholarships which are awarded during the spring.

CAMPUS VISITS

While not required, a campus visit is strongly encouraged to experience and observe the Davidson community and to ask specific questions. Interviews are not required as part of the selection process. Information sessions are conducted by an admission officer. The format of the session may be a group setting or an individual conversation that is nonevaluative. Visitors may plan to spend a number of hours on campus attending classes (Monday through Friday), meeting students and faculty members, and taking a campus tour. A limited number of overnight accommodations are available in the Guest House on campus (704) 892-2127.

High School seniors can make arrangements to spend a night (Sunday through Thursday) in a residence hall by calling or writing the Admission Office two weeks in advance.

The Office of Admission and Financial Aid is open all year and appointments should be made by writing or telephoning (704) 892-2230 at least two weeks before the proposed visit. Group information sessions and campus tours are scheduled daily and available on Saturday mornings during peak visitation periods (spring and fall). Please call the Admission Office to confirm the time.

ADVANCED PLACEMENT

Students who have completed college-level work in secondary school and wish to apply for placement or credit at Davidson should take the appropriate examinations offered by the

Advanced Placement Program of the College Entrance Examination Board. Interested students whose schools do not administer the examinations should arrange to take them at another school. For further information, call the Advanced Placement Program at (609) 771-7300.

Academic credit will normally be granted for a score of 4 or 5, for a maximum of four course credits. In the event that a student takes more than one exam in the same subject (English, French, German, Spanish, and Latin), a maximum of one course credit will be granted. Davidson does not award sophomore class standing for AP credit.

JOINT ENROLLMENT

Students will not normally receive credit for courses taken in joint enrollment programs (high school/college) that are used for admission to Davidson College. At the discretion of the College Registrar, credit may be given for joint enrollment courses when the credits received are beyond requirements for admission to Davidson College or for graduation from high school. Other restrictions apply. Each joint enrollment program is evaluated on an individual basis.

TRANSFER

Students wishing to transfer to Davidson should complete the requirements for admission listed above and submit a complete college transcript and a statement of honorable withdrawal from the college(s) previously attended.

Davidson accepts transfer credit from other colleges and universities approved by a regional accrediting agency, provided each transferred course is consistent with the academic objectives of the College and the grade earned in the transferred course is comparable to a Davidson grade of "C" or better. Credit for one full academic year at another college or university is normally transferred to Davidson as eight courses. The Registrar determines the amount of credit that can be transferred to Davidson.

Davidson will accept a maximum of 16 transfer courses toward graduation. The maximum number of transfer courses accepted for the major is determined by the major department.

For information regarding admission of students wishing to enroll as Visiting or Special Students, please contact the Office of Admission.

INTERNATIONAL STUDENT ADMISSION

An increasing number of students from abroad are recognizing the value of a liberal arts education as a means of obtaining first-rate preparation for professional careers or graduate study. Davidson welcomes the presence of such talented international students as a vital part of the campus community. The College's goal is to help pave the way for that highly select group of individuals who will achieve prominence in a variety of fields — medicine, business, law, technology, the arts, and education.

Prior to enrollment at Davidson, an international applicant should have completed a

program of study at the secondary school level expected of a student preparing for university entrance in his or her own country. All applicants must take the SAT I available through the College Entrance Examination Board in Princeton, New Jersey. Applicants in South America, Central America (except Mexico), Europe, Africa or Asia (except as noted below), write to CEEB, Box 592, Princeton, N.J. 08541-0592, USA. Applicants in Australia, Japan, Formosa, the Philippines, or Mexico, write to CEEB, Box 1025, Berkeley, Calif. 94701-1025, USA. Non-native English speakers must provide evidence of fluency in English through recommendations, writing samples, and successful performance on the Test of English as a Foreign Language (TOEFL), also available through the College Board. To register for the TOEFL, write to the College Entrance Examination Board, Box 6151, Princeton, N.J. 08540-6151, USA. The College Board number for Davidson College is 5150. Results for the SAT and the TOEFL must be sent directly to Davidson by the testing agency.

Davidson welcomes applications from international students wishing to pursue a four-year undergraduate degree; however, the College is not able to offer financial assistance to all students who are not U.S. citizens or permanent residents of the U.S. If a student's personal financial situation is such that more than nominal assistance is required, he or she must be aware that competition for the available funds is keen; and it is advised that the student file additional applications to other colleges. International students applying for aid must submit the Foreign Financial Aid Form provided with the application material.

INTERNATIONAL BACCALAUREATE DEGREE CREDIT

Davidson College recognizes the International Baccalaureate Program and A-level Examinations for admission purposes and placement. Placement decisions are made by the Registrar in consultation with the appropriate department chair.

Davidson College will normally offer one course credit to entering students for each Higher Level Examination of the International Baccalaureate Degree passed with a grade of 6 or 7 (5 at the discretion of the Department concerned), up to a maximum of four courses.

STUDENT FINANCIAL ASSISTANCE AND SCHOLARSHIPS

Admission decisions at Davidson are made without regard to financial circumstances. In 1994-95 Davidson students will receive over \$5.8 million in financial assistance from College sources. These funds are combined with grants, loans and work-study funds from federal, state and other outside sources to form aid "packages" for 60 percent of Davidson's students. While most financial aid is designated for students with demonstrated financial need, Davidson sets aside over \$750,000 in non-need based honors, awards and scholarships. Students receiving need-based packages are also eligible for non-need-based aid.

Prospective students who wish to be considered for need-based financial aid must submit a completed Free Application For Federal Student Aid (FAFSA) and Financial Aid Form (FAF) by February 1. Forms are available in high school guidance offices and from the College Scholarship Services (CSS). The completed form must be sent to the CSS with a request that results be sent to Davidson.

Financial Aid Policy

To continue its need-blind admission policy, Davidson maintains a strong financial aid program to assist students whose families may not be able to finance the entire cost of a Davidson education. Analysis of a student's financial need begins with the assumption that the parents and student have the primary responsibility to meet education costs to the extent they are able. Once need is established, Davidson makes every effort to help families meet college expenses through a combination of federal and state programs, and with Davidson's own financial aid funds. Through this combination of family resources and need-based financial aid funds, many students who could not otherwise attend Davidson are able to enroll and benefit from a Davidson College education.

Non-need based scholarships and awards are awarded to approximately 10 percent of each entering class. These awards are made without regard to financial need and are intended to recognize outstanding accomplishments and exceptional potential for future contributions to society.

Satisfactory Academic Progress Standards

In order to receive any grant, loan, or work assistance, a student must maintain satisfactory academic progress in the course of study he or she is pursuing at Davidson College. Students who fail to maintain satisfactory academic progress do not receive the following types of financial aid: Federal Pell Grant; Federal Supplemental Educational Opportunity Grant; Federal College Work-Study; Federal Perkins Loan; Federal Stafford Loan; Federal PLUS loan; Federal Supplemental Loan for Students; North Carolina Student Incentive Grant; North Carolina Contractual Grant; or Davidson College scholarships, grants, loans, or employment.

Satisfactory academic progress is reviewed annually prior to the beginning of each academic year. Because the definition of satisfactory academic progress for financial aid purposes parallels the definition of "good standing" as defined by the Faculty, a continuing student who is deemed to be in good academic standing will also meet the standards of academic progress for financial aid. Entering freshmen, all of whom are required to have a high school diploma and to meet rigorous admission criteria, are presumed to be in good standing throughout their first year provided they carry at least a half-time course load. Satisfactory progress for these students is assessed at the end of their freshman year.

A student may receive financial assistance beyond the normal eight semesters when a change of major or other reasonable circumstance permit the student the extra semester(s) to complete degree requirements. Under no circumstances will a student be eligible for Federal Title IV assistance or the North Carolina Contractual Grant for more than nine semesters.

In rare cases where a student may be allowed to continue at Davidson even though academic standards have not been met, financial aid eligibility will either cease until the student re-establishes eligibility according to the standards of progress outlined on page 44, or be offered a probationary aid package for one semester if mitigating circumstances so warrant. A student may receive aid for a probationary semester only once. If standards of progress are not met at the end of that semester, financial aid eligibility is lost until the student regains good standing.

Written notice is given to all students whose financial aid eligibility is rescinded for lack of academic progress. Students may appeal such decisions by writing the Associate Dean of Financial Aid. Appeals should include an explanation as to why satisfactory progress was not maintained; any additional reasons why financial aid should not be withheld; and supporting documentation from the Dean of Students and/or the College Registrar.

After financial aid has been withdrawn for failure to maintain satisfactory academic progress, students may re-establish eligibility by improving their completed courses and grade point totals at their own expense. Approved classes may be taken during summer sessions as well as the academic year. Students wishing to regain financial aid eligibility must also be re-admitted to the College by the Executive Committee of the Faculty and make proper application to the Financial Aid Office for reinstatement of their financial aid eligibility.

Honors, Awards, and Scholarships

Approximately ten percent of the students in each freshman class are awarded non-need based merit scholarships. Selection criteria are generally based on scholastic promise, ability, character, and promise of contribution to society, as evaluated in the application for admission by the members of the admission staff and the Faculty Committee on Admission and Financial Aid. In the case of area or talent specific scholarships, selection may also be based on the outcome of an audition, interview, portfolio review, or writing sample.

General Scholarship Awards: Every admitted student is automatically considered for general scholarships. Selection is made by the office of the Merit Scholarship Coordinator, on the basis of the strength of the candidate's application for admission. Scholarships can be renewed throughout the recipients' upperclass years, provided grade point average and progress toward degree requirements are met. **No separate scholarship application is required for these awards.**

Special Application Honor Scholarship: These scholarships are defined with specific reference to particular areas of study or talent, and so require a separate application for consideration. Detailed information is included in each student's admission application materials.

Special application scholarships can be renewed throughout the recipients' upperclass years at the College, provided grade point average and progress toward degree requirements are met. Any additional renewal requirements are listed in the scholarships' descriptions.

Those scholarships requiring special application are listed below. For further information regarding the College's honors and awards programs, please contact the Merit Scholarship Coordinator, Office of Admission and Financial Aid.

Thompson S. Baker Scholarships: These full cost awards, established by this Class of 1926 alumnus whose prominence at Davidson gave evidence of his later civic and business leadership, are for students whose accomplishments, purposefulness, service, and maturity mark them as capable of the highest achievement.

Romare Howard and Nanette Rohan Bearden Scholarship: Two \$10,000 awards will be offered bi-annually for African-American students with exceptional ability and promise as studio artists. Recipients must declare a major in art (studio or history) to retain the award for all four years.

Cato-McFarland Jenkins Scholarship: One \$3,000 award will be offered annually to a first year woman student interested in a career in business from a community served by the Cato Corporation.

The Patricia D. Cornwell Prize for Excellence in Writing: One \$10,000 award is made annually to a member of the freshman class, selected on the basis of Ms. Cornwell's and the English department's review of the applicants' writing and a competitive interview. The award is renewable providing the student meets grade point requirements, makes satisfactory progress toward the degree, and remains actively involved in the writing community.

The BB&T Scholarships: Two \$4,000 scholarships are awarded each year to freshmen from North Carolina or South Carolina who express a strong interest in a business-related career and who demonstrate academic and personal excellence. Selection of the awardees is made on the basis of a written scholarship application and a competitive interview with officers of the BB&T Corporation. In addition, the awardees will be offered a summer internship opportunity in BB&T's offices, for which the student will earn an added \$2,750.

Joseph Dobson and Julius Neely Scholarship: \$3,000 is awarded to one student in each freshman class who expresses an interest in Latin as a major field of study and who has shown significant experience and success in the field.

First Union Teaching Scholarship: One \$2,000 award will be offered annually to a first year student interested in pursuing a career in teaching.

Music Scholarships: Several music scholarships are available each year to entering freshman winners of a competitive audition. The Donald Plott Scholarships are \$6,000 and \$2,000 awards, and the Zachary F. Long, Jr. Scholarship is a \$1,250 award. Beginning their sophomore year, scholarship winners may apply for additional funds to study off-campus with master musicians. These stipends average \$1,000 yearly. In addition to these scholarships, all students invited to the competition are awarded James C. Harper Scholarships, which fully subsidize the cost of private lessons while at Davidson. Students invited to the live competition are selected from taped auditions.

National Merit Scholarships: Three awards are offered annually to incoming freshmen selected from among those who have been identified as National Merit Finalists and who have designated Davidson as their first choice college. The size of the award is linked to financial need: the minimum award is \$750; the maximum award is \$2,000.

Pepper Merit Scholarship in Studio Art: One \$4,000 award is given each year to an entering freshman. Selection is based upon the Art Department's review of slides and/or photographs of the applicant's portfolio. The scholarship is renewable for the sophomore year on the basis of satisfactory academic progress; it is renewable for the junior and senior years if the student declares a major in art.

Staley Scholarships: These awards are offered each year to entering students interested in pursuing careers in the ministry. The number and size of the awards varies.



William Holt Terry Scholarships: Two \$15,000 awards are offered annually to entering first year students who have demonstrated exemplary leadership skills and personal qualities through student government, athletics, service, or other activities.

Williams Challenge Scholarship: One \$10,000 per year scholarship is available to an entering freshman as a challenge to consider the ministry or other church vocations. An additional \$1,000 annually helps support an internship or conference attendance.

International Scholarships

International Scholarships: A number of students who are nationals of countries other than the United States receive financial assistance each year. These funds vary in amount, but may provide tuition, fees, room, board, laundry, and books. Recipients are selected on a need basis. The Foreign Student's Financial Aid Application of the College Scholarship Service should be submitted to the Office of Admission and Financial Aid.

Children of Presbyterian Ministers

Davidson College, in recognition of its long and significant relationship with the Presbyterian Church (U.S.A.), ensures that all Davidson students who are children of ordained Presbyterian (U.S.A.) ministers will receive at least \$1,000 in renewable, annual grant from Davidson College. Students not receiving this amount through other merit or need-based grants are funded through the John Richards Hay and Sara Craig Hay Scholarship Program.

Outside Resources

In addition to awards controlled by the College, students at Davidson receive funds from a variety of external sources, including the National Merit Scholarship Corporation, the Presbyterian Church (USA), the Coca-Cola Corporation, and many others. Information about locating and applying for such assistance may be obtained from high school counselors or the Office of Admission and Financial Aid.

Army ROTC Scholarships: Awarded on merit, not need, to both men and women. Army scholarships pay 80 percent of Davidson's tuition, all mandatory fees, an allowance for books, and a tax-free personal expense allowance of \$100 per month for up to 10 months per year. Applications for a four-year scholarship under the early decision program must be completed by 15 July (Note: This is the summer between the junior and senior year of high school). Regular decision applications must be received by 1 December of the senior year of high school. Three-year scholarships are available to enrolled Davidson freshmen. Students interested in either the four-year or three-year scholarships may obtain an application by contacting the Davidson College Department of Military Studies.

Federal and State Aid Programs

Federal Pell Grants: Pell Grants provided by the federal government are a form of gift aid based on a federal need-analysis formula. They range in value up to \$2,300 in 1993-94. Information is available in high school guidance offices, college financial aid offices and from the U.S. Department of Education.

Federal Supplemental Education Opportunity Grants: These federal grants of up to \$4,000 per year are available to students who demonstrate high financial need according to Davidson's analysis of the FAFSA and the FAF.

North Carolina Legislative Tuition Grants: The State Legislature of North Carolina provides a tuition reduction grant each academic year to all full-time undergraduate students who are legal residents of North Carolina attending private institutions in the state. In 1993-94, this grant was \$1,150.

North Carolina State Contractual Scholarship Fund: These grants of up to \$2,500 per year are available to residents of North Carolina who demonstrate financial need according to Davidson's analysis of the Financial Aid Form.

North Carolina Student Incentive Grants: Grants of up to \$1,500 per year are made by the State of North Carolina to residents who demonstrate high financial need according to the State's analysis of the FAFSA.

Other State Programs: Students who do not live in North Carolina should ask their guidance counselors about possible funding from their own states.

Student Loans

Federal Perkins Loans (formerly the National Direct Student Loan Program): The availability of these federal loan funds varies as appropriations and repayments fluctuate. Perkins loans are made to students as part of a need-based financial aid package. Loans may be made up to \$3,000 for each year of college and a maximum of \$15,000 total for the four undergraduate years under the Perkins program. No interest is charged while the student is enrolled at Davidson. Repayment begins nine months after graduation and may extend over a ten year period. Minimum repayment is \$30 per month. During the repayment period, five percent interest is charged on the unpaid balance of the principal of the loan.

Federal Stafford Loans (formerly Guaranteed Student Loans): Through this federal program, participating banks or commercial lending agencies make loans of up to \$2,625 for the first year of an undergraduate program, \$3,500 for the second year, and \$5,500 per year for the third and fourth years of undergraduate study. In North Carolina, loans are made by the College Foundation, Inc. These loans are based on demonstrated financial need. Additional information is available from the Davidson Office of Admission and Financial Aid.

Employment

Approximately 325 Davidson students have on-campus jobs which enable them to finance part of their education. Jobs are awarded as part of the total package of financial aid, and assignment to a specific job is made by the Office of Admission and Financial Aid. Entering students usually are able to work ten to twelve hours a week without handicap to their academic work. Funding is available through the Federal Work-Study Program and from Davidson College. Beginning with the 1994-95 year, at least five percent of Federal work-study funds will be earmarked for students employed in community service activities.

TUITION AND FEES

During the summer preceding the academic year, each student receives a complete bill for tuition and fees. Scholarship and grant awards made by Davidson College, Pell Grants, and ROTC Scholarships are credited on college bills. Outside awards, campus jobs, and loans are not shown as credit.

Advanced payment by mail is expected, as it is easier for both the student and the College.

The fees for the 1994-95 academic year are as follows:

Required Student Charges (Tuition, Student Activities Fee, Laundry)	\$17,464
Room (double)	2,650
Meals (full board)	2,420
	<hr/> \$22,534

Fees are payable in two installments (August 15 and January 1). An orientation fee for new students (freshmen \$90 and transfers \$45) is included in the fall semester billing.

You must contact the Controller's Office prior to the installment due date if you will be unable to pay your fees in full by that date. A student will not be allowed to return for any semester if his/her account is not paid in full or if arrangements for a payment schedule have not been made prior to the due date.

There is a \$25 penalty charge for late payment. If payments are later than 10 days after due date, interest charges at 18 percent per annum are assessed. No transcripts will be released and no diploma will be granted before a student has met all financial obligations.

Students who enter at the beginning of the spring semester will be billed at the appropriate percentage of annual fees.

Except as stated below, after the semester drop/add period ends, no refunds on tuition and room rent will be made. Fees paid in advance for subsequent semesters for which a student does not register will be refunded in full. Board and laundry are refunded on a pro rata basis.

The usual fee includes:

1. Double-occupancy room rent. Single rooms cost \$3,230. All students are required to live on campus unless officially excused by the Director of Residence Life.
2. A full board plan, based on 19 meals per week. The College reserves the right to adjust the amount as necessary. The plan does not include meals during semester or holiday recess periods. Upperclass students may elect to eat elsewhere. Upperclass students must notify the Controller by August if they want to participate in the College Dining Club Plan. To accommodate those who prefer to select fewer meals per week, a reduced board plan is available. Complete meal plan details accompany the College bill.
3. Routine medical care (not full health service) at the Student Health Center. The College contracts with the Davidson Clinic in the town of Davidson for provision of part-time medical assistance at the Student Health Center from a physician's assistant and physicians who schedule appointments on weekday afternoons. A

professional nursing staff is on duty at the Student Health Center 24 hours a day, seven days a week. Additional charges are made for consultation or treatment by physicians other than the college physicians, extra nursing care, meals while in the infirmary, medicines, bandages, or other supplies. These charges are billed directly to the student.

4. Laundry. The College Laundry furnishes bed linens to all single students, plus shirt/blouse service and the washing, drying, and folding of other laundry. The fee for laundry service is required of all single students. Dry cleaning and pressing are on a cash basis.
5. Activity fee. The fee is for student publications, student government, and some social and cultural activities.

Additional fees include:

1. Applied music fee. The hour-per-week applied instruction for majors in the Department of Music is covered in the usual fee, but there are separate charges for additional instruction or for private lessons for those who are not music majors. Fees per semester for individual instruction in voice, piano, organ, or orchestral instruments: one-hour lesson per week \$450 and one half-hour lesson per week \$255. Charges for use of practice facilities are \$15 per semester and use of orchestral instruments is \$15 per semester.
2. Student accident and sickness insurance. All students attending Davidson are automatically enrolled in the insurance plan. The fee is included on the fall tuition bill. Students covered by comparable insurance may be exempted from the student insurance program by completing a waiver request form.
3. Enrollment deposit. All students are required to make a \$300 deposit prior to enrollment. This deposit is maintained on account during the student's enrollment, and is refunded, net of final telephone bills, dormitory fines, etc., in May of the student's senior year.

A penalty of \$150 is charged if a student notifies the Registrar after March 15 that he or she does not intend to enroll for the Fall semester. A \$300 penalty applies after June 15. If a student leaves the College forfeiting all or part of the enrollment deposit, the student will be required to return the enrollment deposit for the \$300 level before re-enrollment will be permitted.

REFUND AND DISTRIBUTION POLICY

Davidson's policy is to refund 100 percent of tuition if a student withdraws before the tenth day of classes. Otherwise, no refund of tuition will be made. Fees for room and meals are refunded on a pro-rata basis as determined by the date of withdrawal.

In accordance with federal law, a variation of this policy is in effect for first-time students at the College who are receiving financial assistance through one of the Title IV federal student aid programs (Federal Pell Grant, Federal Supplemental Education Opportunity Grant [SEOG], Federal Work-Study, Federal Perkins Loan, Federal Stafford Loan).

If the student withdraws within the first ten days of semester classes, 100 percent of the tuition and fees is refunded. Under the standard policy, no tuition or fees are refunded after the first ten days.

First-time students who receive Title IV assistance and who have made payments for tuition and fees, room, and board will be refunded on a pro-rata basis through the ninth week of the semester using the following percentage:

$$\frac{\text{Number of weeks remaining in the semester} \\ \text{as of the last recorded day of attendance}}{\text{Number of weeks in the semester}}$$

Financial aid awards for students who withdraw, drop out, or are expelled from the College will be returned to the funding accounts in accordance with the following Federal and College refund and repayment policies. Further explanation of these policies is available on request from the Financial Aid Office.

1. The total amount of the financial aid refund is the amount paid for College charges by financial aid credits and cash payments minus the amount retained by the College under the refund policy described above.
2. The portion of the financial aid refund to be returned to Federal Title IV programs (Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan, Stafford Loan, Supplemental Loan for Students, PLUS loan) is the lesser of:
 - the amount of Federal aid in the student's award package, or
 - the amount derived from the following formula:

$$\text{College refund to student} \times \frac{\text{Total Federal Aid}^*}{\text{Total Aid}^*} = \text{Amount returned to Federal accounts}$$

(*Excluding Federal and Davidson work-study eligibility.)

3. Refunds to Federal programs are made in the following priority: unsubsidized Stafford Loan, subsidized Stafford Loan; PLUS Loan; Perkins Loan; Pell Grant; Supplemental Educational Opportunity Grant (SEOG); State Student Incentive Grant.
4. If a student has received a direct financial aid payment for living expenses (as opposed to a credit to his or her college account), the student may be asked to repay a portion of that payment according to the following formula:

$$\frac{\text{Semester class days remaining}}{\text{Total semester class days}} \times \text{Cash disbursement} = \text{Repayment}$$

Repayments to Federal programs are made in the following priority: unsubsidized Stafford Loan, subsidized Stafford Loan, PLUS Loan, Perkins Loan, Pell Grant, SEOG, State Student Incentive Grant.

Credit Balances

A student may receive a distribution of a credit balance from his/her account only once during each semester. After the conclusion of the late drop period, the student should request the refund in the Controller's Office.

GENERAL STUDENT ACCOUNT INFORMATION

Insurance: All currently enrolled students are required to purchase student health insurance or provide waiver verifying adequate coverage.

Books: Books and other supplies are available at the Davidson College Bookstore, where all purchases are on a cash basis. The cost of books varies with the course of study and ranges from \$350 to \$750 per year.

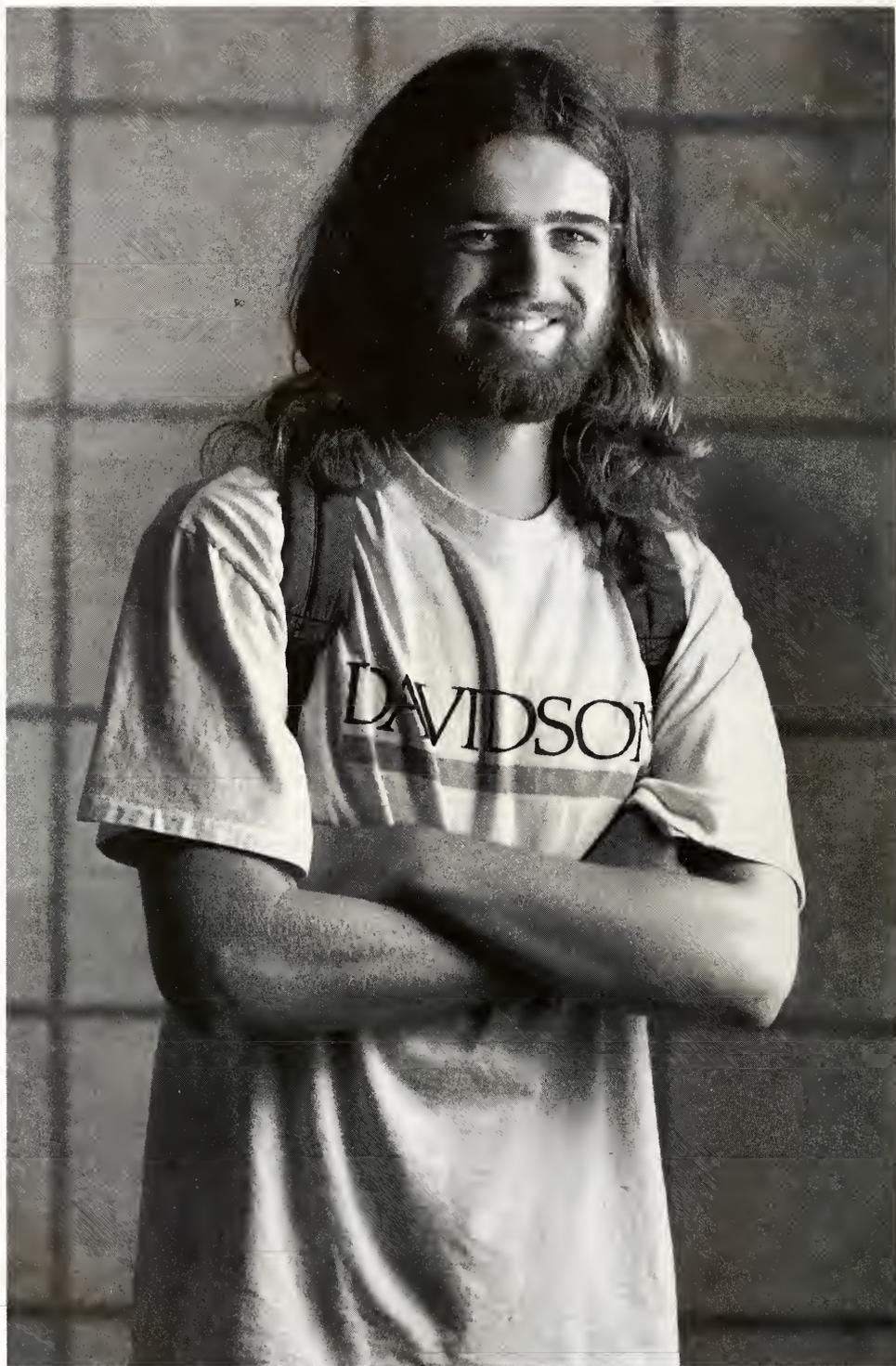
Miscellaneous fees: Students pay fees for late registration, late drop/add, library fines, damaged property, parking fines, etc., when incurred.

Parking fees: A fee of \$50.00 will be charged to register each vehicle kept on campus.

Transcripts: Each student is entitled to one transcript of his or her record free of charge. There is a fee of \$3 for each additional transcript.

Fire or theft: The College assumes no responsibility for damages or loss of personal property due to fire, theft, or other casualties. The parents' insurance may cover such loss.

Deferred Payments: Davidson College must collect fees in two installments, but it recognizes the need, or preference, of many parents to pay on a monthly basis. The college does not endorse any particular plan. However, there are two companies which provide for regular payments. *Academic Management Services* provides for payment of college fees in monthly installments as well as a variety of loan options. Additional information may be obtained from Academic Management Services, 50 Vivian Boulevard, East Providence, R.I. 02914. *Knight Tuition Payment Plans* also provides a monthly payment plan and a variety of loan options. Additional information may be obtained from Knight Tuition Payment Plans, 855 Boylston Street, Boston, MA 02116. Information regarding these plans is mailed to first year students.



CAMPUS LIFE

The "Davidson Experience" is not confined to the classroom, and the college offers students a broad environment in which to develop socially, physically, intellectually, and spiritually.

THE HONOR CODE AND THE CODE OF RESPONSIBILITY

As students and alumni proudly attest, the honor system at Davidson is the touchstone of the college life, creating an atmosphere of trust in the college community. In addition to faculty and administration support, the students believe in this system, defend it, and shoulder the responsibility for its implementation. Evidences that the system actually works are the open stacks and unguarded doors of the library, the absence of proctors during tests, the self-scheduled final examinations, and the sense that a person's word is his or her bond.

The Honor Code is very simply stated:

"Every student shall be honor bound to refrain from cheating (including plagiarism). Every student shall be honor bound to refrain from stealing. Every student shall be honor bound from lying about official college business. Every student shall be honor bound to report immediately all violations of the Honor System which come under his or her observation; failure to do so shall be a violation of the Honor System. Every student found guilty of a violation shall ordinarily be dismissed from the college."

Entering students sign a pledge that they will live under the system, which includes the condition that they will report an observed violation. A student who does lie, cheat, or steal is tried under the Code of Disciplinary Procedure. Students who admit guilt or who are found guilty by the Honor Council are ordinarily suspended from the college.

The Code of Responsibility is the basis of daily life at Davidson and attempts to foster an atmosphere of good conduct by emphasizing "the responsible use of freedom, as opposed to license." However, students who violate the rights of others are subject to censure under the Code of Disciplinary Procedure.

The college community believes that these two codes are an integral part of the educational experience, helping students to develop an honorable, responsible lifestyle. The codes produce an atmosphere of trust and freedom rarely found among American colleges; they form the cornerstone of this community.

RESIDENCE HALLS

As a residential college community Davidson is able to house 90 to 95 percent of its student body. Students grow emotionally, spiritually, and mentally in residential hall settings. Daily interaction of students within the residence hall has helped to build campus traditions unique to Davidson.

The Director of Residence Life assigns freshman roommates and rooms with special attention to the learning and leadership styles of each student, as well as family and educational background. Freshmen live with one another on halls of about thirty. All freshmen are required to live on a freshman hall for the entire year. Two junior hall counselors live on each freshman hall and work closely with their residents easing their integration into the Davidson campus. This is an exciting and challenging period for students, highlighted by hall rivalries, social activities, intramural sports, and community projects. During this time freshmen learn the difficulties and rewards of communal living and develop a sensitive appreciation of people with different styles and needs. Close friendships are established during this year which regularly carry through a student's Davidson years.

Upperclassmen and women participate each spring in a lottery to select rooms from among ten residence halls and seven apartment buildings. Students participate in the lottery in pairs, as most rooms are designed for double occupancy. There are a limited number of single rooms from which to choose. All residence halls are equipped with lounges, some have kitchen facilities, and all are air conditioned. Each apartment contains a living room, kitchen, and four or five single bedrooms. The college provides each student with a bed, mattress, desk, desk chair, linen, and space for hanging clothes. All students share with the college the responsibility to maintain a clean, safe, and enjoyable living environment in the Residence halls. A Resident Advisor is assigned to each upperclass floor to promote cooperation and accountability on each hall. Residents in each hall are allowed to decide their own quiet hours within certain pre-set limits. Additionally, a courtesy policy protects a student's right to sleep or study at any hour.

Because the College is able to accommodate such a large percentage of its student body, most students are required to live on campus all four years. Upperclass students can live off campus only with the permission of the Residence Life Office. However, fluctuating demand for housing from year to year means that, despite the ability to house such a high percent of the student body, the college cannot guarantee on-campus housing to every student desiring it. In the event students cannot be accommodated, there are several apartments and houses for rent in the Davidson community. The Residence Life Office maintains for students current listings of off-campus properties.

MEALS

Freshmen and upperclassmen who do not wish to join a Patterson Court eating club or fraternity usually eat in the Vail Commons or the Union Cafe, which are operated by the college. A dining club plan offers a meal ticket which can be use at all college-operated facilities. These facilities are not open during vacation or holiday recesses.

The Patterson Court fraternities and eating houses operate their own dining services and collect fees directly from members.

PATTERSON COURT

A majority of upperclassmen elect to participate in the small-group system provided by the eleven houses on Patterson Court. The houses provide facilities for dining and social activities; none has living accommodations. Six are national fraternities: Kappa Alpha, Kappa Sigma, Pi Kappa Alpha, Phi Delta Theta, Sigma Alpha Epsilon, and Sigma Phi Epsilon. The others are local clubs — three women's houses and the Black Student Coalition house. One fraternity, Phi Gamma Delta, conducts its social activities in a house off campus.

Every freshman has the right of selecting to eat and to participate in the social activities of any house through the normal Patterson Court selection process, but such right does not automatically include membership in a national organization.

Every house has the right to encourage freshmen orally to join, but discouragement is strictly forbidden. (The lack of encouragement does not in any way prohibit a person from selecting a house for all dining, social and service activities although it is unusual for a man to select a fraternity without encouragement.)

THEATRE

The Theatre Department provides many opportunities for student involvement in its production season. Typically, four full-length plays and numerous one-acts are presented annually. Roles are cast by open audition and students are encouraged to try out regardless of experience level.

Performance spaces include a 289-seat mainstage theatre and a smaller studio facility, both in Cunningham Fine Arts Center. On occasion enterprising students have also staged productions at other locations on campus.

Full-length plays are directed by theatre faculty, guest directors, or advanced theatre students. One-acts are directed by students. Other student performance projects are encouraged and supported by the Department.

There is ample opportunity to see quality theatre in the area aside from Department productions. The College's Artists Series presents at least one professional touring play a year in Love Auditorium. Many resident companies and university programs produce quality work in the Charlotte area. The Department keeps a list of current offerings on file for those interested.

Through its curriculum and production program, the Theatre Department seeks to develop an appreciation and understanding of the theatrical arts for the newcomer and to offer in-depth training for experienced students.

ART

The art department offers a series of exciting exhibitions in the William H. Van Every Jr. Gallery and the Edward M. Smith Gallery, both located just inside the entrance to the Visual Arts Center. The work featured in the Van Every Gallery is either the work of one artist or group exhibitions that come from all over the United States. The first exhibition

of the academic year showcases the recent work of the Davidson College studio art faculty. In addition, selections from the college's collection, now numbering in excess of 2,500 objects, are shown from time to time in the Van Every space. Each spring, the Edward M. Smith Gallery is used for the one-person exhibitions required of each senior studio art major. Any time not used for student exhibitions is devoted to smaller exhibitions of artists from outside the College community. Visiting artists are frequently asked to give talks about their work to the college community, and there is an annual public art history lecture series.

MUSIC

The Department of Music offers many performing opportunities through the various ensembles, several of which tour during the spring break. Vocal groups include the Concert Choir and the Opera Workshop. Instrumentalists may join the Wind, String and Jazz Ensembles, and the Wildcat Pep Band. The Chamber Music program involves various student ensembles coached by the faculty. The Renaissance Ensemble, with a substantial collection of period instruments, is open to both singers and instrumentalists. Private instruction in voice and all instruments is available (see details under Applied Music).

Campus musical events include the Artists Series, Concert Series, Christmas Vespers, and frequent faculty and student recitals. In nearby Charlotte, concerts are offered by the Charlotte Symphony Orchestra, Opera Carolina, the Community Concerts Series, the Oratorio Singers, and various other musical organizations.

Students especially gifted in music performance are encouraged to apply for the Donald Plott Memorial Music Scholarships, the James C. Harper Music Scholarships and the Zachary F. Long Scholarships (see details under Admission and Financial Aid).

DANCE

The Davidson Dance Troupe, a non-profit organization begun and operated by students, provides interested students the opportunity to keep up their dancing skills. The Dance Troupe performs for the college and the community several times a year and executes its complete repertoire once a year during a full-length production.

ATHLETICS AND PHYSICAL EDUCATION

Davidson fields eleven men's and ten women's intercollegiate teams at the NCAA Division I varsity level. Men's varsity sports include wrestling, golf, football, and baseball. Women's teams include field hockey, lacrosse, and volleyball. Men and women play varsity basketball, tennis, and soccer; run indoor/outdoor track and cross country; and participate in swimming and diving. The College strives to provide keen competition at a realistic level for every sport. Traditionally, Davidson has achieved success in many areas even though it is one of the smallest colleges in the country



competing in Division I of the NCAA. The men's basketball teams have been among the best in the country and in 1986 won the Southern Conference tournament and were runners-up in 1994. The 1992 men's soccer team competed in its first semi-final game of the Division I Men's Soccer Championship held at Davidson College. Women's tennis, field hockey and volleyball are traditionally strong and men's tennis and baseball teams have been championship contenders in recent years.

A remarkable 90 percent of Davidson's students participate in the intramural sports program. Residence halls, fraternities, eating houses, freshman halls, faculty, and staff field teams in six sports including flickerball, basketball, street hockey, softball, indoor soccer, and volleyball. Eleven club sports pit Davidson teams against club teams of other colleges. Students are responsible for organizing, funding, regulating, and scheduling activities for these club teams. Clubs include men's lacrosse, tennis, soccer, and rugby; women's soccer and tennis and open clubs for men and women in sailing, fencing, water skiing, crew, and water polo.

Davidson's physical education program is based upon the belief that physical activity is important to a person's overall development. Mandatory in the first two years, the program emphasizes the carry-over value of sports as a lifetime endeavor. More than 50 courses offered in the physical education curriculum range from aerobics and archery to racquetball, rappelling, and scuba. Students must complete requirements in the areas of team sports to develop the cooperative effort necessary in team-sport play; lifetime sports to develop skills to aid in physical well-being after college years; and swimming activities to develop proficiency in the water. PE101 is the newest requirement to the Physical Education curriculum. Students are required to attend six weeks of two hour sessions during their first semester at Davidson. Topics covered include: HIV-AIDS education, human sexuality, date rape, stress management, time management, substance abuse, counseling, and career planning. In addition, each student receives certification from the American Red Cross in Community First Aid and Safety and Community CPR.

Since the College's inception in 1837 as a "manual labor college," the promotion of physical activity for all students has been an integral part of the College's Statement of Purpose. For nearly 40 years, the Davidson community has been well-served by Johnston Gymnasium. In recent years, Davidson has resolved to provide new and expanded athletics facilities to accommodate increased participation in athletics. That resolve led to the dream and ultimately to the completion of the Baker Sports Complex.

The Baker Sports Complex consists of four major areas: the Louise and Carl Knobloch Tennis Center, the John M. Belk Arena, the Charles A. Cannon Pool, and the Finley Physical Education Center. The complex provides 142,000 square feet of space for Davidson athletics programs. In addition, the sports complex includes the Ben T. Craig Plaza, the Newell Entrance Court, and the Nisbet Lobby. In the lobby are two racquetball courts, a squash court, a nautilus center, and the Hall of Fame Room.

The centerpiece of the facility is the Belk Arena, featuring a main varsity court with a hardwood floor. For athletics events, the Belk Arena seats nearly 6,000 with 1,343 permanent chair seats and over 4,400 bleacher seats. When the bleacher seating is retracted, two additional hardwood basketball courts and two hardwood volleyball courts are available.

The Cannon Pool, which can be viewed from the lobby through glass walls, is an eight-lane pool with a stainless steel movable bulkhead to accommodate competition in

both yards and meters. The separate diving well features both one-and three-meter boards. The design includes a balcony for spectator seating and a wide stairway leading to the solar plaza

The Knobloch Tennis Center, operational since 1985, features a durable acrylic-based, hard-court surface, covering four courts lit with indirect lighting, movable screens between courts, locker rooms, offices, and a conference room

The Finley Physical Education Center incorporates a weight room with both Nautilus and free weights, a state of the art athletics medical facility, wrestling room, dance studio, locker rooms for sports teams, three additional racquetball courts, classrooms, and office space.

Athletics scholarships are available in men's and women's basketball and other selected sports.

RELIGIOUS ACTIVITIES

Davidson offers a variety of ways to affirm faith through community worship, grow in faith by asking searching questions, and live out faith in service to others. Some students participate fully in the life and work of one of the many area churches within walking distance of the campus, while others express their convictions apart from religious institutions.

The college's chaplain and assistant chaplain coordinate a number of activities, including a weekly chapel service, ecumenical worship services on holy days, discussion groups, service projects, mission trips, programs on social justice, and interfaith dialogue. With the help of the student Chapel Committee, the chaplain brings guest speakers to campus, leads retreats for students, faculty, and staff, and offers times of spiritual reflection and Bible study.

Faculty and staff members, students, and others in the community are invited to participate in both planning and leading occasions of worship and service. There are also small group opportunities for exploring issues such as ethics in professional life, religion and politics, the church and justice issues, or dealing with crisis in the family.

A variety of Christian fellowships flourish at Davidson. An active Catholic Campus Ministry celebrates a weekly Mass in the Lingle Chapel of the Davidson College Presbyterian Church. In addition, a priest from the Mooresville parish (9 miles north) has office hours on the campus during the week.

The Fellowship of Christian Athletes meets weekly in the Baker Sports Complex for fellowship and discussion. Although the group centers upon student athletes and their coaches, all students are welcome.

The Intervarsity Christian Fellowship offers small group discussions, a weekly large group meeting, and state-wide retreats. An IVCF staff member is on campus four days a week.

The Davidson United Methodist Church sponsors an on-campus fellowship called "Things That Make You Go Hmm" which affords students an opportunity to discuss faith and social issues.

The Westminster Fellowship meets on Sunday nights at the Davidson College Presbyterian Church and in church members' homes for supper and a program. The

programs include the theological discussion of campus issues, book studies, and guest speakers.

An Ecumenical Council, composed of two members from each of the Christian fellowships mentioned above, serves as a forum in which ideas and information about worship and service activities can be shared among the various groups.

Davidson has a growing Jewish community. Nearby Charlotte has two synagogues and an active Jewish community which encourages Davidson students' participation in their life and worship. The chaplain's office works with Jewish students and faculty to schedule occasional Sabbath dinners and an annual Seder meal.

Buddhist, Muslim, and Hindu students, with the support of the chaplain's office, occasionally hold informal gatherings to offer opportunities for study and support and bring in speakers representing their faith traditions.

SOCIAL LIFE

Social life at Davidson takes its cue from the setting; activities are often the result of small-group interests — sailing at the lake campus, entertaining in the 900 Room, going to Charlotte for dinner and other entertainment, going bowling in Concord, or skiing at Beech Mountain — but there are many campus-wide activities which involve large numbers of students as well as other members of the college community.

THE GREY COLLEGE UNION

The College Union plans and presents campus-wide cultural, social, and recreational events, as well as offering informal opportunities for pursuing personal interests. As the "living room" of the college, the Union is a gathering place for students, faculty, staff, and visitors. Lounge areas, game rooms, a snack bar, a student store, meeting rooms, and student organization offices are used for a wide range of activities. The 900 Room and the Union Outpost are special areas that provide informal gathering places for students to socialize as well as venues for student and professional entertainment.

A planned program of social and co-curricular activities is run by the College Union Board, composed of students and members of the faculty and staff. Student committees are responsible for presenting films, speakers, dancers, artists, poets, and musicians of all types. Some recent performers presented by the Union include the Samples, the Indigo Girls, Steven Wright, John Paul Walters, Widespread Panic, Colonel Bruce and the Aquarium Rescue Unit, Phish, and Sweet Honey in the Rock.

The Davidson Outdoors Center, another feature of the Union, invites students to get away from campus for weekend trips for canoeing, rock climbing, camping, hiking and skiing. Two outdoor professional staff members work with a group of 20 student trip leaders to provide these activities. Major trips this year have taken students canoeing in the Everglades and on the Rio Grande, sailing off the Gulf Coast of Florida, hang gliding at the Outer Banks, sea kayaking off the Georgia Coast, and whitewater rafting on the New and Gauley rivers in West Virginia.

Students, assisted by faculty and staff, are responsible for the Artists Series which

has recently presented Ailey II Dance Co., Urban Bush Women, the Billy Taylor Trio, the North Carolina Dance Theater, plus touring productions of Broadway hits including Cabaret and Sunday in the Park with George.

STUDENT GOVERNMENT

As stated in the by-laws of the Student Government Association, the purpose of the student government is "to share with the Board of Trustees, the Faculty, and the Administration the responsibility for developing and maintaining Davidson as a superior academic community."

Based on one of the earlier student government constitutions (1910), Davidson students govern themselves through the Senate, headed by the president and vice-president of SGA, and the many committees of the SGA. The student senate is made up of three representatives from each class, representatives from each Patterson Court House, and independent representatives. Officers and senators are elected by student vote.

Although activity is centered in the senate, active participation in student government is not restricted to elected officials. Students from all classes serve on numerous committees of the senate and fill student positions on faculty committees.

LEADERSHIP DEVELOPMENT OPPORTUNITIES

Davidson Plus

Davidson Plus is a program designed to encourage freshmen to look carefully at their values and to ask why they consider certain ideas precious. The program also examines and seeks to practice the skills which help them build relationships and develop community, including conflict resolution, listening skills and assertiveness training. Understanding how to live with men and women and people of other races is another ingredient.

Davidson Plus also helps participants acquire certain survival skills for academic success at Davidson: time management, test taking anxiety management, stress management, and personal goal setting. The Davidson Plus halls participate in a community service project and a limited outdoors program. Davidson Plus students live together in freshman residence halls for men and women.

North Carolina Fellows

Sophomores, juniors and seniors can participate in training programs designed to strengthen their leadership skills and prepare them for lives of decision making and team building. N.C. Fellows meet community leaders and business people through participation in internships, externships and networking luncheons. Personal growth is also encouraged through the development of personal service projects and the keeping of personal journals.

SPECIAL INTEREST GROUPS

New groups are founded each year through the Student Government Association and the College Union to meet student interests and concerns. Students may join existing groups in the following areas: academic specialty clubs and honoraries, club sports, political action groups, religious groups, international clubs, social service groups, hobby clubs and performing arts organizations.

MINORITY STUDENT PROGRAMS AND SERVICES

On the Davidson College campus, there are several programs and services that are available to specifically assist students from minority groups. A synopsis of each is listed below:

Academic Support Services

The Dean of Students Office coordinates a tutorial program for students desiring academic assistance. Specially trained students who are well versed in the subject matter are available to tutor in all subject matters. Grant subsidies are available to finance the costs of tutoring for African-American students. Also, the Vice President for Academic Affairs sponsors the Baldrige Reading Skills Program in the early fall. This intensive four week program helps students to increase reading comprehension, speed, and memory. Scholarships are available for African-American students who wish to participate in this program.

COSEN

COSEN, the Carolinas-Ohio Science Education Network, is a consortium comprised of eight colleges in the Carolinas and Ohio. Its purpose is to encourage and support African-American and female students in the study of science, mathematics, and psychology. Participants have an opportunity to attend monthly workshops and seminars, interact with peers at the annual RESM (Research Experiences in Science and Math) summer conference at Duke University, and participate in collaborative summer research projects with faculty members at fellow COSEN institutions. This program is jointly sponsored by the Biology Department and the Dean of Students Office.

Black Student Coalition

The BSC is a student run organization that is designed to establish and maintain a spirit of solidarity among African-American students. In addition, its purpose is to create a sense of awareness within the Davidson College community regarding the contributions of African-Americans, to provide an outlet for the social and cultural needs of African-American students, and to support the African-American citizens of the town of Davidson in overcoming any problems that they may face. All members of the Davidson College Student Body are eligible to be members of the BSC.

Second Family Program

African-American freshmen and sophomore students have the ability to participate in a "Second Family" program with selected faculty and staff. Under the auspices of the

Academic Affairs and Dean of Students Offices, this program facilitates students' adjustment to campus by giving them an opportunity to develop a rapport with established members of the college. The "second family" and student develop one-to-one relationships via participation in various activities of mutual interest.

Exchange Programs

Davidson College has cooperative arrangements with Howard University and Morehouse College which provide students opportunities for study at campuses with significant African-American student, faculty and staff populations. Study may be arranged for a year or a semester.

Dr. Martin L. King Jr./Black History Month Cultural Arts Series

During the months of January and February, an assortment of activities commemorating the history and accomplishments of African-Americans are held on campus. Typical activities include a gospel songfest, speeches from political leaders, lectures by historians, art exhibits, films, and literary performances. This cultural arts series is sponsored by the Black Student Coalition, the Dean of Students Office, the College Union, and the Chaplain's Office.

INTERNATIONAL STUDENTS

Students come to Davidson College from all over the world. The Assistant Dean of Students for International Students coordinates campus and community services to international students, provides assistance on immigration matters and promotes interaction between foreign students and the college and local community. Her office is also the headquarters for the International Students Association, an organization composed of foreign and American students who are interested in international issues. This group holds monthly meetings, organizes excursions to Charlotte and supports a Big Sister/Big Brother program.

VOLUNTEER OPPORTUNITIES AT DAVIDSON

Davidson College believes that education should encompass more than academic excellence, that its students should be prepared to serve their communities — local, regional, national, and international. Davidson aims to express this commitment to service in all aspects of the college experience.

The increasing visibility and availability of volunteer opportunities invite student participation at many levels. Projects such as Time to Read, a reading improvement program for adolescents in Charlotte, depend on weekly interactions; while Project Life, a student led effort to add volunteers to the National Bone Marrow Donor Registry, provides an outlet for involvement at less frequent intervals. Reach Out, a student service organization, supports many volunteer programs including Big Brothers and Big Sisters, Habitat for Humanity, Davidson Day Care, CROP lunch for world hunger relief, and Hospital Visitation. In addition, each fraternity and eating house coordinates service projects through its house or jointly with other houses. Home Runs for Habitat,

Easter Baskets for Day Care, MADD Run to Salisbury, and Singing at Huntersville Nursing Home represent the creative service efforts of Patterson Court.

The ideas, energy, and enthusiasm of the students, faculty, and staff create a current of service involvement which reflects the giving spirit of the college community. Catch that spirit of service to which Davidson aspires.

COMMUNICATIONS

Students interested in writing, editing, photography, or broadcasting enjoy working with the following:

The Davidsonian: a weekly newspaper, edited, written, and managed by students. It has received an All-American rating by the Associated College Press twenty times since 1951.

Quips and Cranks: the college yearbook, a student project.

The Wildcat Handbook: a guide designed to acquaint freshmen with the traditions, policies, activities, and personnel of the college.

Hobart Park: an experimental magazine begun by students in 1979 to encourage writing and graphics by students and faculty.

WDAV-FM: a 100,000 watt classical music/fine arts station for Greater Charlotte and the Piedmont. Training is available for interested students; qualified students hold jobs on the staff.

DCTV: an in-house cable channel broadcasting to the campus seven days a week. The station is a project of the College Union and welcomes all interested students.

The Office of College Relations occasionally employs student writers and photographers for its publications.

CAREER SERVICES

The Office of Career Services provides students with the means to explore career interests and prepare for life after Davidson. This may include graduate school, community service, travel and study abroad, career-related employment, or other less traditional pursuits.

Exploration of Interests: A program of extra-curricular options, tailored for each class, offers a structured approach to identify and explore career interests. Self-assessment — through personality and interest inventories, one-on-one career counseling with staff, and a computerized counseling program — helps students discover where their career interests lie. Students are then encouraged to explore these interests through informational interviews, mentorships, and internships.

Alumni and Parent Resources: Students are encouraged to seek information and advice on careers from alumni and parents, but not to ask for jobs. Notebooks hold information on alumni and parents who have volunteered to help Davidson students explore career interests. Vocational computer printouts target alumni in cities in the United States and abroad, citing type and place of employment.

Career Resources Library: Organized by vocational clusters, the library provides



specific career planning and placement resources. These include information on internships and summer jobs, service opportunities, and local, national, and international employers. A unique feature of the library is an international section that includes guides for researching overseas job and service opportunities.

Formal Placement Program: Beginning with the senior class meeting in August, seniors are offered a variety of structured experiences designed to assist in job placement. Seminars and workshops on resumé writing, job-finding techniques, interviewing, and the like prepare seniors for the on-campus interviews in late fall and early spring. Over 80 recruiters visited campus in 1993-94; additional employers request formal resume referral through our office.

Graduate School Guidance: Students receive help in selecting and applying to programs, preparing for admissions tests, and researching sources of financial aid. Extensive resources in the library support these endeavors. Each year graduate school recruiters from across the country visit campus to talk to interested students.

Pre-Law and Pre-Medical societies are headed by members of the Davidson faculty.

Special Populations: Concentrated attention is given to the smaller segments of Davidson's student body, including minorities, international students, and the disabled. Weekly newsletters, target group magazines, an international student career network, and specialized information in the Career Resources library are some of the services we offer these students.

Underclassmen: From day one, Davidson students are encouraged to think about plans for the future, especially summer options and semester internships. All freshmen attend a thirty-minute orientation at our office, where they are introduced to our staff and services. An information sheet is kept on each student to help us direct our career counseling for him or her. Above all, Davidson underclassmen are encouraged to keep their options open and to discover areas of true interest.

THE OFFICE OF EXPERIENTIAL PROGRAMS

The Office for Experiential Programs works with students each year as they pursue a wide variety of off-campus experiences.

The resource library in this office contains vast amounts of information for students who elect to participate in:

- part-time internships in Charlotte during the school year,
- a 3-5 day experience in professional settings during a college break,
- full-time internships during a semester off campus or a summer,
- interviews with alumni or other professionals in various occupations,
- summer jobs or summer service.

Office staff provide support and practical assistance in this office to help identify individual needs, interests, skills, values and goals — all essential elements for building resúmes and strategies for the skillful pursuit of appropriate experiences throughout life.

Through special arrangements with other educational and service agencies, students may gain substantive experience in a wide variety of career fields in Appalachia, Philadelphia, Washington, D.C., New York City, and many other locations, both domestic and international.

Students who wish to take a semester or more off for personal adventure, for work, or to explore an interest may do so through Davidson's On-Leave Program. Academic credit may be awarded for documented academic learning acquired in this and other experiential programs, but only by prior consent of faculty and with the approval of the Registrar's Office.

STUDENT COUNSELING CENTER

The Student Counseling Center (SCC) offers a broad range of counseling and psychological services. Some students seek consultation at the SCC in learning new skills associated with time management, stress management, and study techniques and habits. Others desire information and assessment regarding interests, abilities, and personality. Counseling is offered regarding a variety of life circumstances, from coping with the difficulties associated with studying and living in a busy environment, dating, or moving away from home, to coping with changes in family life brought on by divorce or the death of a family member. Serious problems such as eating disorders, anxiety, depression, or substance abuse can also be addressed at the SCC.

The SCC provides efforts at education/prevention by presenting talks and workshops to student groups and staff during the school year.

The SCC is located in the new Student Health Facility. Staff are doctoral level licensed psychologists and other trained and experienced health professionals. Up to ten sessions per year are available to each student at no charge. The relationship between student and counselor is professional and is fully confidential within the confines of safety of self and others.

SERVICES FOR DISABLED STUDENTS

The College does not discriminate on the basis of disability in the admission or education of students. An Assistant Dean of Students will serve as the point of contact for all matters regarding disabled students, including learning disabled students. Disabled students who request help are able to receive individualized assistance.

The Assistant Dean of Students will assist disabled students in locating available resources in the College community and will ensure that services are provided consistent with applicable law and College policies.

Special procedures have been developed for students handicapped by learning disabilities. Students who seek adapted instruction on the basis of a learning disability undergo an evaluation by College-designated learning specialists, usually at the student's expense. The results of the evaluation, made available to the College with the student's permission, may include recommendations for compensatory learning strategies to be used by the student and recommendations for services and accommodations to be provided by the College. Using these recommendations as a guide, the Student Learning Support Committee works with the student to develop a learning plan that enhances learning strengths and compensates for learning difficulties.

If the learning plan recommends adjustment to academic requirements, the

recommendation is considered by the Curriculum Requirements Committee and may result in the approval of the recommendation or the substitution of the academic requirement.

A copy of the Policy for Disabled Students at Davidson College and additional information regarding services provided by the College to disabled students are available in the Office of the Dean of Students.

STUDENT HEALTH

The Davidson College Student Health Service provides routine health care with the services of a full-time nursing staff and part-time professionals contracted through the Davidson Clinic in the town of Davidson. A health educator and nutritionist are also available to meet with students on an appointment basis.

A nurse is on duty at the Student Health facility 24 hours a day, seven days a week in order to assist with sick call and care for students admitted to the Infirmary section of the facility. Nurses also run an allergy clinic for students requiring allergy shots. A physician's assistant or a physician from the Davidson Clinic sees students on an appointment basis during weekday afternoon hours. Same day appointments are available for urgent problems. A physician reviews patient charts daily and sees Infirmary patients and students referred by the physician's assistant.

The Infirmary section of the facility has a limited number of beds available for the care of students who need observation and supervision, for those who have infectious diseases or orthopedic needs, and others whose illness calls for time away from the dormitory setting. It is not a hospital; care is at a level similar to what would be received at home. There is a modest fee for the overnight stay, including routine supplies.

When students require medical care beyond the scope of the Student Health Service, the Service can assist in making arrangements for appropriate care in an area hospital. In emergencies, this may include obtaining local ambulance services. Occasionally, the physician may refer a student to a specialist as needed.

Dental care is available to students at their expense through two private dental practices in Davidson. An optometric practice is available in the neighboring town of Cornelius (one mile). Ophthalmologists are available in Mooresville (7 miles) or Charlotte (19 miles).

AIDS POLICY

The Trustees of Davidson College adopted a policy to outline the method by which the College will deal with students and personnel who are exposed to the antibodies of the HIV virus, who have AIDS or the AIDS Related Complex (ARC). Further, the policy establishes a mechanism for dealing with AIDS education and specific situations which may arise. Copies of the complete AIDS policy are available from the Office of the Dean of Students. Below are excerpts from the policy dealing with the status of persons exposed to AIDS and voluntary AIDS testing.

Status of Persons Exposed to AIDS

Because AIDS is not transmitted by casual contact, there is no necessity at this time for mandatory testing for entrance to the College or for exclusion of students or personnel from the College who may carry the virus or antibodies to the virus. It doesn't appear necessary to have persons exposed to the virus eat in different places, live in different places, or curtail their activities. In the event of an epidemic of influenza or infectious mononucleosis, etc., persons with the virus may need special protection.

As in all other serious issues involving the health and safety of the community or individuals, the College reserves the right to exclude any person who poses a threat to himself/herself or others. In this instance, exclusion is to be determined on a case by case basis. One member of the College Student Health Service will serve as "Case Manager" and be responsible for all testing and consultation with the patient and interpreting the case to the Task Force.

Voluntary Testing for AIDS

Anonymity in testing for AIDS will be maintained. Any student or staff who wishes to be tested for AIDS should be referred to the Case Manager at the Davidson Medical Clinic. Voluntary testing will include both pre- and post-counseling. The patient will be given a code number and the results of the test will not be part of his/her medical record. Billing for the test will not indicate an AIDS test.

Students and College personnel exposed to the virus are encouraged to inform the Case Manager to insure their proper medical treatment. Such persons are encouraged to share this information with a dean or counselor on a confidential basis.

The College is not obligated to inform other students, including the roommate, of the presence of a student with an AIDS-related condition, but such disclosure may be dealt with on a case by case basis.

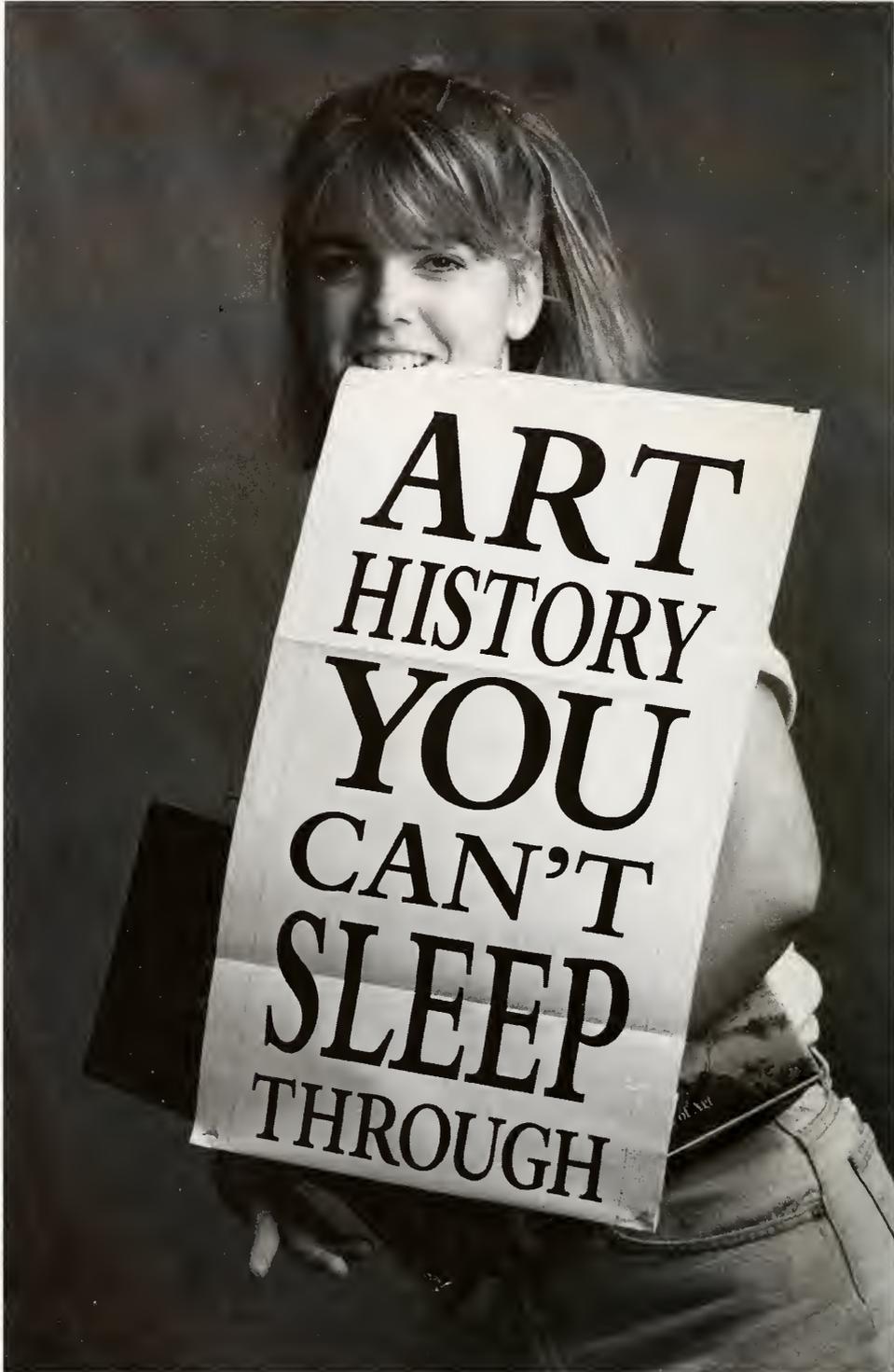
College personnel who know of their exposure to the HIV virus, who have AIDS or ARC (Aids Related Complex) are encouraged to communicate with the Case Manager and other appropriate counselors.

INVOLUNTARY WITHDRAWAL

The college reserves the right to suspend, enforce the withdrawal of, or expel a student whose academic standing is unsatisfactory or a student who violates the Honor Code, the Code of Responsibility, or college regulations. For copies of the codes, write to the Office of the Dean of Students.

The Dean of Students, after consultation with healthcare providers, professors, counselors and other individuals, as appropriate, may require the temporary withdrawal of a student who is suffering medical or psychological problems. The student will be encouraged to seek professional care and will be considered for readmission when his or her condition has improved.

In recent years the college has found it necessary to require students either to seek successful treatment or withdraw from the college if they have an alcohol or drug addiction. Such action is not taken for punitive reasons but because the welfare of the individual and the community mandates this procedure.



**ART
HISTORY
YOU
CAN'T
SLEEP
THROUGH**

ACADEMIC PROGRAM AND POLICIES

Note: Every effort is made to keep the information in this section current. Changes are sometimes made after the catalogue goes to press, however, and students should consult their advisors and the Registrar's Office in planning their program.

THE CURRICULUM

The liberal arts curriculum at Davidson College is dedicated to the intellectual and personal growth of students. This curriculum affirms the intrinsic worth of a broad exposure to intellectual and artistic achievement and strives to nurture students' capacities for knowledge, understanding, judgment, and compassion. Teaching is the primary activity and responsibility of the faculty, which is also active in research and service. Developing skills in the methods by which knowledge is acquired, evaluated, and appropriately applied is the primary activity and responsibility of students.

Credit is granted on a course credit basis, with a course being equivalent (for transfer purposes) to four semester or six quarter hours. The curriculum consists of six general areas of study: Literature, Fine Arts, History, Religion and Philosophy, Natural Sciences and Mathematics, and the Social Sciences. To encourage the excitement and self-discipline that come from probing a subject in depth, the college requires a major in one of the following departments:

Anthropology/Sociology	French	Physics
Art	German/Russian	Political Science
Biology	History	Psychology
Chemistry	Mathematics	Religion
Classical Studies	Music	Spanish
Economics	Philosophy	Theatre
English		

Students also may develop an interdisciplinary major through the Center for Interdisciplinary Studies. Davidson allows neither double majors nor minors.

In order to make connections among courses and disciplines, the curriculum includes opportunities for students to pursue a concentration as well as a major. A concentration is an interdisciplinary cluster of courses which addresses a specific area of study. A student may choose a concentration to complement the major, but concentrations are not required. Davidson

offers concentrations in Applied Mathematics, Ethnic Studies, Gender Studies, International Studies, Medical Humanities, and Neuroscience. Requirements for concentrations are described on page 161.

The college offers courses but no major in Education, Humanities, Military Studies, Russian, Physical Education, Pre-medicine, and South Asian Studies. Students have various opportunities for independent and interdisciplinary studies, for study abroad, and for participation in off-campus programs.

STANDARDS OF PROGRESS

Davidson measures satisfactory academic progress annually at the beginning of the Fall Semester. In order to be eligible for enrollment in the Fall Semester, students in the **class of 1998** must meet the following requirements in courses, grade point average, and distribution of courses:

- A. For entrance to the Sophomore class or the third semester:
 1. 7 courses (while 8 courses are normal progress);
 2. completion of the composition requirement.
 3. A student who has not earned a 1.60 cumulative grade point average by the beginning of the first semester of the sophomore year will be placed on academic probation. A student on academic probation receives special advising services through the Dean of Students' Office and the academic advisor to help meet the requirements for entrance to the Junior class.
- B. For entrance to the Junior class or the fifth semester:
 1. 15 courses (while 16 courses are normal progress);
 2. 1.80 cumulative grade point average;
 3. completion of 7 courses of the 10 in the core curriculum;
 4. completion of the 4 required credits in Physical Education.
- C. For entrance to the Senior class or the seventh semester:
 1. for May graduation: 24 courses;
 2. for August graduation: 22 courses;
 3. completion of 10 courses in the core curriculum as follows:
 - a. one specified course in Literature;
 - b. one specified course in Fine Arts;
 - c. one specified course in History;
 - d. two specified courses in Religion and Philosophy (at least one in Religion);
 - e. three specified courses in Natural Science and Mathematics (at least one in Mathematics and one science course with a laboratory);
 - f. two specified courses in Social Sciences;
 4. completion of the foreign language requirement.

Students in the **classes of 1995, 1996, and 1997** must meet these standards:

- A. For entrance into the Sophomore class or the third semester:
 1. 7 courses (while 8 courses are normal progress);
 2. 12 grade points (while 16 grade points are normal progress);
 3. completion of the composition requirement.
- B. For entrance into the Junior class or the fifth semester:

1. 15 courses (while 16 are normal progress);
 2. 28 grade points (while 32 grade points are normal progress);
 3. completion of 7 courses of the 10 in the core curriculum;
 4. completion of the 4 required credits in Physical Education.
- C. For entrance to the Senior class or the seventh semester:
1. for May graduation: 24 courses and 48 grade points;
 2. for August graduation: 22 courses and 44 grade points;
 3. completion of 10 courses in the core curriculum as follows:
 - a. one specified course in Literature;
 - b. one specified course in the Fine Arts;
 - c. one specified course in History;
 - d. two specified courses in Religion and Philosophy (at least one in Religion);
 - e. three specified courses in Natural Science and Mathematics (at least one in Mathematics and one science course with a laboratory);
 - f. two specified courses in Social Sciences;
 4. completion of the foreign language requirement.

Students who do not meet the minimum Standards of Progress are ineligible to return for the Fall Semester. Deficiencies existing at the end of any academic year (May) may be made up in the Davidson summer session or in approved courses in the summer school of another regionally accredited (for "liberal arts and general" curriculum) college or university.

The Executive Committee of the Faculty may declare a student academically ineligible to continue following the Fall Semester. Students not meeting Standards of Progress by the announced deadline (in 1994 the date is August 12) are ineligible to return. A statement of ineligibility is noted on the permanent record. Following a year of ineligibility, the student may petition the Executive Committee for readmission.

The Curriculum Requirements Committee specifies Standards of Progress for students whose records are irregular and who do not fit the requirements for one of the categories above.

The faculty has set additional requirements for students in the classes of 1995, 1996, and 1997 to participate in intercollegiate athletics:

To participate in the second year of NCAA eligibility, the student must have met all requirements for entrance into the third semester, and, in addition, must have earned 13 grade points on the 7 courses; to participate in the third year of NCAA eligibility, the students must have met all requirements for entrance into the fifth semester, and, in addition, must have earned 30 grade points on the 15 courses; to participate in the fourth year of NCAA eligibility, the student must have met all the requirements for entrance into the seventh semester, and, in addition, must have earned 44 grade points on the 22 courses.

REQUIREMENTS FOR GRADUATION

Davidson offers a Bachelor of Arts and a Bachelor of Science degree. To receive a bachelor's degree in May or August 1995, the candidate for the degree shall:

1. Be of good character and conduct, as certified by the Dean of Students, and

- discharge all college financial obligations to the satisfaction of the Controller.
2. Complete satisfactorily 32 courses, at least one-half (17) in residence at Davidson College. Any officially approved course taught by a Davidson professor shall count toward fulfillment of the residence requirements.
 3. Achieve a minimum of 64 grade points on the 32 courses used to satisfy graduation requirements. For this computation only, the most recent grade is used for repeated courses.
 4. Complete the foreign language requirement. A student may satisfy the foreign language requirement for the bachelor's degree by successfully completing the intermediate, or 200-level, of a regular (not self-instructional language program) Davidson foreign language course (or its equivalent by transfer) or by a proficiency examination grade sufficient to meet Davidson's requirements. A foreign student for whom English is the second language may complete the foreign language requirement by satisfying the English composition requirement.
 5. Complete the composition requirement. Normally, entering students must pass either Humanities 150-151 or English 101 to satisfy the composition requirement. Some students, even though passing Humanities, may be directed by the Composition Committee of the Humanities Program to take English 101, which they must pass to satisfy the composition requirement. For those students who have a combined score of 1300 or above on the CEEB verbal portion of the Scholastic Aptitude Test and the CEEB English Achievement test, the composition requirement is waived.
 6. Complete all requirements for a major field of study, including an average of 2.0 on all courses in the major. Five courses in the major must be at the 300- or 400-level; normally, majors require no more than 12 courses in the major department.

For the computation of the major grade point average, when a course is repeated, only the most recent grade counts (as contrasted with the overall grade point average computation). The student may use the same course to meet a core requirement and a major requirement.

7. Complete Core Curriculum requirements:
 - a. Literature (consisting of the Departments of English, Classics, French, German and Russian, and Spanish) Requirement: one course in literature
 - b. Fine Arts (consisting of the Departments of Art, Music, and Theatre) *Requirement:* one course
 - c. History (consisting of the Department of History) Requirement: one course
 - d. Religion and Philosophy (consisting of the Departments of Religion and Philosophy) *Requirement:* two courses, at least one in Religion
 - e. Natural Science and Mathematics (consisting of the Departments of Biology, Chemistry, Mathematics, and Physics) Requirement: three courses, at least one in Mathematics and one science course with a laboratory
 - f. Social Sciences (consisting of the Departments of Economics, Education, Political Science, Psychology, Anthropology and Sociology) *Requirement:* two courses

NOTE: Completion of the four-course Humanities sequence satisfies the composition requirement and four courses in the core as follows: Literature (one course); History (one course); and Religion and Philosophy (two courses).

NOTE: Davidson's core curriculum is designed to develop student skills in oral and written communication and in mathematical skills, both through specific

required courses and through the scale and mode of instruction of courses. Additionally, the College supports on a continuing basis computer instruction in courses as appropriate.

8. Complete the Cultural Diversity Requirement: an approved course exploring societies or cultures which differ from that of the United States or Europe.
9. Satisfy the requirements in Physical Education (unless excused by the college physician) as follows: PE 101 — 1 credit; 1 Lifetime credit; 1 Team credit; and 1 Water credit.
10. Remain in residence at the college for at least two academic years (16 courses, one of which must be the senior year (at least the last 8 courses). Any officially approved course taught by a Davidson professor shall count toward fulfillment of the residence requirement. In addition to the general residence requirements stated here, approved transfer credit during the summer preceding the senior year does not figure in this count of the final eight courses in residence, and a student participating in an approved off-campus program under Davidson auspices satisfies the residence requirement, provided that the student has at least two academic years (16 courses) of residence at the college.

The College awards degrees at the end of the Spring Semester during the Commencement Exercises and at the end of the summer session (August 31). Students who enter as first-year students must complete the degree within four calendar years; students who transfer to Davidson are expected to complete the degree according to the class standing as they enter. In order to extend study into the fifth year, a student must apply to the Curriculum Requirements Committee.

HONORS

Most departments that offer a major also offer an Honors Program. Students with an overall grade point average of 3.2 are eligible for consideration for Honors by their department as early as the Spring Semester of the sophomore year, but no later than the Fall Semester of the senior year. Each department may impose additional individual requirements for Honors; students should consult the major departmental listing in the catalog and their major advisor for details. Candidates for Honors who maintain at least a 3.2 overall grade point average and at least a 3.5 average in the major and who receive the recommendation of their major department are graduated with Honors or High Honors in the department of their major.

INTERNATIONAL PERSPECTIVES

Davidson seeks to lay intellectual foundations on which students build an understanding of the emerging world of the twenty-first century so that they may take their places as leaders in it. Davidson provides all students the experience of studying societies or cultures which differ from that of the United States or Europe. Required study in foreign language and in diverse cultural viewpoints is incorporated into the core curriculum. For students wishing to pursue international studies beyond the general requirements, curricular and programmatic opportunities exist to allow for international emphasis.

The college expects many facets of the Davidson experience — studying abroad, enjoying friendships with international students, hearing speakers of note, taking part in

conferences on world affairs themes — to contribute to this process of producing graduates with a world vision. Some of the components of Davidson's international studies programs are described below.

Dean Rusk Program in International Studies

Davidson strives for distinction among national liberal arts colleges in its emphasis on internationalism. Recognizing that global awareness is critical in today's interdependent world, the College inaugurated the Dean Rusk Program in 1985 to provide the cornerstone of efforts to enhance international offerings on campus and "to give each student, first, an informed awareness of our whole planet, and second, direct knowledge of at least one foreign area." The Program, named for Davidson's distinguished alumnus who was Secretary of State during the Kennedy and Johnson Administrations, serves as an umbrella organization for expanding internationalism across the Davidson experience, rather than as a separate school or major.

The Rusk Program fosters both curricular and extracurricular initiatives designed to insure that Davidson students leave the College with a broad understanding of all dimensions of global affairs — political, cultural, social, economic, and historical. It sponsors visits by experts in international issues, hosts major conferences, counsels students about international travel, internships, and careers, and encourages a global curriculum through the Concentration in International Studies, an interdisciplinary minor. In support of international study, the Rusk Program provides some \$35,000 for grants for student and faculty research. Special funds exist for students interested in doing medical volunteer work in developing countries and students who wish to concentrate their study in Asia. Directed by Ambassador Jack R. Perry, a retired Foreign Service Officer, the Rusk Program serves as a catalyst for dialogue on world issues in the greater Charlotte business, cultural, and education community through endeavors such as collaboration with the Charlotte World Affairs Council and a student speakers program in local schools. The Rusk Program also promotes cultural interchange between Davidson students and foreign nationals studying at the College and supports U.S. students who have spent time in other countries.

The Dean Rusk Program sponsors symposia on a variety of international topics such as nuclear awareness, Central America, human rights, and the Middle East. A major grant by NationsBank makes possible a special conference series. Since 1988, four such conferences have been held, bringing government officials, world leaders and academics together to analyze and confront timely issues such as world hunger (1988), Gorbachev's Soviet Union (1989), and the global environment (1991), and, most recently, "America's Place in the New International Order" (1992).

Student and Faculty Advisory Committees help ensure that the Rusk Program is attuned to student interests and serves overall curriculum objectives. Students take an active role in promoting the mission of the Dean Rusk Program to raise the level of international awareness of the Davidson student body. As members of the Student Advisory Committee, students organize a number of activities including writing an international current events newsletter, sponsoring student discussions and debates on timely international issues, writing an international column in the campus newspaper, and arranging for foreign and study abroad students to speak about their international experiences on campus and in Charlotte area schools. Students also organize study breaks and other social events with an international flair. The Student Advisory Committee is open to anyone interested in



international studies. Through its championing of an international orientation, which is integral to the goals of Davidson's liberal arts tradition, the Dean Rusk Program continues to be a vital facet of the College's efforts to prepare students for the challenges of leadership in the nation and in the world.

South Asian Studies Program

South Asian Studies Program is an interdisciplinary program that enables students to study India, Pakistan, Bangladesh, Sri Lanka, Nepal and Bhutan, which together constitute a region in which a fifth of the world's population is concentrated and which serves as the home of some of the world's oldest and richest of cultural expressions.

More than fifteen courses on the region are taught by faculty members representing the academic perspectives of Art, Classical Languages, Economics, History, Religion and Sociology. Instruction is available in Sanskrit, Hindi, Urdu and Tamil. Davidson offers a Semester-in-India Program based in the Madras region. In 1970, the college was accepted as a member institution in the Library of Congress Public Law 480 English Language Materials Program, which now brings to Davidson's library numerous books, monographs and English-language periodicals published in India, Bangladesh and Sri Lanka.

Study Abroad

Davidson encourages students to travel and study in other countries and offers the following specific opportunities: the junior year at the University of Montpellier in France or at Julius-Maximilians-Universität in Würzburg, Germany; summer programs at Wolfson College at Cambridge University, England; summer program in Mexico; one-semester programs in Spain and India; one-semester programs in Art History (England, France or Italy) and in Classical Civilization (the Mediterranean). The cost of study abroad, including tuition, room, board and some travel expense, is approximately the same as for a similar period at Davidson. Students receiving financial aid may usually apply it to the cost of study abroad. Students may also study at one of many British universities or join academic programs sponsored and administered by other accredited American colleges or universities.

AMERICAN COLLEGIATE CONSORTIUM FOR EAST-WEST CULTURAL AND ACADEMIC EXCHANGE: Davidson is a member of this consortium which provides for the exchange of former Soviet Union-U.S. undergraduates. Since 1988-89, Davidson has hosted two students from the former Soviet Union each year. Davidson students who attain sufficient facility in Russian may apply to study full-time for a year in a university in Russia or other republics.

DAVIDSON AT THE UNIVERSITY OF MONTPELLIER (FRANCE): Davidson students may study as fully matriculated students at the University of Montpellier, one of the oldest and most eminent universities of Europe, dating from 1221. Although Montpellier is a thriving commercial center, there is little heavy industry, and the life of the university dominates the community. Of the city's 200,000 inhabitants, about 40,000 are students and faculty in the city's three universities. Ideally situated in the old province of Languedoc,

Montpellier looks toward both the sea and the mountains, with a beautiful beach and resort just to the south, and the Cevennes Mountains a few miles to the north. Within an hour's drive are many monumental remains of the Roman epoch in cities such as Nîmes, Arles, and Avignon. The Pyrenees Mountains and the Spanish border are only about two-and-one-half hours away to the southwest.

The program starts in September with a visit to Paris followed by a month-long intensive language course in Montpellier, after which students enroll at the university, where courses are offered in all disciplines of the humanities and the sciences. Students may earn up to eight course credits for this year in Montpellier. A member of the Davidson faculty serves as resident advisor to assist with academic and personal matters and teaches one course each semester. Students live in apartments, with families or in dormitories. The program ends about mid-June.

DAVIDSON AT THE JULIUS-MAXIMILIANS-UNIVERSITÄT ZU WÜRZBURG: This site of Davidson's Junior Year in Germany Program was founded in 1582 and now has about 17,000 students. Würzburg, located on the Main River sixty miles southeast of Frankfurt, has a population of approximately 128,000. Situated in a valley surrounded by vineyards, Würzburg's landmarks include the majestic Marienburg for tress and the baroque palace and gardens built for the prince-bishops of the city. The music school, theater, opera and orchestra, the many museums, frequent festivals, and varied sport facilities make Würzburg a place of many opportunities for students to participate in the diversity of German life.

The program starts in September with a month-long family home stay in northern Germany followed by an intensive language course in Würzburg after which students enroll at the university where courses are offered in all disciplines of the humanities and sciences. Students may earn up to eight course credits for their year in Würzburg. A member of the Davidson faculty serves as resident advisor to assist with academic and personal matters and teaches one course during the fall semester. Students live in dormitories. Numerous group activities and excursions are included in the program. The program ends the end of July.

DAVIDSON IN ENGLAND (THE CAMBRIDGE PROGRAM): A six-week summer program at Wolfson College, Cambridge University is jointly sponsored by the Departments of English and History for thirty students. British lecturers and tutors lead the course of study, which explores the history and literature of Britain from the late eighteenth through the nineteenth century. The curriculum emphasizes topics which take advantage of the students' presence in Britain and ability to experience their subjects firsthand, encouraging them to visit the site of poets' inspiration, novels' settings and history's memorable events.

Participants in the program earn one course credit, awarded for either English 262 or History 220, which counts towards major requirements in either department. A Davidson English or History professor serves as resident director. Students majoring in all fields of study are encouraged to apply.

SEMINAR IN ART HISTORY IN FRANCE, ENGLAND, OR ITALY: The art department offers three different spring semester programs, rotating the country of study in successive years. Each of these programs is open to sophomores or juniors regardless of major and, in

exceptional cases, to seniors. On these programs a student takes four courses: three in art history, and a fourth in an independent study. The art history program will be in England in the spring of 1995, France in 1996, and Italy in 1997.

SEMESTER IN INDIA: The South Asian Studies Program offers an opportunity to study and travel in India during even-numbered fall semesters. Following a one-week orientation session at Davidson, fifteen students travel to Madras with a Davidson faculty director. There they attend lectures on Indian history, culture, and society by Indian scholars, conduct research projects, and take a seminar taught by the director. After twelve weeks in Madras, they travel together for two weeks, visiting important historical, archaeological, and a religious sites in other parts of India. The program is open to juniors and seniors and provides four course credits.

DAVIDSON IN MEXICO: In the summer of even-numbered years, the college sponsors a summer program in Guadalajara, Mexico. Freshmen and upperclassmen are eligible, regardless of major. A Davidson professor serves as resident director and is assisted by Mexican professors in teaching and planning activities. Students live with local families. Each student receives two course credits.

DAVIDSON IN SPAIN: In the spring of odd-numbered years, the college sponsors a program in Madrid, Spain. Freshmen and upperclassmen are eligible, regardless of major. A Davidson professor serves as resident advisor and is assisted by Spanish professors in teaching, arranging for special projects, and planning activities. Each student takes the normal load of four courses, lives with a local family, and participates in a broad range of course-related activities. (Not offered 1994-95)

DAVIDSON IN LANDS OF CLASSICAL ANTIQUITY: In the spring semester of even-numbered years, the Department of Classical Studies conducts a traveling seminar devoted to the study of classical antiquity. Fifteen weeks are spent at selected archaeological sites and museums in Turkey, Greece, Italy, and at Roman sites in southern France. The academic program includes student-directed instruction. The program carries three course credits: two of the courses are in classical studies and a third course is in art. A fourth course is normally an independent study course in a department of the student's choice. Living arrangements made by the professor in charge involve inexpensive native accommodations and food. Group travel is the rule, but spring vacation provides opportunity for independent study and travel in the Mediterranean region. Sophomores, juniors, and seniors are eligible regardless of major. The program is normally limited to a maximum of sixteen participants.

Self-Instructional Language Program

Competence in a foreign language is essential to international mobility and understanding. Davidson not only maintains strong programs in French, German, Spanish, and Russian, but offers a Self-Instructional Language Program to enable students to master other languages. Each offering is an intensive audio-lingual course utilizing self-instructional texts, tapes, and in some cases videos, combined with three one-hour tutorial sessions per week with a native speaker. The emphasis is on the spoken language with basic reading

skills. A final oral examination, which is the basis for the term grade, is conducted by a specialist, usually invited from another institution. The languages offered depend on the current availability of tutors. The Self-Instructional Language Program does not satisfy the language requirement, and under normal circumstances, its participants have had a previous foreign language. An additional fee is required. For more information, see the section about the program under Courses of Instruction.

PRE-PROFESSIONAL PROGRAMS

Many Davidson graduates continue their education at graduate or professional schools. The sound liberal arts education that Davidson offers serves as an excellent preparation for further study or for entering a career directly following graduation.

Students who have definite plans for graduate or professional school are urged to become familiar with graduate school admission requirements and to consult with their advisors early about the best program to pursue. In general, graduate school standards are high. Applicants are expected to have done undergraduate work of good quality, to have a reading knowledge of at least one foreign language, and to make acceptable scores on the Graduate Record Examination.

PRE-MEDICINE (PRE-DENTISTRY): In general, premedical and pre dental students complete the same course of study. Medical schools in particular recommend that premedical students be as academically diverse as possible. With its strong tradition in the liberal arts, Davidson College supports this recommendation in three ways. First, all Davidson students are required to take classes in diverse academic disciplines.

Second, premedical and pre dental students may major in the department of their choice. Third, premedical and pre dental students, whether they major in the sciences or humanities, are encouraged to take a variety of courses outside their major.

A. Required courses, Tests and Recommendations

1. **Course work** — Premedical and pre dental students must take the following courses: Biology 111 & 112; Chemistry 115 (or 111 & 112), 121, 201 & 202; Mathematics 130; Physics 120-220 or 130-230. Many medical schools have additional requirements which are found in the *Medical School Admission Requirements*, a publication of the Association of American Medical Colleges. Requirements for dental schools are listed in *Admission Requirements of U.S. and Canadian Dental Schools*, a publication of the American Association of Dental Schools.

2. **Medical College Admission Test (MCAT)** — Medical schools require all candidates for admission to take the MCAT, an exam which is administered in the fall and spring of each academic year. This exam, which should not be attempted before all introductory science courses are completed, is taken in the spring of the junior year. If not satisfied with their results, students may retake the MCAT in the early fall of the senior year without delaying application to medical school. Dental students take the Dental Admissions Test (DAT) which, like the MCAT, is offered two times each year.

3. **Premedical Advisory Committee Recommendation** — The Committee, which is chaired by the Premedical Director, evaluates all premedical and pre dental students. This evaluation ordinarily takes place in the junior year.

B. Recommended Courses and Experiences

1. Courses

a. **Humanities and Social Sciences** — Academic diversity can be achieved by selecting courses in the languages, fine arts and social sciences.

b. **Medical Humanities** — Students must understand the major controversies and dilemmas facing American medicine. Medical humanities offers interdisciplinary courses in the theory and practice of medicine.

c. **Advanced Biology and Neuroscience** — The courses in these disciplines help students build vocabulary and concepts which are important in medical and dental studies, particularly during the first year.

2. Experiences

a. **Hospital or Clinical Experience** — Enjoying work in a medical setting is essential to a successful medical or dental career. (Medical humanities offers “Clinical Ethics and Practices” for one-course credit. Included in this course are internships at Charlotte hospitals and clinics and at the Baptist Hospital in Winston-Salem.) International opportunities are available through the Dean Rusk Program.

b. **Service Experience** — Service to humanity is one of the highest ideals of the medical profession. Students should participate in service organizations including the Premedical Society of Davidson College. The premedical honor society, Alpha Epsilon Delta (AED), recognizes excellent premedical and pre dental students.

c. **Study Abroad** — Foreign travel adds immeasurably to a student’s education. Students who plan to study abroad must plan early in their Davidson studies in order to complete all requirements on time.

d. **Research** — The advancement of medicine and dentistry depends on an understanding of basic research. Many research opportunities are available in the science departments at Davidson and elsewhere.

C. Services to Premedical Students

a. **Premedical Director** — The premedical director is the adjunct advisor for all premedical and pre dental students and assists in all matters related to admission to professional school.

b. **Premedical Society and AED** — These organizations provide opportunities for leadership, citizenship and education through a variety of programs including a speaker’s series, community service opportunities, social activities and the AED’s MCAT Forum and practice interviews.

PRE-LAW ADVISING PROGRAM: The Pre-Law Advising Program provides guidance to students interested in attending law school. Membership in the Pre-Law Society and attendance at Society meetings provide essential information on legal issues, opportunities to interview with representatives of law school admission offices, and use of the Davidson Alumni Attorney Network. Materials such as the Davidson Pre-Law Handbook, guides to law schools, selected law school catalogs, books on legal issues, preparation manuals for the LSAT, and applications for financial aid are available.

TEACHER EDUCATION: Davidson College is a liberal arts institution emphasizing broad and deep academic preparation for undergraduates founded on the teaching excellence of its faculty. In this context, the professional education program seeks to develop teachers who are leaders for academic development in secondary schools. Just as their professors have modeled academic excellence and a mentoring role, secondary teachers prepared at

Davidson will be academic role models for their students and function as mentors for inquiry and mastery of subject matter. To achieve the competencies requisite to this role, teacher education students undertake a program of liberal studies, a rigorous academic major, and a sequence of professional studies leading to pedagogical proficiency.

Teacher Certification: Davidson College is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the North Carolina State Board of Education to grant North Carolina A-certificates at the Secondary School Level in the fields of English, Mathematics, French, Latin, Spanish, and Social Studies (which includes majors in Anthropology, Economics, History, Political Science, Sociology, Psychology, and Religion). Through reciprocity agreements, North Carolina certificates are accepted in 28 additional states. For more detailed information, interested students should contact the Chair of the Department of Education during the freshman or sophomore year. *The Teacher Education Handbook* is available in the Education Department and provides all details related to certification procedures.

ENGINEERING: Believing that the liberal arts college has a contribution to make toward the education of engineers in a society faced with increasingly complex technological and humanistic problems, Davidson has entered into cooperative engineering programs with Columbia University in New York, Duke University in Durham, North Carolina State University in Raleigh, and Washington University in St. Louis. The student attends Davidson for three years and applies to and attends the engineering school for the last two years. Upon successful completion of the prescribed courses, the student receives bachelor's degrees from both Davidson and the engineering school.

To receive a Davidson degree under the cooperative 3-2 plan a student must

1. Complete at Davidson 25 courses that will satisfy the regular distribution requirements for Davidson with at least a "C" average.
2. Demonstrate the required proficiency in foreign language, composition, and physical education.
3. Graduate from one of the cooperating schools in an approved engineering curriculum.

Since many of the required courses must be taken in proper sequence, it is wise, and for some schools and/or curricula essential, for a prospective 3-2 student to begin the program during the first semester at Davidson. For further information and assistance, contact the faculty engineering advisor.

ARMY RESERVE OFFICERS' TRAINING CORPS (ROTC)

The Army ROTC program at Davidson is designed to enhance a student's college education by providing unique training and practical experience in leadership and management — qualities essential to success in any career. Upon graduation from Davidson, students who have successfully completed ROTC training are awarded a commission as a lieutenant in the U.S. Army, Army National Guard, or U.S. Army Reserve. To prepare students to become commissioned officers, the ROTC program combines college courses in military studies with summer training. The military studies curriculum consists of a two-year *Basic Course* and a two-year *Advanced Course*.

The *Basic Course* is taken during the freshman and sophomore years and covers

management principles, national defense, military history, leadership development, military courtesy, customs and traditions of the military, and physical training. There is no obligation for participation in the Basic Course. Some or all of the Basic Course requirements may be waived by the Professor of Military Studies for those who have completed Junior ROTC programs or have previous military experience. For more information see the Military Studies section under Courses of Instruction.

The *Advanced Course* is limited to students who have completed (or have received credit for) the Basic Course and have demonstrated the leadership and scholastic potential to become an officer. The course provides instruction in advanced leadership development, military history, training management, organization and management techniques, tactics, logistics, and the military justice system. All students enrolled in the ROTC Advanced Course received a monthly stipend of \$100, up to \$1,000 per year. Advanced Course students must attend the six-week ROTC Advanced Camp at Fort Bragg, North Carolina, during the summer between their junior and senior year. Students receive travel expenses, room and board, medical and dental care, and a salary while attending the Advanced Camp.

The ROTC program offers Davidson students the opportunity to participate in numerous challenging and rewarding extracurricular activities such as adventure training, social events, and community service activities.

Both men and women may enroll in ROTC and apply for Army ROTC Scholarships. High School seniors applying to Davidson College may compete for four-year merit scholarships. Deadline for Early Decision application is normally July 15 while the Regular Cycle deadline is December 1. Davidson College freshmen may apply for three-year scholarships. Deadline for three-year scholarships is March 1 of the freshman year at Davidson. Army scholarships pay 80 percent of tuition, mandatory fees, an allowance for books, and a personal expense stipend of \$100 per month. See additional details in the Financial Aid section.

SPECIAL STUDY OPTIONS

ACCELERATED PROGRAMS: Students who wish to graduate early must consult with their faculty advisors about enrolling in additional courses and must petition the Curriculum Requirements Committee for accelerated progress.

THE CENTER FOR INTERDISCIPLINARY STUDIES: The Center for Interdisciplinary Studies offers students the opportunity to develop independent study courses with members of the Davidson faculty, or to design their own interdisciplinary majors. More information is found under the section "Courses of Instruction."

CHARLOTTE AREA EDUCATIONAL CONSORTIUM: Through the Charlotte Area Educational Consortium, Davidson students may cross-enroll to take a course not offered at Davidson, to make use of special resources, or to participate in inter-institutional programs. The CAEC is composed of 19 colleges and universities in the metropolitan Charlotte area.

CONTRACT COURSES: Students may arrange with individual professors to take specific courses on a contract basis during the summer. Contracts are available in the Registrar's Office. A completed and filed contract constitutes registration.



DAVIDSON-BROUGHTON HOSPITAL ABNORMAL PSYCHOLOGY PROGRAM: During the summer, Davidson offers a two-course program in Abnormal Psychology, combining Psychology 231 and 290 at Broughton Hospital in Morganton, N.C. The program includes supervised work in the service units of the hospital.

DAVIDSON-HOWARD UNIVERSITY ARRANGEMENT: Davidson and Howard University in Washington, D.C., have a cooperative arrangement that allows Davidson students to study for a year in an urban university.

DAVIDSON-MOREHOUSE COLLEGE EXCHANGE PROGRAM: Established in the 1992-93 school year, this program provides an opportunity for students to matriculate at an institution which is culturally and racially different from their home institution. The exchange of students is on a one-to-one basis for a semester or a year.

DAVIDSON IN WASHINGTON PROGRAM: The Political Science Department sponsors the Davidson in Washington program, an eight-week summer session of work and study in Washington, D.C. Students serve as interns in Congressional offices, government agencies, or interest group offices and take part in a seminar conducted by a Davidson faculty member in residence. They earn two course credits. The program is open to a limited number of rising juniors and seniors. Participants must have a 2.5 grade point average and have completed one course in political science.

INDEPENDENT STUDY: Independent Studies and Tutorials allow students to work on topics of special interest and in exceptional cases to design a personal course of study with the approval of a faculty member who supervises the student and determines the means of evaluation.

PHILADELPHIA CENTER PROGRAM: Sophomores and juniors may spend a semester in an experience-based academic program in Philadelphia administered by the Great Lakes Colleges' Association and made available to Davidson students by special arrangement. This program, for which students usually earn three course credits, allows students to participate in a full-time internship and in seminars that match students' interests and background. In recent years Davidson students have interned in such fields as law, business, the arts, communications, social services, and psychology. Students who wish to explore this option should begin with information available in the Careers Office.

SCHOOL FOR FIELD STUDIES: Davidson College is affiliated with the School for Field Studies, enabling students to participate in a semester-long or month-long program studying environmental issues. Students must apply for acceptance to the School for Field Studies.

The semester program concentrates on international environmental issues at one of seven SFS research centers: Palau; British Columbia; Virgin Islands; Baja, Mexico; Costa Rica; Queensland, Australia; or Kenya. Accepted students register for Biology 381, 382, 383, and 384.

The month-long program is offered during the summer at one of 20 SFS locations around the world. This program examines critical environmental issues in a local context, focusing on a specific problem relevant to the ecosystem. Accepted students register for Biology 105 or 385.

ACADEMIC SUPPORT

THE LIBRARY

The E.H. Little Library was completed in 1974 and has been a center of activity for the campus ever since. Located immediately behind the central academic building on campus, Chambers building, the Library is connected to it by a garden plaza named for the late H. Smith Richardson, '06. The dormitories are located immediately north, so the Library is convenient by location as well as in interior design. The 100,000 square-foot building is spacious and inviting. Spread over three floors and nearly as long as the adjacent football field, the building is monitored for temperature and humidity by a sophisticated computer system for the comfort of the Library users and for the preservation of the materials housed there. Almost one-half of the student body can find seats in the Library at any one time during the 106 hours a week the building is open. Those wishing to study after the usual 1:00 a.m. closing time may use the 24-hour study room, which has an entrance on the stadium side of the building.

Since the founding of the college, the faculty has played a key role in the development of the book and periodical collection. Today's collection stands at over 400,000 volumes, mostly selected by the faculty. The resulting collection is one carefully evaluated by scholars for appropriate use at Davidson. Approximately 1,800 periodicals are received along with 600 serial publications and over 100 daily newspapers. Since 1883 the Library has been a U.S. Government depository and that collection numbers over 200,000 items. Microforms offer a wealth of information that can be stored in a small area. Complete runs of the major local and national papers such as *The Charlotte Observer*, *The New York Times*, *The Times of London*, *The Washington Post*, and *The Atlanta Constitution* are found here. Evans' *Bibliography of Books Printed in America from 1639-1800* contains on microprint every book printed during that time period. There are also many microform readers and printers.

Use of the Library is high. Over 1,000 students and faculty members come to the building each day, checking out about 70,000 items a year. There is a professional librarian on duty most hours the Library is open to help student or faculty members get the materials needed. Reference librarians are available to speak to classes regarding research methods in the various disciplines. Over fifty students, most on work-study assignments, are employed in the Library each year.

A sophisticated, integrated computer system was installed in the Library in the summer of 1991. CHAL (Computerized Help at Little Library) was named for Director Emeritus Dr. Chalmers G. Davidson. CHAL features traditional computer access of all the Library's books and many government documents by author, title, subject, and call number, as well as the *keyword* and *Boolean* search capabilities. Eight periodical indexes (e.g. *Readers's Guide to Periodical Literature*) are also mounted on the system. The *Washington Post* and *USA Today* newspapers are presented on-line on CHAL daily, and access is provided via Internet to libraries around the country and the world.

Many CD-ROM indexes are available for journal articles, and the reference staff will provide computer literature searches on DIALOG for special information needs. Materials needed that are not found in the Library may be obtained through interlibrary loan from a wide variety of libraries across the state and nation. A telefacsimile machine in the reference department allows for fast delivery of photocopies of articles from other

libraries.

Students have access to the campus academic computer via CRT terminals located on the main floor of the Library. There are personal computers available for student use, also. Cataloguing and interlibrary loans are facilitated by the Library's participation in OCLC, INC. and SOLINET (Southeastern Library Network), national and regional computer networks.

The *Davidsonian Room* features several thousand books by and about Davidson graduates and faculty members. Woodrow Wilson, who attended Davidson in 1873-74, is represented by a special collection, and there are works by and about other notable alumni including Dean Rusk '31 and Davidson's three North Carolina governors. The legendary Peter Stuart Ney, who designed the college seal, is also featured. The Rare Book Room contains many exotic works including incunabula, autographed editions, examples of fine printing, a first edition of the world's first great encyclopedia, *Encyclopedie, ou Dictionnaire raisonne des sciences, des arts et des metriers, par use societe des gens de lettres* (1751-1765) by Diderot, and the Cumming Map Collection.

The man for whom the building is named, E.H. Little of New York and Mecklenburg County, gave \$1 million towards the construction cost. At his death at the age of 100, he left \$1 million as an endowment for the upkeep of the building. There are endowed funds for book acquisitions that now total over one million dollars.

As with the rest of the campus, Davidson's Honor System is a vital part of the Library. All stacks are open for students to select materials on their own.

COMPUTER SERVICES

Computing is an important activity at Davidson. Computing tools are used extensively in all disciplines of the academic program. A growing number of courses require that students use computers. Many more encourage such use and provide opportunities for student involvement in computing.

Computing for instruction, research, and administration is supported by the Computer Services Center. Separate central computers are used for administration and instruction in order that optimal services can be given to each without compromise by the other. The Computer Services staff includes specialists in programming, personal computing, system management, and data communication. Training and support for students, faculty, and staff using personal computers or host systems are important activities of the department.

All computing services for students except laser printing are free. Every student has an account on the academic VAX computer. Public-access personal computers are available in most academic buildings including the Library. The User Services building on Main Street is the focus for services to academic computing users. The building houses the largest personal computer and terminal labs which are open more than 100 hours per week. Student assistants are on duty at all times to answer questions, assist new users, and assure proper operation of printers and other equipment. A help desk is also available to troubleshoot student and faculty computer problems and questions.

Workshops on a variety of computing topics are available throughout the year. Generally workshops are open to all members of the campus community. There are regular offerings in word processing, spreadsheet applications, and topics in host computing. Faculty members and departments often arrange for special training

programs tailored for a particular course or application. Individual consultation by staff and student assistants supplements the formal workshop program.

The central academic computer is a Digital Equipment Corporation VAX 8530 to which terminals, printers, and personal computers connect via an Ethernet local area network. Statistical software on the VAX includes SAS and SPSS; SAS Graph provides graphics. The campus is connected to the global Internet network. Central administrative computing is done through an integrated data base on a Prime and Hewlett-Packard Computers. Faculty from a variety of departments schedule their classes and laboratory sections in computer classrooms equipped with Macintosh or DEC personal computers, each a node on the campus Ethernet. In addition, there are more than 350 DOS and Apple Macintosh computers on the campus.

In order to make the academic benefits of personal computing widely available, Computer Services sells computers, software, and peripherals to students and staff at attractive discounts. A loan program allows faculty and students to spread payment over a period of up to three years. Prospective purchasers may see and try equipment and software in the User Services Building. Purchasers receive help with installation, warranty service, and repair problems.

EDUCOM CODE: The statement below, known as the EDUCOM Code, is the policy of Davidson College. Members of the college community should inform themselves and abide by its provisions.

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and right to determine the form, manner, and terms of publication and distribution. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

LABORATORIES AND STUDIOS

VISUAL ARTS CENTER: The art department is housed in a 43,000 square foot state-of-the-art building designed by the architect, Graham Gund. Complete facilities for painting, drawing, printmaking, and sculpture make this one of the finest studio spaces in the country. Senior art majors have the opportunity to apply for their own private studios. A lecture hall for the study of art history has the latest video and sound technology. In addition there is a seminar room which doubles as an all-night study room for art history slides. Two public galleries are also housed in the Visual Arts Center, along with all art faculty offices and studios.

CHARLES A. DANA LABORATORIES: The Charles A. Dana Building contains laboratories for instruction and research on four floors. Special facilities are available for student-faculty research in the areas of atomic physics, mechanics, low-temperature phenomena, lasers, electronics, optics, spectroscopy, molecular genetics, physiology,

animal behavior, ecology, anatomy, histology and development. Major instrumentation includes both scanning and electron microscopes, UV-visible spectrophotometer, N₂/Dye and CO₂ laser systems, microcomputers, and terminals from the central academic computer.

INSTRUCTIONAL SUPPORT SERVICES: Located in the Chambers Building, the office of Instructional Support Services provides technical support for teaching and learning. It makes available for classroom use film, slide and overhead projectors as well as video cassette players and monitors. An IBM PC and a MAC are available for use with an overhead projector in Chambers classrooms. The office also provides audio equipment, video recording and editing equipment and prepares slides. The staff assists in obtaining information, renting or purchasing appropriate educational materials.

MARTIN CHEMICAL LABORATORY: This building has seven laboratory suites devoted to instruction and to student-faculty research. Major instrumentation supporting the research program include NMR, IR, Vis and fluorescence spectrometers, GLC and HPLC chromatographs, laser systems, PRA single photon counting apparatus, and an inert atmosphere glove box assembly. The building also contains a chemical stockroom, a chemistry library (7000 volumes), computer terminals, and audio-visual room.

MUSIC FACILITIES: Performances take place in Hodson Hall in the Cunningham Fine Arts Building, Love Auditorium in Chambers Building, and in the 900 Room of the College Union. The halls feature a Bosendorfer Imperial Grand piano, two Steinway concert Grands, and a Baldwin Grand. There are two organs, including the college church recital organ, designed in the late Baroque style of Gottfried Silberman.

The Music Library houses 15,000 volumes of recordings, scores, and books. It contains seven individual listening stations, each with an entire complement of listening equipment, along with synthesizers and Macintosh computers for private theory training.

The Electronic Music Studio is a complete MIDI recording and production facility. It houses several keyboards, sequencers, synthesizers, samplers, mixing decks and recording decks, and is centered around Macintosh computers outfitted with CD-Roms, large external disk drives, and a vast array of software.

RAYMOND W. OELAND LANGUAGE CENTER: Davidson's Raymond W. Oeland Language Center is located in the Chambers Building and contains a language laboratory with materials supportive of classroom instruction in foreign languages and other fields. Audio tapes are available from open carousals for use in the Language Center; video cassettes may be checked out and viewed on one of the Center's international-format players and monitors. The Oeland Language Center augments foreign language courses from the most basic level of instruction to the most advanced levels of conversation and cultural background.

THEATRE FACILITIES: All major drama productions, as well as laboratory experiences in all phases of theatre production, take place in Hodson Hall in the John R. Cunningham Fine Arts Center. During part of the year, the department's all-purpose

space in this building is converted into a smaller experimental theatre where student-directed one-act plays are produced.

GENERAL INFORMATION AND REGULATIONS

Admission and Withdrawal

The Admissions and Financial Aid Committee is responsible for setting the criteria for admitting students to Davidson College. All withdrawals, voluntary or involuntary, are processed through the Office of the Dean of Students.

Course Loads

The normal academic load is four or five credit courses per semester. Seniors who have extra credits may petition the Curriculum Requirements Committee for a three-course load in one semester of the senior year. During the regular academic year, there is no reduction in tuition for a reduced course load, nor is there an additional fee for an overload.

Class Attendance

Regular class attendance is the student's obligation, and the student is responsible for all the work of all class meetings. A student who is absent from more than one-fourth of the course meetings scheduled by the instructor shall be assigned a grade of F, unless the instructor specifies a different policy at the beginning of the course. Students should note that each professor has the discretion to establish the attendance policy in each class.

Schedules for athletic and other college-sponsored extracurricular activities may not require any student to miss more than three MWF or two TTh classes or laboratories. In addition, students may not be required to miss any two consecutive classes in any course. In the case of conflict, class attendance shall always take precedence over other college-sponsored activities.

Activities scheduled over a break or vacation period may not commence prior to the end of the last scheduled class before the break nor extend past the beginning of the first scheduled class after break. If the beginning of a break coincides with the end of an examination period, a scheduled trip may not commence before 5:15 p.m. of the next-to-last scheduled examination day.

The proposed schedule for any activity planned in advance (including practices and rehearsals as well as contests and performances) must be submitted to the committee on Educational Policy in sufficient time for the Committee's review to result in a schedule change if the above guidelines are not met. It is the responsibility of coaches or other appropriate officials to notify students, no later than the first week of classes, of any days during the semester when the students will be required to miss a class (and to remind students that, in the case of conflict, classes have priority over nonacademic events).

In extraordinary cases — for example, a team invited to participate in post-season play — exceptions may be permitted. It is the responsibility of coaches or other

administrators in such a situation to minimize class absences as far as is reasonably practical. A similar principle applies to the rescheduling of rained-out events, although it is suggested that sports in which such difficulties occur regularly refrain from scheduling the maximum number of absences.

Drop/Add Period

At the beginning of each Academic year, the Registrar designs and distributes procedures for drop-add which may include a pre-semester period and periods during the first week of each semester to drop and add, periods during the second week of each semester to drop and add with written approval of the professor of the course to be added, and periods during the third week of each semester to drop the fifth course. A \$20.00 late fee is charged for courses added or dropped after the first week of the semester. After that time, a student who drops a course without special permission from the Dean of Students (for medical or psychological reasons) or the Dean of the Faculty (for specific educational reasons) receives an "F" in the course.

Grading System

There is neither institutional numerical standard nor equivalent for the grades issued by individual faculty members; each instructor reports grades and, optionally, absences at the end of each semester and each summer session. Beginning with the Fall Semester 1991 the grading system is:

A	4.0 grade points
A-	3.7 grade points
B+	3.3 grade points
B	3.0 grade points
B-	2.7 grade points
C+	2.3 grade points
C	2.0 grade points
C-	1.7 grade points
D+	1.3 grade points
D	1.0 grade points
F	0.0 grade points

Special grades are issued as follows:

I	Incomplete; student has not completed final work
P/F ₁	Pass or Fail for course taken on a Pass/Fail basis; to earn a Pass, the student must perform at the level of "C-" or above
WA	Authorized Withdrawal; recommended by the Dean of Students or the Dean of the Faculty
UG	Ungraded credit; credit transferred from another institution
NG	No grade received from the professor
NR	No report of absences submitted by the professor

Transfer Credit

The Registrar determines all transfer credit. The host college must be regionally accredited for a "liberal arts and general" program and the course must be either parallel to a Davidson course or compatible with the liberal arts curriculum. If the transferred course is parallel to a Davidson course, it bears the Davidson catalogue number; otherwise, its number designates whether the course fulfills general graduation requirements (199), core curriculum requirements (199C), or major requirements at the lower- or upper-class level (299, 299J, 299S). The Chair of the student's major department decides if the transferred course counts toward the major and at what level. In order to receive credit, the student must earn the grade of "C-" or higher. Transfer credit assigned at Davidson is on an ungraded basis (UG) and is not used in computing the grade point average. Other guidelines for transfer of credit apply: credit for a full year is usually transferred to Davidson as a full year (eight courses); credit for less than one year of satisfactory academic work at another college or university is calculated on the basis that four semester hours or six quarter hours of total acceptable transfer credit count as one Davidson course and two grade points. Transfer credit is limited to 16 courses (or no more than one-half of the courses for graduation) and no more than one-half of the courses used to satisfy major requirements. Individual departments may employ additional restrictions. No more than two courses failed at Davidson may be credited later by transfer from other institutions. Records from universities outside the United States are evaluated by the Registrar, who may seek advice from the Director of Study Abroad and the Dean of the Faculty.

Davidson does not award dual degrees. A student who has a BA or BS degree from Davidson or from another institution may not receive a second degree from Davidson using transfer credit from a previous degree.

Minimum Academic Requirements

Any student whose work in the classroom or laboratory is unacceptable may be required to withdraw at any time by the Executive Committee of the Faculty. In order to be eligible for enrollment in the Fall semester, each student must meet specific requirements in courses and grade points. Students should consult the Academic Regulations for 1994-95 for an outline of these Standards of Progress.

Deficiencies existing at the end of the Spring Semester of any academic year may be made up in the Davidson summer session or by the transfer of an approved course from the summer session of another regionally accredited college or university.

If a student fails to meet the appropriate minimum standards of academic progress by the deadline in August, that student is ineligible to return for the ensuing academic year and that fact is noted on the student's permanent record. No student who has failed to meet the appropriate minimum standards of academic progress is guaranteed readmission. When the student wishes to apply for readmission, the Executive Committee of the Faculty states the conditions under which the student may return.



COURSES OF INSTRUCTION

ANTHROPOLOGY AND SOCIOLOGY

Professor: Jones

Associate Professors: Fairley, Ruth, Ringle (on leave Spring), Sabaratnam,
Zumwalt (Chair)

Assistant Professor: Shannon (on leave Fall)

Core Requirements: Any course in Anthropology and Sociology numbered under 370 may be counted toward fulfillment of the core requirements for Social Sciences. However, freshmen are encouraged to take 100 and 200-level courses rather than more advanced courses.

Cultural Diversity Requirement: Anthropology 221, 222, 321, 351, 352, 353, 354, 355, 357; and Sociology 354, 356 are options for fulfilling the cultural diversity requirement.

Majors: The Department of Anthropology and Sociology offers two majors, one in Anthropology and one in Sociology. As noted below, exposure to both disciplines is encouraged, and certain courses in the department may count toward either major.

Major Requirements in Anthropology: Ten courses in the department, including Anthropology 101; 102, or 108, or 207; 370; 371 or 372; 499; one course in Sociology numbered 200 or above; and four other courses in the department (including three in Anthropology, one numbered 200 or above, two numbered 300 or above, and one at any level). Majors are also strongly encouraged to take Anthropology/Sociology 260. Sociology 260 may not count as the required course in Sociology.

Major Requirements in Sociology: Ten courses in the department, including Sociology 101, 260, 370, 371, 499, one course in Anthropology numbered 200 or above, and four other courses in the department (at least three in Sociology, one numbered 200 or above, two numbered 300 or above, and one at any level).

Anthropology 220, Sociology 217, and Sociology 356 may each count toward either of the two majors as either an Anthropology or a Sociology course. No more than two Independent Research courses may count toward the major.

Honors Requirements: A major desiring to become a candidate for honors in Anthropology or Sociology must apply in writing to the department at the beginning of the fall semester of the senior year. Applicants must have an overall GPA of 3.2 and a GPA of 3.5 in all course work taken in the major. In order to receive honors, a student must, in addition to maintaining this level of performance, receive a grade of at least A- on the Senior Thesis (Anthropology 499 or Sociology 499), and departmental recommendation.

ANTHROPOLOGY

101 INTRODUCTORY CULTURAL ANTHROPOLOGY

Staff

Cross-cultural study of the nature of systems of knowledge and belief, social and political institutions, economic behavior, and human ecological adaptation. Anthropological approaches to traditional tribal and peasant societies as well as complex contemporary societies. (Fall and Spring)

102 HUMANKIND EVOLVING

Mr. Ringle

Introduction to humanity's biological heritage. Topics include introduction to evolutionary theory, population genetics, primate biology and behavior, and the primate fossil record. Principal emphasis upon fossil evidence for human evolution, with particular focus on biological adaptations and the emergence of culture. (Not offered 1994-95)

108 INTRODUCTION TO ARCHAEOLOGY

Mr. Ringle

Introduction to how archaeologists reconstruct the past. Methods of dating, artifact analysis, excavation, and interpretation, using examples drawn from prehistory. Contributions of archaeology to anthropology, as well as the use of other disciplines by archaeologists. One laboratory period each week. (Fall)

207 SURVEY OF WORLD ARCHAEOLOGY

Mr. Ringle

Overview of peoples and cultures of the world beginning with the late Ice Age and culminating with the commencement of recorded history. Major themes include Ice Age adaptations, rise of food production, growth of commerce, and beginning of urbanism and the state. (Not offered 1994-95)

213 INTRODUCTION TO ANTHROPOLOGICAL FOLKLORE

Ms. Zumwalt

Methods and theories applied by anthropologists in the study of various forms of folklore. Emphasis on folklore as a mechanism for defining group boundaries, establishing social cohesion and maintaining symbolic systems. (Not offered 1994-95)

220 RELIGION, SOCIETY, AND CULTURE

Ms. Zumwalt

Social aspects of contemporary religious belief and practice. Special emphasis on categories of ritual behavior, collective identity as expressed through religious representation, formation of new and revitalized religious groups, and the persistence of religion as a form of social identity. (Spring)

221 THE CARIBBEAN EXPERIENCE

Ms. Fairley

Social and cultural institutions characteristic of Caribbean societies, including historical approaches to the economic and political problems of Caribbean nations. (Not offered 1994-95)

222 AFRICAN CIVILIZATIONS

Ms. Fairley

African civilizations and their influence on the histories of Asia, the Americas, and Europe. Two major civilizations from each region of the continent and of European colonization in the nineteenth century. (Spring)

260 SOCIAL ANALYSIS

Mr. Sabaratnam

(Cross-listed Sociology 260) Introduction to the application of quantitative analysis in sociology, anthropology, and other social sciences. Topics include descriptive measures, hypothesis testing, analysis of variance, correlation, and regression. Computer applications through the use of SPSS. (Spring)

321 MYTH, RITUAL, AND SYMBOLISM

Ms. Zumwalt

Cross-cultural study of myth and ritual as symbolic mediators of social organization, power relationships, language and cosmology. Anthropological methods and theories applied to several ethnographic case studies taken primarily from non-western tribal societies. *Not open to Freshmen.* (Not offered 1994-95)

325 IMAGES OF WOMEN: MYTH TO MEDIA

Ms. Zumwalt

The symbolic construction of images of women in expressive culture, including mythological traditions, folklore, popular culture, and the media. Examination of feminist theories in anthropology as well as theories pertaining to the social construction of body image. *Not open to freshmen.* (Not offered 1994-95)

330 CULTURE, SOCIETY, AND ENVIRONMENT

Mr. Ringle

Cross-cultural study of how human societies have responded to natural or environmental stresses and how they have reshaped their environments through cultural innovation. Topics include theories of cultural evolution and demographic history; impact of changing methods of food procurement in human history; systemic relationships among environment, technology, social organization, and ideology; and current ecological crises. *Not open to freshmen.* (Not offered 1994-95)

340 MEDICAL ANTHROPOLOGY

Mr. Jones

Cultural and social aspects of illness and health behavior from a cross-cultural perspective. Emphasis on comparative study of therapeutic strategies utilized by lay persons and specialists in attempting to mediate human affliction. Exploration of the interaction of nutritional, epidemiological, and ecological factors that influence the bio-cultural context of sickness and therapy. (Spring)

351 MESOAMERICAN CIVILIZATIONS

Mr. Ringle

Origins and development of the major civilizations of Mexico, Guatemala, and Belize from the earliest times to the Spanish conquest. Emphasis upon the Olmecs, Mayas, Toltecs, and Aztecs. Examination of social and political organization, economic systems, ecological adaptations, major artistic achievements, and writing systems. (Fall)

352 THE HERITAGE OF CONQUEST IN MESOAMERICA

Mr. Jones

Social and cultural history of European conquest, colonialism, and Independence Period rule in Mexico, Guatemala, and Belize. Emphasis upon the development of colonial methods of control over native populations, responses of indigenous societies to systems of domination, and development of modern national cultures. (Not offered 1994-95)

353 CONTEMPORARY PEOPLES OF MESOAMERICA

Mr. Jones

Introduction to the cultures and societies of contemporary Indian, mestizo, and Afro-American peoples of Mexico, Guatemala, and Belize. Examination of inter-ethnic relations, social stratification, family and community organization, religious beliefs, and issues of economic development and cultural survival. (Fall)

354 ART & WRITING OF ANCIENT MESOAMERICA

Mr. Ringle

Selected aspects of the art and writing of the ancient Mayas, Aztecs, and their contemporaries. Focus on recent breakthroughs in the decipherment of hieroglyphs and their implications for the understanding of religion, astronomy, and history. *Prerequisites: Anthropology 108, 207, or 351 or permission of the instructor.* (Not offered 1994-95)

355 NATIVE PEOPLES OF NORTH AMERICA

Ms. Zumwalt

Introduction to the social and cultural characteristics of native populations of North America. Emphasis on intensive study of selected Native American groups in light of their historical experience in the development of modern North America. *Prerequisite: Anthropology 101 or Sociology 101.* (Not offered 1994-95)

357 THE AFRICAN CONTINUUM

Ms. Fairley

African cultural influences on the formation of the cultures of the United States, the Caribbean, and Central and South America. Emphasis on the dynamic nature of African culture in the Americas as shaped by historical and social forces. *Prerequisite: Anthropology 101.* (Fall)

370 THEORY IN ANTHROPOLOGY

Ms. Zumwalt

Theoretical and interpretive perspectives in modern cultural anthropology. Issues include functionalism, historical analysis, cultural evolution, ecology, cultural materialism, structuralism and symbolic analysis. Writings of major thinkers, including Radcliffe-Brown, Harris, Levi-Strauss, Douglas, Geertz, Turner, Godelier, and Sahlins. *Prerequisite: Anthropology 101.* (Fall)

371 ETHNOGRAPHIC WRITING AND RESEARCH

Ms. Fairley

Approaches to ethnographic and ethnohistorical research and analysis in cultural anthropology. Examination of selected studies that demonstrate a variety of approaches to the intensive study of single cultures and to cross-cultural comparisons. Students design and complete individual research projects. An approved off-campus ethnographic field school course may be substituted for students applying this course to a major in Anthropology. *Prerequisite: permission of the instructor.* (Spring)

372 METHOD AND THEORY IN ARCHAEOLOGY

Mr. Ringle

Advanced study of current issues in archaeological analysis. Introduces students to problem formulation in archaeology and to the choice of appropriate methods of investigation. Case studies in recent archaeological fieldwork are discussed, and students pursue independent in-depth studies or projects on archaeological topics of their choosing. An approved off-campus archaeological field school may be substituted for students applying this course to a major in the department. *Prerequisite: Anthropology 108 or permission of the instructor.* (Fall) (Not offered 1994-95)

395-396 INDEPENDENT RESEARCH IN ANTHROPOLOGY

Staff

Independent research under the direction of a faculty member who determines the means of evaluation. *Prerequisite: sophomore or junior standing, two courses in Anthropology, and permission of the instructor.*

410-419 ADVANCED SEMINARS IN ANTHROPOLOGY

Staff

Topics announced in advance. *Prerequisite: junior or senior standing and permission of the instructor.*

495-496 INDEPENDENT RESEARCH IN ANTHROPOLOGY

Staff

Independent research under the direction of a faculty member who determines the means of evaluation. *Prerequisite: senior standing, two courses in Anthropology, and permission of the instructor.*

499 SENIOR THESIS

Research and writing of the Senior Thesis; departmental oral examination. Open to senior majors. (Fall)

SOCIOLOGY

101 INTRODUCTORY SOCIOLOGY

Staff

Introduction to the scientific study of human social interaction with particular focus on the mutual influences between individuals and the groups to which they belong; the basic theories, concepts and techniques used by sociologists in their research. *Not open to seniors.* (Fall and Spring)

201 SOCIAL PROBLEMS

Ms. Shannon

Analysis of contemporary social issues and problems in American society. Sociological concepts and theories concerning the distribution of power, economic and racial inequality, the victims of crime and violence, and the future implications of resource scarcity. (Spring)

205 RACE AND ETHNIC RELATIONS

Ms. Fairley

Comparative and historical study of social processes related to racial and ethnic differences in modern complex societies. Readings in theoretical and descriptive literature, focusing on issues of unequal distribution of power and privilege, racism, and ethnic prejudice. (Fall)

212 DEVIANCE AND SOCIAL CONTROL

Mr. Ruth

Sociological theories and research concerned with the definition and characteristics of behaviors which do not conform to moral and legal codes in society. Ways in which societies attempt to control and sanction such behavior. (Fall)

217 GENDER AND SOCIETY

Mr. Sabaratnam

Gender relations in different types of societies, including hunting and gathering groups, agrarian societies, developing societies, and modern industrial societies such as Japan and the United States. Primary focus on relationships between economic activity, cultural definitions of gender roles, and changes in gender relationships. (Not offered 1994-95)

219 SOCIOLOGICAL CRIMINOLOGY

Mr. Ruth

Analysis of social and legal aspects of crime; perspectives on causation; consequences of variable social reactions to crime. Examination of research pertaining to crime and crime statistics and modern trends in criminal law, law enforcement administration and corrections. (Spring)

221 URBAN SOCIOLOGY

Ms. Shannon

Analysis of the origins, structures, cultures, and functions of cities. Special emphasis upon selected urban problems such as housing, land use, transportation, finance, pollution, and decentralization. Urban politics and planning of urban change are also considered. Opportunities for field work experience. No freshmen. (Not offered 1994-95)

245 THE FAMILY IN COMPARATIVE PERSPECTIVE

Mr. Sabaratnam

Introduction to the sociology of the family in various Western and non-Western societies. Impact of industrialization, the market, colonialism, migration, and revolution on families in such contexts as pre-industrial Europe, India, China, and Afro-American society. Focus in the latter part of the course on the modern family in the United States. (Not offered 1994-95)

246 SOCIAL STRATIFICATION

Mr. Sabaratnam

Theories and comparative examples of the unequal distribution of social resources and the consequences of inequality for social life. Analysis of class structure, social mobility, and social programs to reduce inequality in the United States. Examination of stratification in economically developed socialist and welfare societies, in South Africa, and in such Third World societies as India and Brazil. *Prerequisite: Anthropology 101 or Sociology 101 or permission of the instructor.* (Spring)

260 SOCIAL ANALYSIS

Mr. Sabaratnam

(Cross-listed Anthropology 260) Introduction to the application of quantitative analysis in Sociology, Anthropology, and other social sciences. Topics include descriptive measures, hypothesis testing, analysis of variance, correlation, and regression. Computer applications through the use of SPSS. (Spring)

305 ETHNIC RELATIONS IN COMPARATIVE PERSPECTIVE

Mr. Sabaratnam

A comparative and historical study of ethnic relations in contexts outside the United States. Theories of ethnic relations, historical documents, case studies, and other descriptive and analytical literature on the topic. (Not offered 1994-95)

319 PENOLOGY AND CRIMINAL JUSTICE

Mr. Ruth

Corrections focusing upon penology and criminal justice. Includes a pre-term orientation period, outside lectures and briefings with speakers from corrections and law enforcement administration, field trips to Central Prison and Morganton correctional facilities and a semester-long on-site field experience with officers and inmates at an area correctional unit. *Prerequisite: preregistration interview and permission of the instructor.* (Spring)

347 SOCIOLOGY OF DEVELOPMENT

Staff

Historical and comparative perspectives on problems of development in "Third World" countries, with a focus on concrete experiences of the development process in Africa, Latin America, and the Caribbean. Sociological approaches to problems of dependency, food and world hunger, urbanization and industrialization, population and migration, and regional development. *Prerequisite: Anthropology 101 or Sociology 101 or permission of the instructor.* Not open to freshmen. (Not offered 1994-95)

352 AMERICAN COMMUNITIES

Ms. Shannon

Sociological tradition of community studies with emphasis on theories of community formation, types of communities, and empirical methods that have been used to study them. Case studies of historical and contemporary religious, occupational, rural, and urban communities. *Prerequisite: Sociology 101 or permission of the instructor.* (Not offered 1994-95)

354 ISSUES IN CONTEMPORARY INDIA

Staff

A series of 25 lectures focusing on some of the pressing problems faced by contemporary India and institutions which address those problems. Topics include the environment, the status of women, implications of the population explosion, economic conditions, and the political process. Offered as part of the Semester-in-India program. *Prerequisite: Permission of the instructor.* (Fall)

- 356 CLASS, CASTE, AND ETHNICITY IN SOUTH ASIA Mr. Sabaratnam
 Historical and comparative examination of systems of social stratification in various South Asian countries. Emphasis upon the impact of colonialism and modernization on traditional cultures and societies in South Asia and on the current surge of ethnic sentiments throughout the region. (Fall)
- 360 MEDICAL SOCIOLOGY Mr. Ruth
 Sociological factors of health and illness; social organization of modern medicine; sociological analysis of the role and status of medical and paramedical personnel in this country, social differences in the acquisition of medical aid and in the reaction to medical treatment. *Recommended for junior and senior premedical students. Not open to freshmen.* (Fall)
- 370 THEORY IN SOCIOLOGY Mr. Sabaratnam
 Intellectual controversies that have stimulated efforts to develop scientific theories of society and social interaction. Writings of major sociological thinkers; issues in the nature of the philosophy of social science. *Prerequisite: Sociology 101 or permission of the instructor.* (Fall)
- 371 METHODS IN SOCIAL RESEARCH Mr. Sabaratnam
 Techniques in sociological research: elements in scientific logic, problem formation, research design and methods of data collection. Special emphasis on the analysis and interpretation of data. *Prerequisite: Sociology 101.* (Fall)
- 395-396 INDEPENDENT RESEARCH IN SOCIOLOGY Staff
 Independent research under the direction of a faculty member who determines the means of evaluation. *Prerequisite: sophomore or junior standing, two courses in Sociology, and permission of the instructor.*
- 410-419 ADVANCED SEMINARS IN SOCIOLOGY Staff
 Topics announced in advance. *Prerequisite: junior or senior standing and permission of the instructor.*
- 495-496 INDEPENDENT RESEARCH IN SOCIOLOGY Staff
 Independent research under the direction of a faculty member who determines the means of evaluation. *Prerequisite: senior standing, two courses in Sociology, and permission of the instructor.*
- 499 SENIOR THESIS
 Research and writing of the Senior Thesis; departmental oral examination. Open to senior Majors. (Fall)

ART

Professors: Jackson, Ligo (Chair), Warren
 Associate Professors: Serebrennikov, Smith
 Assistant Professor: Savage
 Adjunct Faculty: Thomas

Core Requirement: Any course numbered below 320 will satisfy the arts requirement.

Cultural Diversity Requirement: Art 102 or 226 are options for fulfilling the cultural diversity requirement.

Major Requirement: A major is offered in art with emphasis in studio or art history. In either case the requirement is eleven courses, to be divided as follows:

Emphasis in Studio: Three courses in art history to include 100 and eight studio courses, including 397 in the junior year and 401 in the senior year.

Emphasis in Art History: Two courses in studio and nine art history courses, including 100, 400, and two seminars, one of which is the designated capstone seminar in the spring of the senior year.

Honors Requirement: Students having a 3.2 overall average and at least a 3.5 average in the major may apply to the faculty for participation in the honors program. All work for honors will be in addition to both the major requirements and the requirements for graduation from Davidson College.

Honors in Studio: The exhibition requirement under 401 will be completed in the fall semester of the senior year. In the spring semester, the student will present a second exhibition of new work based on a consistent series, and must score a grade of A on the oral examination.

Honors in Art History: The student will research a topic for an honors thesis, prepare an outline and present an oral description of progress to the faculty in the fall semester of the senior year. The completed honors thesis is due in the spring semester of the senior year, and is accompanied by an oral defense.

ART HISTORY

100 SURVEY OF WESTERN ART

Staff

History of art from prehistory to the present examined in relation to the cultural background in which it was shaped.

102 SURVEY OF ASIAN ART

Mr. Thomas

Introduction to major monuments of Indian, Chinese, and Japanese architecture, sculpture, and painting.

200 GREEK ART AND ARCHITECTURE

Staff

(Cross-listed Classics 241) Minoan-Mycenaean art and architecture of the Aegean Bronze Age; later Greek art and architecture from the Geometric to the Hellenistic Period. Emphasis on art and architecture as cultural expression, influence of neighboring civilizations, and development of different styles and techniques, as well as the relationship between art and literature.

202 ROMAN ART AND ARCHITECTURE

Staff

(Cross-listed Classics 242) Art and architecture of the Roman Republic and Empire, including influences of earlier Etruscan and Hellenistic Greek art upon the Romans. Emphasis upon art and architecture as cultural expression, the development of different styles and techniques, religious and political propaganda, and the relationship of art and literature.

208 NORTHERN RENAISSANCE ART

Ms. Serebrennikov

Painting, sculpture and the graphic arts from Northern Europe, primarily the Low Countries and Germany, from 1400 to 1550. Major artists, development of oil painting, evolution of devotional imagery, emergence of secular art, effect of widely dispersed graphic images on the culture of this period, and effect of the Protestant Revolution on the art of this region.

210 RENAISSANCE ART IN ITALY

Ms. Serebrennikov

Painting, sculpture and architecture in Italy from 1300 to approximately 1570. Works by artists such as Giotto, Donatello, Leonardo da Vinci and Michelangelo and writers who were their contemporaries: Alberti and Vasari. Emphasis on the critical issues significant to Alberti and Vasari and the application of those concepts to the art of the period.

216 NINETEENTH-CENTURY PAINTING

Mr. Ligo

Developments in the history of painting from 1790-1890. Emergence of neo-classicism and the variety of responses to the movement which came to be called Impressionism. Emphasis on French painting and parallel developments taking place in America, England, Germany and Spain.

224 AMERICAN ART

Mr. Smith

American art from the early colonial period to the present. Emphasis on Copley, West, Cole, Eakins, Homer, Bellows, Wood, Hopper, and Pollock.

226 INDIAN ART

Mr. Thomas

Art traditions of the Hindus, Buddhists, Jains, and Muslims as seen in the architecture, sculpture, and painting of the sub-continent.

230 MODERN AND CONTEMPORARY ART CRITICISM

Mr. Smith

Art criticism from the modern and contemporary periods, beginning with early modern criticism and concluding with Post-Structuralism and beyond. Includes writings of Denis Diderot, Charles Baudelaire, Clement Greenberg, Theodor Adorno, Michael Foucault, Jean Baudrillard, Lucy Lippard, Hilton Kramer, and Donald Kuspit.

300 EARLY WESTERN MEDIEVAL AND BYZANTINE ART

Ms. Serebrennikov

Evolution of Christian art from its late antique Jewish and classical origins to the rise of the Ottoman Empire in the west and the fall of Constantinople in the east. Work examined in the context of topics such as origins of Christian symbolism, role of the intertwined relations between church and state, evolution of the illustrated text, and effects of iconoclasm.

302 LATER WESTERN MEDIEVAL ART

Ms. Serebrennikov

European art from the revival of monumental sculpture to the end of the thirteenth century. Primary emphasis is on manuscript illumination and sculpture, although architecture is examined as well. Stained glass, enamel and metalwork and their function in the church.

304 THE GOTHIC CATHEDRAL

Mr. Ligo

Developments in architecture in western Europe from 1000-1500. Emergence of the romanesque and the demise of the gothic. Political, socio-economic, theological context from which these architectural styles emerged. Development in sculpture and stained glass during this period. (Offered every other year)

308 BAROQUE ART

Ms. Serebrennikov

Painting, sculpture, architecture and the graphic media in Europe in the seventeenth century. Although painting executed in Spain and France is examined, the primary emphasis is given to Italian and Dutch art. Literature of art from the period and consideration of the role of Protestant and Catholic patronage in the formation of Baroque imagery.

312 EIGHTEENTH-CENTURY ART

Mr. Smith

Eroticism and revolution in painting and sculpture from Tiepolo to David.

314 MODERN PAINTING AND SCULPTURE

Mr. Ligo

Developments in painting and sculpture which occurred from 1890-1945. Reaction against impressionism and the demise of surrealism. Developments in western Europe during this period and parallel developments occurring in Russia and the United States. Participation in a study tour of the appropriate modern art museums in Washington, D.C., and New York during either the spring or fall breaks (depending upon which semester the course is offered) is an integral part of the course and, as such, is strongly recommended.

316 MODERN ARCHITECTURE

Mr. Ligo

Developments in architecture which occurred between 1850 and the present. Impact on the industrial revolution upon the development of architectural form. Recent architectural developments, with emphasis on the works of Le Corbusier and Frank Lloyd Wright. Participants solve an assigned design problem and present it to the class for critique. (Offered every other year)

318 CONTEMPORARY ART

Mr. Smith

Major developments in 20th century painting and sculpture from the beginnings of Abstract Expressionism (c. 1945) to the present. An optional study tour of the modern museums and galleries of New York City will be available to students who have completed either Art 314 or Art 318.

320 - 370 SEMINARS

Staff

Courses numbered with even numbers from 320 through 370 are seminars limited to ten upperclass students with preference to art majors. They are offered on an irregular basis in areas of special interest to the faculty, including such topics as history of photography, modern and contemporary critical theory, gender in images, and individual artists.

372, 374, 376 SEMINAR IN ART HISTORY IN FRANCE

Staff

A four-course spring semester program open to sophomores or juniors regardless of major and, in exceptional cases, to seniors. Three of the courses are in art history, and the fourth is an independent study, arranged by the student, under the direction of a Davidson College professor, not necessarily in the art department. The first seven weeks of the seminar are spent in Davidson in an orientation course, and the researching and writing of papers for presentation by the participating students to other members of the seminar when on location in France. The remaining eight weeks are spent in Paris and Chartres, or on study tours of important artistic centers in other parts of France. The program is limited to 15 students, chosen through interview. Applications must be submitted during the fall semester. *Prerequisite: Art 100.*

378, 380 SEMINAR IN ART HISTORY IN ITALY

Ms. Serebrennikov

A four-course spring semester program open to sophomores or juniors regardless of major, and, in exceptional cases, to seniors. Two of the courses are in art history, the third is an independent study under the direction of a Davidson College professor (not necessarily in the art department), and the fourth is Italian language. The entire semester is spent in Rome, with the exception of approximately two weeks of travel. Limited to 15 students, chosen through interview. Applications are submitted during the fall semester. *Prerequisite: Art 100 or 210.*

382, 384, 386 SEMINAR IN ART HISTORY IN ENGLAND

A four-course spring semester program open to sophomores or juniors regardless of major, and, in exceptional cases, to seniors. Three of the courses are in art history, and the fourth is an independent study, arranged by the student, under the direction of a Davidson College professor, not necessarily in the art department. The entire semester (except for three-weeks in Paris) is spent in England. The program is limited to 15 students, chosen through interview. Applications must be submitted during the fall semester. *Prerequisite: Art 100.*

390, 392, 394 INDEPENDENT STUDY

Staff

For the student who wishes to pursue some special interest in art history under the direction and supervision of a faculty member. The project must be initiated by a qualified student and approved in advance. Normally limited to majors.

400 COMPREHENSIVE EXAM

Staff

Required during the fall semester for all senior art majors with an emphasis in art history. The examination, based on the student's course work and the departmental reading list, is divided into four sections: Ancient, Medieval, Renaissance through the Eighteenth Century, Modern and Contemporary.

STUDIO**101 BASIC STUDIO**

Staff

Introduction, through the studio, to the work of the artist — tools, way of seeing, methods and media. Emphasizes basic principals of visual organization.

201 BASIC DRAWING

Staff

Introduction to the structure and articulation of natural and non-objective forms through the use of line and tone; analysis of composition. Explores a variety of media.

203 BASIC PAINTING

Mr. Jackson

Exploration of various painting media — oil, water color, and acrylic. Emphasis on obtaining a basic understanding of pictorial organization and critical dialogue.

205 BASIC PRINTMAKING — ETCHING

Mr. Warren

Introduction to history and technique of intaglio: etching, dry point, soft ground, and aquatint.

207 BASIC PRINTMAKING — LITHOGRAPHY

Mr. Warren

Introduction to history and techniques of lithography. Art of the hand-pulled lithograph explored through stone and plate techniques.

209 BASIC SCULPTURE

Three-dimensional concepts using a variety of media. Emphasis on material and spacial relationships, technical processes and critical dialogue.

Mr. Savage

301 ADVANCED DRAWING

Advanced analysis of composition and visual concepts through a variety of drawing media with special projects in media chosen by the student. *Prerequisite: Art 201 (135).*

Mr. Warren

303 ADVANCED PAINTING

Attention to the individual's personal response to visual elements. Development of a particular medium chosen by the student; special problems. *Prerequisite: Art 203 (145).*

Mr. Jackson

305 ADVANCED PRINTMAKING

Advanced printmaking problems, including multi-color prints and combination of media. Development of a particular medium chosen by the student. *Prerequisite: Art 205 (156) or 207 (157).*

Mr. Warren

309 ADVANCED SCULPTURE

Sculptural concepts with attention to complex processes such as large-scale fabrication and bronze casting. Individual development of particular media chosen by the student. *Prerequisite: Art 209.*

Mr. Savage

391, 393, 395 INDEPENDENT STUDY

For the student who wishes to pursue some special interest in studio under the direction and supervision of a faculty member who evaluates the student's work. The project must be initiated by a qualified student and approved in advance. Normally limited to majors.

Staff

397 JUNIOR ADVANCED STUDY

Exploration of a specific medium during the junior year, determined upon consultation with the advisor, leading to the senior exhibition, and a preliminary oral exam on the material required for 401.

Staff

401 SENIOR EXHIBITION AND EXAMINATION

Comprehensive oral examination based on a list of 19th- and 20th-century artists, together with an exhibition of the students work.

Staff



BIOLOGY

Professors: Case (Chair), Grant, Kimmel, Putnam, Williamson

Associate Professors: Hay, Lammers

Assistant Professors: Campbell, Coppola, Peroni

Teaching Associate: McNally

Core Requirements: Any 100-level biology course may be counted toward the fulfillment of the area requirement in Natural Science and Mathematics. The department recommends Biology 111 and 112 for students who choose two courses in biology and Biology 103 or 104 for those who choose one. Biology 104, 111 and 112 fulfill the core requirement for a laboratory science. Biology 103 is taught without a laboratory component.

Cultural Diversity Requirement: Students who participate in the School for Field Studies in a non-western country receive Cultural Diversity credit for Bio 384.

Major Requirements: The biology major requires 10 courses: Biology 111 and 112; seven biology courses numbered 300 or above, at least one from each of the following groups:

(1) 301-306; (2) 311-316; (3) 321-325; and Biology 401.

Chemistry 115 (112), 121, 201, 202; Mathematics 130 and either 135 or 110; and Physics 120/220 or 130/230 are strongly recommended.

Honors Requirements: The departmental honors program is designed to promote individual excellence through directed independent study and research. Twelve lecture and research courses are required, including Biology 111, 112, and 371, 372. Students should plan their programs with their faculty advisors such that the combination of courses and research meets, in general, the balance of courses specified for the major. The program should be submitted for departmental action by the end of the fall semester of the candidate's junior year. Research results must be presented in writing and orally to the department or another appropriate forum. The recommendation of the department regarding honors will be based upon quality of the course work and the research and its presentation.

School for Field Studies: Davidson College is affiliated with the School for Field Studies, enabling students to participate in a semester-long or month-long program studying environmental issues. Students must apply for acceptance to the School for Field Studies.

The semester program concentrates on international environmental issues at one of seven SFS research centers: Virgin Islands; Baja, Mexico; Costa Rica; Queensland, Australia; Palau; British Columbia; or Kenya. Accepted students receive course credit for Biology 381, 382, 383, and 384.

The month-long program is offered during the summer at one of 20 SFS locations around the world. This program examines critical environmental issues in a local context, focusing on a specific problem relevant to the ecosystem. Accepted students receive course credit for Biology 105 or 385.

Off-Campus Biology Semester: A semester at a research facility away from Davidson, under the supervision of a member of the Biology Department faculty. Students accepted for the program upon application to the professor in charge register for the appropriate 300 and 400 level courses. The current program, offered by Mr. Grant in the fall semester of includes Biology 314, Invertebrate Biology — Lower Groups; Biology 361, Seminar in the Current Marine Ecological Literature; Biology 371 or 372, Independent Research; and Biology 351, Group Investigation in Applied Zoogeography. The first three courses are taught at the Duke University Marine Laboratory during the first 10-11 weeks and the last course is taught in a series of brief stays at a succession of marine laboratories between Beaufort, N.C., and Key West, Florida.

103 SPECIAL TOPICS IN BIOLOGY I

Introduction to the science of biology designed to meet science requirements of non-science majors. Course content and emphasis will vary with instructor. No laboratory. A student may receive credit for both 103 and 104 if permission is obtained from department chair.

Staff

104 SPECIAL TOPICS IN BIOLOGY

Staff

Introduction to the science of biology designed to meet science requirements of non-science majors. Course content and emphasis will vary with instructor. One laboratory meeting per week. A student may receive credit for both 103 and 104 if permission is obtained from department chair.

105 ENVIRONMENTAL FIELD STUDIES

Ms. Case

One-month intensive course for freshmen and sophomores during the Summer in one of twenty School for Field Studies locations around the world. Grading is Pass-Fail. (Satisfies core requirement for laboratory science.) *Permission of instructor required.*

111 PRINCIPLES OF BIOLOGY I

Staff

Introduction to the unifying principles of biology, emphasizing the levels of organization from molecules through organ systems. Topics include: metabolism, photosynthesis, cell division, Mendelian genetics, and development. One laboratory meeting per week.

112 PRINCIPLES OF BIOLOGY II

Staff

Introduction to the unifying principles of biology, emphasizing the levels of organization from the individual organism through the biosphere. Topics include: form, function and evolution of organ systems and interactions of organisms, population and communities. One laboratory meeting per week.

201 GENETICS, SOCIETY AND DECISIONS

Mr. Williamson

Analysis of genetic issues in society. Genetic contributions to medical needs, current frontiers of genetics and the social, ethical and legal implications of genetic research. Field trips to appropriate clinical settings.

301 GENETICS

Mr. Williamson

Introduction to the principles of genetics. Topics cover transmission and biochemical genetics. Chromosome theory of inheritance, Mendelian analyses, linkage, mapping, tetrad analysis, mutation, DNA structure and function, organellar genomes, mobile genetic elements, recombinant DNA. *Prerequisite: Biology 111.* One laboratory meeting per week.

302 MICROBIAL PHYSIOLOGY

Mr. Lammers

Introduction to the natural history of viruses and bacteria dealing with the underlying chemical and physical principles governing their activity; pathological and non-pathological modifications of other organisms. *Prerequisite: Biology 111.* One laboratory meeting per week. (Not offered 1994-95)

303 BIOCHEMISTRY

Ms. Hay

Introduction to fundamentals of biomolecules, cell bioenergetics and cell metabolism. The properties and structures of proteins, lipids, and carbohydrates and nucleic acids are presented. *Prerequisites: Biology 111 and Chemistry 201.*

304 MOLECULAR BIOLOGY

Mr. Campbell

Focus on molecular (recombinant DNA) methods as applied to answer a variety of biological questions ranging from medicine to evolution, and cell biology to ecology. Laboratory involves a research project; students clone a piece of DNA, verify it's identity, express the encoded protein in bacteria, and detect the recombinant protein by western blot. *Prerequisites: Biology 111 and Chemistry 201.* One laboratory meeting per week.

305 MICROANATOMY OF THE VERTEBRATES (HISTOLOGY)

Mr. Putnam

Microanatomy of the cell with particular reference to those organelles which are altered in the process of development of the four major tissues of the body (epithelial, connective, muscular and nervous tissues). *Prerequisite: Biology 111.* One laboratory meeting per week.

306 DEVELOPMENTAL BIOLOGY

Mr. Kimmel

Description and analysis of the stages and processes of ontogeny. Emphasis is placed upon development of animals, genetic control of cytodifferentiation, and evaluation of classic and modern experiments. Laboratory stresses vertebrate developmental anatomy. *Prerequisite: Biology 111.* One laboratory meeting per week.

311 COMPARATIVE ANATOMY

Mr. Putnam

Major organ systems of the vertebrate body in light of major evolutionary changes from primitive Pisces to the more advanced Amphibia, Reptilia and Mammalia. Laboratory involves dissection of the shark and the cat. *Prerequisite: Biology 112.* One laboratory meeting per week.

312 ANIMAL PHYSIOLOGY

Mr. Coppola

Introduction to the chemical and physical principles governing the activities of animals. *Prerequisite: Biology 112.* One laboratory meeting per week.

313 PLANT PHYSIOLOGY

Mr. Lammers

Introduction to the underlying chemical and physical principles governing the activities of higher plants. *Prerequisite: Biology 112.* One laboratory meeting per week. (Not offered 1994-95)

314 INVERTEBRATE BIOLOGY — LOWER GROUPS

Mr. Grant

Functional morphology, ecology, evolution and systematics of the metazoa from the Porifera through the Mollusca. Taught as an integral part of the off-campus Biology term at the Duke University Marine Laboratory and involving extensive field work. *Prerequisite: Biology 112.*

315 INVERTEBRATE BIOLOGY — HIGHER GROUPS

Mr. Grant

Functional morphology, ecology, evolution and systematics of the metazoa from the Arthropoda through the invertebrate Chordata. Major emphasis in the lab work involves field trips and the making of a collection of the local Aranea. *Prerequisite: Biology 112.* One laboratory meeting per week. (Not offered 1994-95)

316 BOTANY

Ms. Hay

Introduction to the fundamentals of plant biology. Anatomy, physiology, and development of plants with an emphasis on angiosperms. Classification of a number of plants of the local flora is required. *Prerequisite: Biology 112.* One laboratory meeting per week. (Not offered 1994-95)

321 ECOLOGY

Ms. Peroni

Ecology of plant and animal populations and communities. *Prerequisite: Biology 112.* One laboratory meeting per week.

322 VERTEBRATE FIELD ZOOLOGY

Ms. Case

Natural history of vertebrates concentrating on the evolution, adaptations, behavior and ecology of various vertebrate groups, from the fishes through the mammals. *Prerequisite: Biology 112.* One field trip per week. (Not offered 1994-95)

323 ANIMAL BEHAVIOR

Ms. Case

(Cross-listed Psychology 323) Introduction to principles of animal behavior from an evolutionary perspective concentrating on the adaptive nature of animal behavior and the selective processes that mold the animal's behavior to its natural environment. Laboratories involve research projects on the behavior of animals in the laboratory and in the field. *Prerequisite: Biology 112 or Psychology 101.*

331 BEHAVIORAL NEUROSCIENCE

Mr. Ramirez

(Cross-listed Psychology 313) Permission of instructor required.

341 BIostatistics AND EXPERIMENTAL DESIGN

Ms. Peroni

Biological research including experimental design, descriptive statistics, inferential statistics, scientific writing, and the use of library resources, computer spreadsheets, and statistical software. *Prerequisites: Biology 111 and 112.* Recommended for prevet students and students who plan to enroll in Bio 323, 351, 352, 371, or 372. Lecture and laboratory.

351, 352 GROUP INVESTIGATIONS

Staff

Series of courses introducing students to methods and techniques of biological research. Courses serve as background to student decisions for optional senior research. Permission of instructor required.

361, 362 SEMINAR

Staff

Group study of selected topics of biological interest. Open to juniors and seniors. Permission of instructor required.

371, 372 RESEARCH

Staff

Field and/or laboratory investigative work under the direction and supervision of a faculty member who reviews and approves the independent research project. Research will be presented at the end of the semester in the form of a scientific paper, with an additional oral presentation in some cases, eg. requirement for honors thesis, requirement for funded research. The student is encouraged to plan the research project in advance of the semester in which it is to be completed. Permission of instructor required.

381, 382, 383, 384 COURSES IN INTERNATIONAL ENVIRONMENTAL FIELD STUDIES

Ms. Case

Twelve-week four-course semester program at one of seven School for Field Studies research centers. Grading is Pass-Fail, but may be counted for major credit. Permission of instructor required.

385 TECHNIQUES IN ENVIRONMENTAL FIELD RESEARCH

Ms. Case

One-month intensive field work course for junior or senior science majors during the summer in one of twenty School for Field Studies locations around the world. Grading is Pass-Fail, but may be counted for major credit. Permission of instructor required.

401 SENIOR COLLOQUIUM

Staff

The capstone course for Biology majors. Lectures, readings, and discussions drawn from the entire discipline of biology, using evolution as the unifying theme. Special emphasis on the impact of biology on society. Offered each semester. Required of majors.

CENTER FOR INTERDISCIPLINARY STUDIES

Professor Robert J. Manning, Director (Physics and Humanities)

Professor Hansford M. Epes, Jr. (German and Humanities)

Professor Gail M. Gibson (English and Humanities)

Professor Clark G. Ross (Economics)

The Center for Interdisciplinary Studies, housed in the Carolina Inn on Main Street, offers capable and highly motivated students the opportunity to design their own interdisciplinary majors. Center faculty members advise students, work with them individually on projects, and offer interdisciplinary seminars and tutorials. In these and other ways, the Center serves those students who desire alternatives to departmental majors.

In addition, Davidson faculty members (occasionally in cooperation with faculty members from other institutions) offer courses through the Center that are related to their own fields of research, though not necessarily allied to any student research. Like all other Center courses, these are open to all Davidson students.

The opportunity to apply for a major through the Center is restricted to those in the first three years of study at Davidson; generally, students with sophomore or junior standing are best prepared to undertake this task. A potential applicant should first discuss his or her plans with the director. If these ideas seem appropriate, the student will be asked to submit a proposal outlining the major, identifying potential advisors, and detailing the area in which the senior thesis (a requirement for all majors) will be done. Acceptance as a Center major comes when the director, the advisors, and members of the Center faculty agree that the proposal is meritorious. Center majors are expected to satisfy all college graduation requirements, though specific requirements may (infrequently) be waived. The director certifies the satisfactory completion of each student's major.

Students may propose a program in any area of study for which faculty sponsors are available. Moreover, the Center will, in the next several years, concentrate on developing courses that respond to the question "Who owns the Earth?" By casting its emphasis in the form of a question, the Center invites faculty members from a wide variety of disciplines to bring their special skills to bear on the problems allied with the stewardship of the planet and its resources. It thereby invites the larger community to debate those issues that will most affect those who guide the twenty-first century.

CHEMISTRY

Professors: Burnett, Carroll, Nutt, Schuh (Chair)

Associate Professor: Beeston

Assistant Professors: Blauch, Booze, Rhea

Core Requirements: Chemistry 105, 112, 115, 121, 199c (with lab), or 201 count toward the fulfillment of the requirement of at least one laboratory course in Natural Science. Chemistry 109, 111, and 199c (non-laboratory courses) count toward the fulfillment of the requirements in Natural Science. Students who elect to take Chemistry 111 are encouraged to take Chemistry 112 in order to complete their survey of introductory chemistry.

Introductory Chemistry Program: Students have two options for beginning the study of chemistry. Option I, composed of Chemistry 111, 112, and 121, is designed primarily for those students who have not completed at least one year of high school chemistry or who have had high school chemistry but need a college course that allows more review of the subject matter. Option II, composed of Chemistry 115 and 121, is designed primarily for those students who have completed an introduction to chemistry in high school. Students who qualify for Option II may elect Option I if they wish. Students may earn academic credit for Chemistry 111 and 112 in Option I or for Chemistry 115 in Option II, but not for both. Chemistry 112 or 115 and Chemistry 121 are prerequisites for certain courses in chemistry.

Major Requirements: (1) Chemistry 115 (or 111, 112) 121, 201, 202, 351, 352, 361, 362, 401; one course selected from 303, 410, 420, 430, 440, 450, or 496. (2) Supporting and prerequisite courses: Mathematics 130 and 135, Physics 120 and 220 or 130, 230, and 235. Note: German or French are recommended as foreign languages. Experience in programming computers is also desirable.

Prospective majors should discuss their programs with a department representative early in the freshman year. The prerequisites for advanced courses require careful planning to obtain a feasible schedule.

Honors Requirements: Candidates for honors must take Chemistry 115 (or 111, 112), 121, 201, 202, 351, 352, 361, 362, 401; one course selected from 410, 420, 430, 440, 450; and Chemistry 497. In addition, the candidate must write an honors thesis and present a talk based on the thesis research to the chemistry faculty and students. Application for honors in chemistry should be made in writing to the department chair no later than the first day of the fall semester of the candidate's senior year.

American Chemical Society Attainments Program: The following program is certified by the American Chemical Society as a nationally approved undergraduate major in chemistry. This program is strongly recommended to all majors who plan to study chemistry in graduate school or to seek employment as professional chemists.

- (1) Chemistry 115 (or 111, 112), 121, 201, 202, 351, 352, 361, 362, 401; two courses selected from Chemistry 410, 420, 430, 440, 450; and Chemistry 496.

- (2) Supporting and prerequisite courses: Mathematics 130 and 135, Physics 120 and 220, or 130 and 230.
- (3) German 111 or 201 or French 201, and Mathematics 150 or 235 are strongly recommended.
- (4) Approved mathematics or physics courses may be substituted for one of the seminar courses numbered above 409.

105 CHEMISTRY AND SOCIETY

Mr. Blauch, Mr. Booze, Mr. Schuh

Introduction to the science of chemistry and its relation to modern society. The laboratory provides experience in the scientific approach to problems with an emphasis on the evaluation and interpretation of experimental data. Designed primarily for students who do not plan to take additional courses in chemistry; cannot be taken for credit after Chemistry 111 or 115 (35) has been taken for credit. One laboratory meeting per week.

109 FROM PETROLEUM TO PENICILLIN

Mr. Burnett

Critical study of the chemical industry from three perspectives: its chemical processes through historical case studies, its technical foundations through computational studies, and its significant influences on our world through visual studies. Four historical case studies — petroleum, polymers, power, and pharmaceuticals — illustrate those major revolutions in chemical technology which have dramatically transformed our global society. Computational studies present simplified calculations to illustrate major chemical processes in each case study, and visual studies explain the operation of large-scale process plants, demonstrating their far-reaching influences on modern life and culture.

111 INTRODUCTORY CHEMISTRY I

Mr. Schuh

Chemical nomenclature, stoichiometry, gas laws, thermochemistry, atomic structure, bonding, physical states, and electrolytic solutions. This course and Chemistry 112 are suitable for students who have not had high school chemistry and plan either to take or not to take additional courses in chemistry. No laboratory.

112 INTRODUCTORY CHEMISTRY II

Mr. Blauch, Mr. Booze, Mr. Schuh

Chemical kinetics, chemical equilibrium, chemical thermodynamics, analytical techniques, electrochemistry, and descriptive chemistry of the main group elements. The laboratory experiments illustrate the lecture topics and emphasize quantitative measurements. *Prerequisite: Chemistry 111.* One laboratory meeting per week.

115 PRINCIPLES OF CHEMISTRY

Mr. Blauch, Mr. Booze, Mr. Nutt, Mr. Schuh

Principles of chemistry for students who plan to take additional courses in chemistry. Topics include stoichiometry, chemical thermodynamics, atomic and molecular structure, chemical equilibria, chemical dynamics, and descriptive chemistry of the main group elements. The laboratory illustrates the lecture topics and emphasizes quantitative measurements. Primarily for students who have had one year of high school chemistry. It cannot be taken for credit after Chemistry 111 has been taken for credit. One laboratory meeting per week.

121 INORGANIC CHEMICAL ANALYSIS

Mr. Blauch, Mr. Burnett

Ionic equilibria in aqueous solutions and descriptive chemistry of the transition elements. Laboratory experiments include volumetric and potentiometric methods of quantitative analysis as well as inorganic qualitative analysis. *Prerequisite: Chemistry 112 or 115.* One laboratory meeting per week.

201 INTRODUCTORY ORGANIC CHEMISTRY I

Mr. Carroll, Mr. Rhea

Introduction to organic chemistry including nomenclature, properties, structure, and synthesis of organic compounds. Laboratory introduces students to basic experimental techniques of organic chemistry. *Prerequisite or corequisite: Chemistry 121.* One laboratory meeting per week.

202 INTRODUCTORY ORGANIC CHEMISTRY II

Mr. Rhea, Mr. Carroll

A continuation of study of organic compounds with emphasis on theoretical treatment of structures and reactions. Laboratory includes introduction to spectroscopic determinations of organic structures. *Prerequisite: Chemistry 201.* One laboratory meeting per week.

303 INTERMEDIATE ORGANIC CHEMISTRY

Mr. Rhea

Continuation of introductory organic chemistry with emphasis on structure, synthesis, and reactions of bio-organic compounds. Topics include carbohydrates, lipids, amino acids, proteins, nucleic acids, alkaloids, steroids and terpenes, classical and spectroscopic methods of structure determination, organic polymers and polymerization reactions, and more detailed description of organic reaction mechanisms. *Prerequisite: Chemistry 202.*

306 BIOPHYSICAL CHEMISTRY

Mr. Schuh

Physical chemistry and its application to biochemical systems. Topics include necessary mathematical background, thermodynamics applied to intermediary metabolism, enzyme kinetics, equilibria, antigen-antibody interactions, chemistry of respiration, and physical properties of proteins. *Prerequisite: Chemistry 201.* One laboratory meeting per week.

351 PHYSICAL CHEMISTRY I

Mr. Booze, Mr. Schuh

Chemical thermodynamics with an introduction to statistical mechanics and applications to solution chemistry. *Prerequisite: Chemistry 201, Mathematics 135, and Physics 220 or 230.* No laboratory.

352 PHYSICAL CHEMISTRY II

Mr. Booze, Mr. Schuh

Chemical kinetics followed by a discussion of quantum mechanics and its application to spectroscopy and the structure of matter. *Prerequisite: Chemistry 202 and 351.* No laboratory.

361 TECHNIQUES IN EXPERIMENTAL CHEMISTRY:
SYNTHESIS, SEPARATION, AND SPECTROSCOPY

Ms. Beeston

Basic synthetic techniques for the preparation of inorganic compounds, methods of separation, and spectroscopic methods of characterization. Requires about eight hours of experimental work and two hours of lectures each week. *Prerequisite: Chemistry 121 and 202.*

362 TECHNIQUES IN EXPERIMENTAL CHEMISTRY:
ELECTROCHEMISTRY AND DYNAMICS

Ms. Beeston

Application of electrochemical techniques to the determination of chemical structures and solution concentrations and instrumental methods for determination of reaction rates. Requires about eight hours of experimental work each week. *Prerequisite: Chemistry 351 and 361.*

401 INORGANIC CHEMISTRY

Mr. Blauch, Mr. Nutt

Application of modern theories of physics and chemistry to the study of bonding, structure, synthesis, and reaction pathways of non-metal, organometallic, and transition metal compounds. *Prerequisite: Chemistry 352.* No laboratory.

SEMINARS, TUTORIALS

405 SEMINAR

Staff

Selected topics in chemistry.

410 ADVANCED ORGANIC CHEMISTRY

Mr. Carroll

Selected topics in organic chemistry. *Prerequisite: Chemistry 351 or permission of the instructor.*

420 ADVANCED PHYSICAL CHEMISTRY

Mr. Booze

Selected topics in physical chemistry. *Prerequisite: 351 or permission of the instructor.*

430 ADVANCED ANALYTICAL CHEMISTRY

Mr. Blauch

Selected topics in analytical chemistry. *Prerequisite: Chemistry 361 or permission of the instructor.*

440 ADVANCED INORGANIC CHEMISTRY

Mr. Nutt

Selected topics in inorganic chemistry. *Prerequisite: 351 or permission of the instructor.*

450 ADVANCED BIOCHEMISTRY

Mr. Schuh

Selected topics in biochemistry. Suggested prerequisite: Biology 101. *Prerequisite: Chemistry 351 or permission of the instructor.*

INDIVIDUAL RESEARCH

496 INTRODUCTION TO RESEARCH

Staff

Laboratory, literature, or applied chemistry projects conducted with the guidance of a faculty sponsor who evaluates the student's work. The proposed plan for the independent research project must be submitted to the department chair by the last week of the semester preceding the semester of enrollment. Consult the department's guidelines for the preparation of independent research proposals. Chemistry 361 should be completed before Chemistry 496.

497 INTRODUCTION TO HONORS RESEARCH

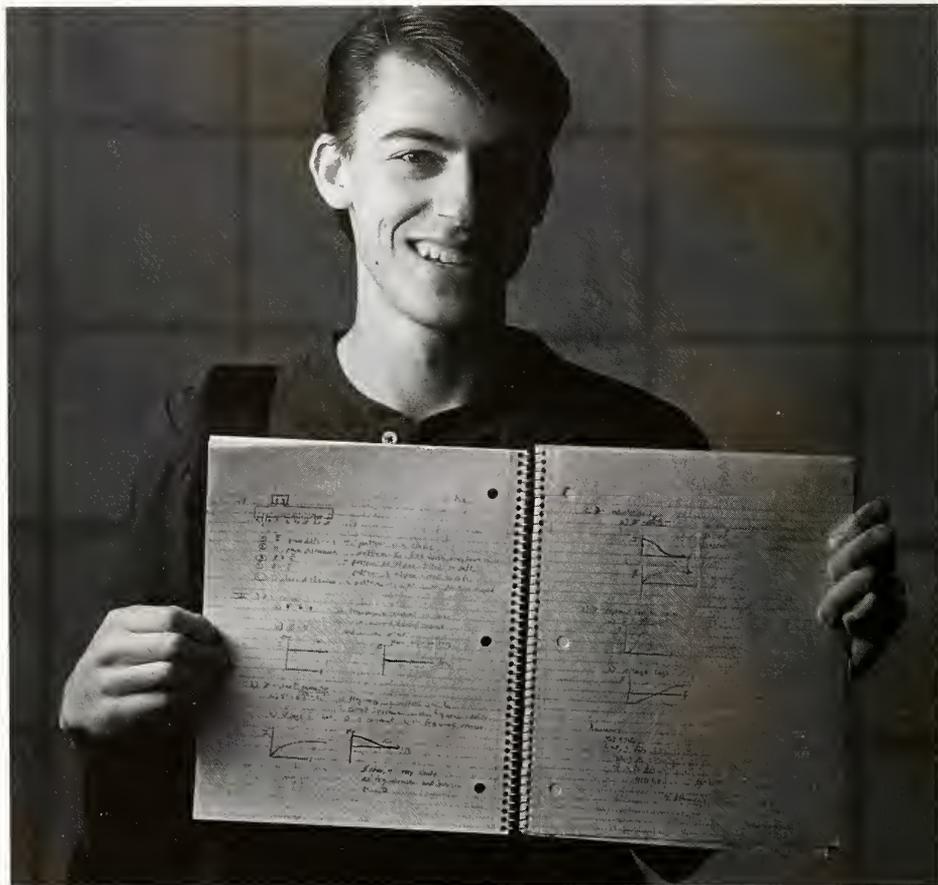
Staff

Reading and discussion of selected materials, formulation of an honors thesis proposal, and commencement of research on the thesis topic. Student work is evaluated by research director and department. Open to honors candidates only. Permission of department chair required.

498 INDIVIDUAL RESEARCH

Staff

Designed for any qualified student who desires to pursue some special interest in chemistry or for honors students completing a thesis. Student work is evaluated by the research director. Admission by consent of the department chair following acceptance of the student's written research proposal.



CLASSICAL STUDIES

Professor: French (Chair)

Associate Professor: Toumazou (on leave Spring)

Visiting Assistant Professor: Fagan

Core Requirement: The following courses in Classical Studies may be counted toward the core requirement in literature: 131-2, 199c, 200, 210, 220, 311-316, 321-326, 330.

Any course in Classical Studies cross-listed by the Department of Art satisfies the core requirement in fine arts provided the student registers for the course as an Art course.

Foreign Language Requirement: The foreign language requirement may be satisfied by any one of the following courses in Classical Studies: 200, 210, 220, 311-316, 321-326.

Cultural Diversity Requirement: Classical Studies 101, 102, and 200 are options for satisfying the cultural diversity requirement.

Major Requirements: The Department of Classical Studies offers a major with emphasis in either Classical Humanities or Classical Languages.

Emphasis in Classical Humanities: Ten courses are required: two in the classical languages (either two in Greek or one in Greek and one in Latin) and eight in Classical Civilization (at least five at the 300 level or higher) including 131, 132, 359, 450, and one course in classical art selected from 241, 242 or 357. (Students in the Seminar Abroad in Classical Humanities take 131 or 132.)

Emphasis in Classical Languages: Eleven courses are required: five in either Greek or Latin at the 200 level or above, two in the other classical language at any level, and four in Classical Civilization: 131, 132, 359 and 450.

Prospective majors in classical languages who have not begun their study of Greek or Latin at Davidson will be asked to demonstrate their knowledge of basic grammar soon after becoming majors.

Placement Test: Students who have studied Latin in secondary school may take a placement test, the score of which determines their initial placement in Latin at Davidson. By qualifying scores on the placement test a student may be exempted from one or more of the following: 121, 122, 220.

Honors Requirements: The course requirements for Honors in Classical Studies include the Senior Honors Thesis in addition to the regular requirements for the major. Candidates may be admitted to the program provided they have attained the following: an overall grade point average of at least 3.2, an average of 3.5 or more in the major, an outstanding performance in Junior Tutorial, and the unanimous endorsement of the department's faculty. Awarding of Honors in Classical Studies is contingent upon completion of the thesis with distinction and the maintaining of the above prescribed grade point averages through the penultimate semester of the senior year.

SANSKRIT

101 BEGINNING SANSKRIT

Introduction to the classical language of India, including an introduction to comparative Indo-European grammar and etymology. Readings from Mahabharata. (Fall)

102 CONTINUING SANSKRIT

Continuation of the study of Sanskrit and Indo-European grammar. Readings from Mahabharata and Hitopadesha. *Prerequisite:* 101. (Spring)

200 READINGS IN VEDIC LITERATURE

Introduction to the oldest extant Indo-European literature. Translation and ritual chanting of selections from the Veda. *Prerequisite: 102.* (Fall)

GREEK

111 BEGINNING GREEK

Course for beginners in classical Greek. (Fall)

Mr. Fagan

112 CONTINUING GREEK

Continuing study of classical Greek grammar. Reading of Greek selections when class attainment permits. *Prerequisite: 111.* (Spring)

Staff

210 THE LIFE AND TEACHINGS OF SOCRATES

Readings from Plato and/or Xenophon. *Prerequisite: 112.* (Fall)

Staff

311 HOMER

Iliad or *Odyssey*. *Prerequisite: 210 or 316.*

312 LYRIC POETRY

Selections from Archilochus, Sappho, Pindar, and others. *Prerequisite: 210 or 316.*

313 FIFTH CENTURY DRAMA

Tragedy and/or Comedy. *Prerequisite: 210 or 316.*

314 GREEK HISTORIANS

Herodotus and/or Thucydides. *Prerequisite: 210 or 316.*

315 GREEK PHILOSOPHERS

Plato and/or Aristotle. *Prerequisite: 210 or 316.*

316 NEW TESTAMENT GREEK

Introduction to the language, text tradition, and exegesis of select New Testament writings. *Prerequisite: 112.*

Mr. Toumazou

317 - 319 INDEPENDENT STUDY IN GREEK

Readings and research on materials in ancient Greek under the direction of a faculty member who reviews and approves the topic and determines the means of evaluation. *Prerequisite: 210 or 316 and consent of the department chair.*

410 SENIOR HONORS THESIS IN GREEK

Admission by consent of the Department of Classical Studies.

LATIN

121 BEGINNING LATIN

Course for beginners in classical Latin. (Fall)

Staff

122 CONTINUING LATIN

Continuing study of classical Latin grammar. Reading of selections from Latin literature. *Prerequisite: 121 or qualifying score on placement test.* (Spring)

Staff

220 THE LIFE AND TIMES OF PLINY

Selected letters of Pliny the Younger. *Prerequisite: 122 or qualifying score on placement test.* (Fall)

Staff

321 ROMAN COMEDY

Selections from Plautus and/or Terence. *Prerequisite: 220 or qualifying score on placement test.*

322 VERGIL

Selections from Eclogues, Georgics, or Aeneid. *Prerequisite:* 220.

323 LYRIC AND ELEGY

Selections from Catullus, Horace, Propertius, Tibullus, and Ovid. *Prerequisite:* 220.

324 ROMAN SATIRE

Selections from Ennius, Lucilius, Horace, Juvenal, and Petronius. *Prerequisite:* 220.

325 ROMAN HISTORIANS

Selections from Sallust, Livy, and Tacitus. *Prerequisite:* 220.

326 ROMAN ORATORS

Selections from Cicero and Pliny. *Prerequisite:* 220.

327 - 329 INDEPENDENT STUDY IN LATIN

Readings and research on materials in ancient Latin under the direction of a faculty member who reviews and approves the topic and determines the means of evaluation. *Prerequisite:* 220 and consent of the department chair.

420 SENIOR HONORS THESIS IN LATIN

Admission by consent of the Department of Classical Studies.

CLASSICAL CIVILIZATION

130 THE ANCIENT WORLD

(Cross-listed History 111) Greek and Roman history from the Mycenaean in the second millennium B.C.E. to disintegration of the Roman Empire in the fourth and fifth centuries C.E.

131 GREEK LITERATURE IN ENGLISH TRANSLATION

Staff

Select works of Greek authors from the Early Archaic through the Hellenistic Periods studied in translation. Readings typically include Homer, Sappho and other lyric poets, Sophocles and other dramatists, and Plato. Open to all classes.

132 ROMAN LITERATURE IN ENGLISH TRANSLATION

Life in ancient Italy as portrayed by writers such as Vergil, Cicero, and Horace studied in translation. Genres typically include comic plays, lyric poems, epics, personal letters, the first satires, the first novels, and historical writings. Greek influences on Roman literature, and Roman influences on later European letters. Open to all classes.

135 HISTORY OF ANCIENT PHILOSOPHY

(Cross-listed Philosophy 105) Introduction to origins and development of philosophy with emphasis on Plato and Aristotle.

199 ELECTIVE

Course transferred from another college. The content differs significantly from that of Davidson courses. For further information see the course description at the college of origin.

330 GREEK DRAMA IN ENGLISH TRANSLATION

Selected plays of Aeschylus, Sophocles, Euripides, Aristophanes, and Menander. Open to all classes.

331 CLASSICAL GREECE

(Cross-listed History 311) Greek city-states from Athen's victory over the Persians at Marathon in 490 B.C.E. to the execution of Socrates in 399. Emphasis on society and government in Athens and Sparta. Intensive readings in translation of ancient sources, particularly Herodotus and Thucydides.

332 ROME FROM REPUBLIC TO EMPIRE

(Cross-listed History 313) Social, economic, and political effects of military conquest and imperial expansion on the Roman Republic. Topics include: attempts for reform; civil wars and resulting autocratic rule under Augustus; Rome under the Julio-Claudian emperors. Intensive readings in translation of ancient sources, including Cicero, Plutarch, and Sallust.

333 CULTS OF THE CLASSICAL WORLD

Comparative phenomenology of ancient religions in the Greco-Roman world, with emphasis upon cult and ritual. Open to all classes.

334-336 SEMINAR IN CLASSICAL CIVILIZATION

Selected topics of Greek and/or Roman antiquity. Future offerings include The Emergence of Classical Greece (700-450 B.C.), Alexander the Great and the Hellenistic World, The Aesopic Fable Tradition, Topics in Classical Archaeology, and The Myth of Augustan Rome. *Prerequisite: consent of the department chair.*

337-339 INDEPENDENT STUDY IN CLASSICAL CIVILIZATION

Readings and research in a general area or in a specific topic of classical antiquity under the direction of a faculty member who reviews and approves the topic of study and determines the means of evaluation. *Prerequisite: consent of the department chair.*

Classical Art and Archaeology

241 GREEK ART AND ARCHITECTURE

(Cross-listed Art 200) Minoan-Mycenaean art and architecture of the Aegean Bronze Age; later Greek art and architecture from the Geometric to the Hellenistic Period. Open to all classes.

Mr. Toumazou

242 ROMAN ART AND ARCHITECTURE

(Cross-listed Art 202) Art and architecture of the Roman Republic and Empire, including influences of earlier Etruscan and Hellenistic Greek art upon the Romans. Open to all classes.

340 AEGEAN ART AND ARCHAEOLOGY

Prehistoric cultures of the Aegean basin, 3000-1100 B.S. Emphasis on the art and archaeology of the Late Bronze Age, Homer's Heroic Age. Topics include the Palaces of Minoan Crete, the Royal Tombs of Mycenae, fortified citadels on the Greek mainland, trade contacts with the Near East and Egypt, and the Trojan War. *Prerequisite: 241 or consent of the instructor.*

341 WONDERS OF THE ANCIENT WORLD

Greek and Roman science and technology and effects upon Classical Civilization; typically includes the five Greek wonders of the ancient world. Open to all classes.

342 PRACTICUM IN MEDITERRANEAN ARCHAEOLOGY

Intensive, on-site training in archaeological field methods and techniques. Daily instruction on excavation and recording, lectures by specialists, visits to other archaeological sites and museums. (Currently conducted at a site near Athienou in southcentral Cyprus.) *Prerequisite: consent of the instructor.*

Mr. Toumazou

Classical Humanities (Courses under this rubric integrate both the literature and the arts of the classical world in their cultural settings.)

350 CLASSICAL MYTHOLOGY

Greek mythology, including its background in Near Eastern myths and legends, its treatment by Greek poets and artists, and its legacy among the Romans. Open to all classes. (A course in Classical Humanities)

351 THE GOLDEN AGE OF GREECE

Classical Greek culture of c. 500-300 B.C. from a broadly humanistic perspective: the artistic, literary, religious, and intellectual developments of the period as reflections of social and political context. Open to all classes. (A course in Classical Humanities)

Mr. Fagan

352 THE SILVER AGE OF ROME

Roman culture of the early Empire from a broadly humanistic perspective: the artistic, literary, religious, and intellectual developments of the period as reflections of social and political context. Open to all classes. (A course in Classical Humanities)

353 GREEK SPORTS AND ATHLETIC FESTIVALS

Mr. French

Ideal of the athlete in the Greek system of values explored through art and archaeology, literature, and inscriptions. Selected victory odes of Pindar and field demonstrations of individual athletic events. Open to all classes. (A course in Classical Humanities)

354 THE CLASSICAL WORLD IN ITS LIVING CONTEXT

The historical framework, physical environment, monuments, and ancient and modern cultural mores of the lands of the Mediterranean. Students use library and other facilities to prepare two major research papers; these include site and thematic reports to be delivered in the course of the Seminar Abroad in classical Humanities (CLA 355-357). Designed for participants in the Seminar Abroad in Classical Humanities. *Prerequisite: admission to the Seminar Abroad in Classical Humanities.*

355, 356, 357 SEMINAR ABROAD IN CLASSICAL HUMANITIES

Three course-credit seminar surveying major aspects of classical antiquity. Conducted on location in Turkey, Crete, Greece, Sicily, Italy, and Southern France; the seminar terminates in Europe so as to permit participants to continue with independent travel. Open to all sophomores, juniors, and seniors; normally limited to a maximum of sixteen participants. *Prerequisite: consent of the department chair.* (Offered in even-numbered years. The department mails notices to all but the freshman class in the fall of any year that the program is given.)

355 HELLENIC CIVILIZATIONS

Introduction to the civilizations of the prehistoric Aegean and of historical Greece, conducted on location in museums and on archaeological sites in Turkey, Crete, Greece, and Sicily.

356 ITALIC CIVILIZATIONS

Introduction to the prehistoric civilizations of Italy and to the historical civilizations of Etruria and of Rome, conducted on location in museums and on archaeological sites in Turkey, Greece, Sicily, Italy, and France.

357 GREEK AND ROMAN ART AND ARCHITECTURE

(Cross-listed Art 328) Survey of major and minor forms of classical art and architecture conducted in museums and on archaeological sites ranging from Istanbul to the south of France. The course includes the arts of Byzantium and examples of Medieval and Renaissance art and architecture derived from the classical tradition.

358 BEAUTY IN THE CLASSICAL TRADITION

Mr. French

Concepts and theories of beauty in classical literature and philosophical writings, and analysis of various realizations of these concepts in the visual arts and literature of the classical world. Emphasis on semiotic as well as aesthetic criticism. Open to all classes.

359 JUNIOR TUTORIAL

Mr. French

Orientation to the entire field of classical civilization through a prescribed reading list. This independent study integrates approaches to the material through specific topics and problems. *Prerequisite: consent of the department chair.*

450 SENIOR SEMINAR

Mr. French

Investigation of a topic of mutual interest by all senior majors and faculty of the department. Introduction to and integration of various methodologies of the field. *Prerequisite: 359.*

451 SENIOR HONORS THESIS IN CLASSICAL HUMANITIES

Admission by consent of the Department of Classical Studies.

ECONOMICS

Professor Emeritus: Ratliff

Professors: Appleyard (on leave Fall), Hess, Lindsey, Ross (Chair)

Associate Professors: Kumar, Martin (On leave Fall)

Assistant Professors: Simpson, Wellington (On leave)

Core Requirements: Any course numbered below 380, except 295, counts toward fulfillment of the core requirement in social science; however, the department recommends Economics 101.

Major Requirements: Economics 101, 202, 203, 204, 495, and a minimum of five other courses, with at least three of the following four series represented: 310, 320, 330, and 380. At least one of the electives must include Economics 314, 317, 323, 324, 328, 337, or 338. At least one of the five electives must be a "W" course. Mathematics 130 or 131 is required.

(A "W" course contains a significant writing component. Completion of Economics 401 with a grade of B+ or better will satisfy the "W" requirement; with the approval of the department, Economics 385 may satisfy the "W" requirement. Each year a list of courses to be taught in "W" sections is announced.)

The department strongly recommends that students fulfill the core theory requirements (Economics 202, 203, and 204) early in the major.

Honors Requirements: The major requirements stated above, Economics 401, completion of an honors thesis, and oral defense of the thesis. A student desiring to become an honors candidate must have a grade point average of at least 3.5 both within the major and overall. The student should apply in writing to the department chair in the spring semester of the junior year.

101 INTRODUCTORY ECONOMICS

Staff

Theories and institutions that organize and direct economic activities in contemporary society. Prepares students for intelligent understanding of domestic and international economic problems; serves as a foundation for further work in economics; and complements study in other areas. Meets for extra sessions.

202 INTERMEDIATE MICROECONOMIC THEORY

Mr. Ross

Analysis of production and consumption activities of individual economic units. Areas of co-concentration include the theory of consumer behavior, cost analysis, production and distribution theory, general equilibrium, and welfare criteria. *Prerequisite:* Economics 101. *Mathematics 130 or 131 recommended.*

203 INTERMEDIATE MACROECONOMIC THEORY

Mr. Hess, Mr. Kumar

Theories of aggregate demand and supply; determination of real national income, employment, and price level; and use of fiscal and monetary policies to achieve macroeconomic objectives. *Prerequisite:* Economics 101 and *Mathematics 130 or 131.*

204 STATISTICS

Mr. Martin, Mr. Simpson

Applications of probability and statistics to economic analysis. Topics include: probability rules, discrete and continuous random variables, confidence intervals, hypothesis tests, goodness of fit tests, correlation and regression. Computer applications using SAS and Quattro are incorporated into the course. One laboratory section per week.

230 SURVEY OF INTERNATIONAL ECONOMICS

Mr. Appleyard

(Cross-listed CIS 230) Investigation of the causes of and gains from international trade, and of the impact of policies which restrict trade. Analysis of the balance of payments and exchange rates and of their implications for economic policy. Discussion of problems of less developed countries (LDCs) and the role of LDCs in the world economy. Does not carry major credit. *Prerequisite:* Economics 101. (Not offered 1994-95)

295 INDEPENDENT STUDY

Staff

Designed for non-economics majors who desire to pursue some special interest in economics on an independent study basis. The proposal must be approved in advance by the faculty member who supervises the student and determines the means of evaluation.

- 311 INTRODUCTION TO ACCOUNTING Mr. Lindsey
Comprehensive study of the theory and problems of valuation of assets, application of funds, corporation accounts and statements, and interpretation of accounting statements.
- 312 INTERMEDIATE ACCOUNTING Mr. Lindsey
Complex problems in various areas of financial accounting, with emphasis on theoretical background and presentation. *Prerequisite: Economics 311.*
- 314 FINANCE Mr. Martin
Fundamental aspects of financial theory in both a theoretical and practical manner. Includes net present value theory, the capital asset pricing model, capital market efficiency, dividend and capital structure issues, and option models. *Prerequisites: Economics 202, Economics 204, Mathematics 130 or 131.*
- 315 MATHEMATICAL ECONOMICS Mr. Hess
Basic mathematical techniques used in economic analysis. Topics include static and dynamic analysis of market equilibrium, macroeconomic models and optimization. *Prerequisites: Economics 101 and Mathematics 130.* (Not offered 1994-95)
- 317 ECONOMETRICS Mr. Martin
Applications of statistics to the analysis of economic theory and to forecasting of economic variables. Topics include linear regression, estimation of systems of equations and univariate Box-Jenkins models. *Prerequisites: Economics 204 and Mathematics 130 or 131.* (Not offered 1994-95)
- 321 ECONOMIC HISTORY OF THE UNITED STATES Mr. Ross
Principal events affecting economic policy and behavior in the United States since colonial times. Emphasis on historical origins of contemporary American problems. *Prerequisite: Economics 101.*
- 323 INDUSTRIAL ORGANIZATION Ms. Wellington
Theoretical basis for antitrust laws and the regulation of industries. Mergers, market power, economies of scale, barriers to entry, and contestable market theory. Emphasis is placed on past and recent antitrust cases. *Prerequisite: Economics 202. Mathematics 130 or 131 recommended.* (Not offered 1994-95)
- 324 LABOR ECONOMICS Mr. Ross
Labor markets, unionization, unemployment, and public policy primarily in the setting of the United States. *Prerequisite: Economics 202.*
- 325 PUBLIC SECTOR ECONOMICS Mr. Simpson
Public sector and economic welfare; public sector expenditures, revenues and debt management; fiscal policy. *Prerequisite: Economics 101.* (Not offered 1994-95)
- 326 ENVIRONMENTAL AND NATURAL RESOURCES ECONOMICS Mr. Martin
Development of economic tools to value environmental amenities, analyze pollution control strategies, and guide natural resource use. The class develops a survey to value an environmental amenity and analyzes the policy implications of the results. *Prerequisite: Economics 101. Mathematics 130 or 131 recommended.*
- 328 MONEY AND THE FINANCIAL SYSTEM Mr. Kumar
Money and financial systems. Term structure of interest rates, structure of financial markets, regulatory framework, asset demand theories, Federal Reserve system and operation of monetary policy. *Prerequisite: Economics 203.*
- 331 HISTORY OF ECONOMIC THOUGHT Mr. Ratliff
Development and nature of economic thought from the ancient Greeks to the present, with particular attention to the classical, Marxian, Austrian, neoclassical, institutional, and Keynesian schools. *Prerequisite: Economics 101.*
- 332 ECONOMIC SYSTEMS Mr. Ross
Organization of economic systems both in theory and in practice. Critical analysis of Marxism and economic systems in transition. Case studies drawn from Europe, Japan, Russia, and China. *Prerequisite: Economics 101.*

333 ECONOMIC DEVELOPMENT

Mr. Hess

Models and strategies for economic growth and development with concentration on the contemporary less developed countries; the international concerns of resources, the environment, and security. *Prerequisite: Economics 101.*

336 ECONOMICS OF POPULATION

Mr. Hess

Population growth, components of population change, and demographic correlates of economic development. Topics include rapid population growth and contemporary developing economies, limits to growth and steady state economics, economic models of fertility and migration, and population policy. *Prerequisite: Economics 101. Mathematics 130 or 131 recommended. (Not offered 1994-95)*

337 INTERNATIONAL TRADE

Mr. Appleyard

Economic basis for international trade, determinants and consequences of trade flows, barriers to trade, and trade policy. *Prerequisite: Economics 202.*

338 INTERNATIONAL FINANCE

Mr. Hess

Macroeconomics of an open economy, balance of payments adjustment, exchange rate regimes, and coordination of international economic policy. *Prerequisite: Economics 203.*

380 to 384 SEMINARS

Staff

Reading, research, papers, and discussion on selected topics in economics. Each staff member announces in advance the particular topic or area of the seminar. *Prerequisite: Permission of the instructor.*

385, 386 INDIVIDUAL RESEARCH

Staff

Designed for the student who desires to pursue some special interest in economics. Research proposal must be approved in advance by a faculty member who supervises the student and determines the means of evaluation.

401 HONORS THESIS RESEARCH

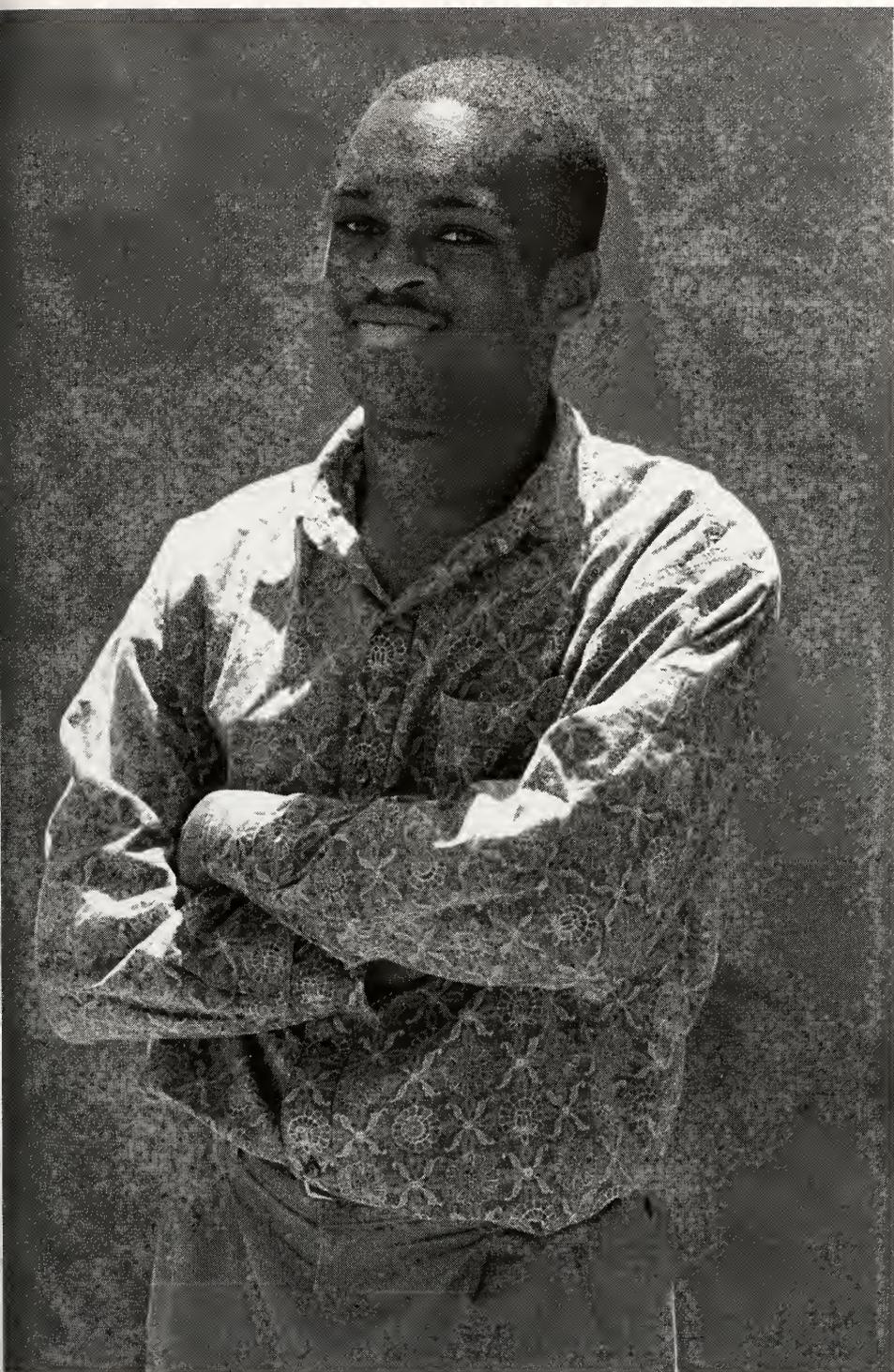
Mr. Ross

Reading and discussion of selected materials, introduction to research areas, formulation of thesis proposal, and defense of the proposal. Open to honors candidates only. (Note: A grade of B+ or better is required to continue with the writing and defense of the thesis.) (Fall)

495 SENIOR SESSION

Mr. Hess, Mr. Ross

Required of all seniors majoring in economics. Students participate in colloquia on economic problems, theory, and policy; write an empirical research paper; and take a comprehensive examination in economics that includes the major field achievement test in economics, an oral exam and written examinations in quantitative methods and micro-macroeconomic theory.



EDUCATION

Professor: Ault

Associate Professors: Barton, Mitchell (Chair)

Assistant Professor: Webb

Lecturer: Gerdes

Visiting Lecturers: Carpenter, Painter, Rogers

Core Requirements: Education 199c, 121 and 243 may be counted toward the fulfillment of the core requirement in Social Science.

Davidson College is a liberal arts institution emphasizing broad and deep academic preparation for undergraduates founded on the teaching excellence of its faculty. In this context, the professional education program seeks to develop teachers who are leaders for academic development in secondary schools. Just as their professors have modeled academic excellence and a mentoring role, secondary teachers prepared at Davidson will be academic role models for their students and function as mentors for inquiry and mastery of subject matter. To achieve the competencies requisite to this role, teacher education students undertake a program of liberal studies, a rigorous academic major, and a sequence of professional studies leading to pedagogical proficiency.

Goals of the Teacher Education Program: To prepare leaders for academic development for secondary schools, the program addresses the following goals:

1. To provide a program of studies constituting a liberal education;
2. To provide an academic major constituting in-depth knowledge of subject matter appropriate for teaching in secondary schools;
3. To provide a sequence of professional studies courses and experiences leading to pedagogical proficiency.

Teacher Certification: Davidson College is approved by the National Council for Accreditation of Teacher Education (NCATE) and by the North Carolina State Board of Education to grant North Carolina A-Certificates at the secondary school level in the fields of English, Mathematics, French, Latin, Spanish, and Social Studies (which includes majors in Anthropology, Economics, History, Political Science, Sociology, Psychology and Religion). Through reciprocity agreements, North Carolina certificates are accepted in 28 additional states. For more detailed information, interested students should contact the Chair of the Department of Education during the freshman or sophomore year. The *Teacher Education Program Handbook* is available in the Education Department and provides all details related to certification procedures.

General Requirements: In addition to meeting the requirements of the major, students entering the Teacher Education Program must take the following courses: Education 121, 242, 243, and Psychology 101. Students must also have minimum scores designated by the State of North Carolina on Core Battery III and the Specialty Area of the National Teachers' Examination prior to applying for certification in North Carolina.

Admission Requirements: Formal admission to the Teacher Education Program usually occurs during the sophomore year. Students will complete an "Admission to the Teacher Education Program" form and meet the following guidelines:

1. Proficiency in oral and written communications through completion of core requirements and interviews with the Education Department faculty.
2. State designated minimum scores on Core Battery I and Core Battery II of the National Teachers Examination.
3. Completion of general education coursework.
4. Successful completion of EDU 121, History of Educational Theory and Practice (grade of "C" or better).
5. Successful completion of PSY 101, Introduction to Psychology (grade of "C" or better).
6. A minimum overall GPA of 2.5.
7. A recommendation from the departmental advisor and one other faculty member regarding the student's interest and suitability for teaching.

8. Approval of the Teacher Education Committee.
9. Approval of the Department of Education faculty and Chairperson.

Student Teaching: Students will take Education 400, 410-411, and 420 concurrently in one semester during the senior year that is reserved for student teaching. No additional courses can be taken at this time. The criteria for admission to student teaching includes:

- (1) Admission to the Teacher Education Program.
- (2) A minimum overall grade point average of 2.5.
- (3) A minimum grade point average in the teaching field of 2.0.
- (4) Completion of all professional education courses with no grade below "C."
- (5) Recommendation by the Chairperson of the Education Department and approval of the Teacher Education Committee.

121 HISTORY OF EDUCATIONAL THEORY AND PRACTICE

Ms. Mitchell

Traces historical development and underlying philosophies of educational institutions and practices in the United States; considers current roles and functions of the school in relation to other social institutions such as state and church. (Fall)

241 CHILD DEVELOPMENT

Ms. Ault

(Cross-listed Psychology 241) *Prerequisite: Psychology 101.*

242 PSYCHOLOGY OF TEACHING

Ms. Gerdes

Psychology of learning as it relates to teaching. Focus on contemporary theories of learning, retention, transfer, motivation, educational assessment, and adolescent psychology, and their particular application to classroom teaching. Appropriate clinical experiences in educational institutions required. *Prerequisite: Psychology 101. It is strongly recommended that students who are earning a teaching certificate take this course in the spring term of their junior year.* (Spring)

243 ADOLESCENT DEVELOPMENT

Ms. Webb

(Cross-listed Psychology 243). Individual development of normal adolescents with emphasis on learning, social, cognitive and emotional development, human sexuality, and adolescent behavior. Special study of behavioral, social learning, and cognitive theories of development as they relate to adolescent development. *Prerequisite: Psychology 101.* (Fall, Spring)

244 SPECIAL POPULATIONS IN SCHOOL SETTINGS

Ms. Webb

Issues related to educational needs of special populations (learning disabled, special education, gifted), multicultural groups and handicapped students in schools. Students examine personal and society's attitudes about children with special circumstances.

300 SEMINAR: SPECIAL TOPICS IN EDUCATION

Staff

Topics vary according to educational objectives and preferences of interested students. *Prerequisite: approval of the instructor.*

301 INDEPENDENT STUDY IN EDUCATION

Staff

Individual research and study in amounts and under conditions specified in a written contract arranged no later than the end of the first week of the term in which credit is to be authorized. Contract must include project title, summary statement of project objectives and proposed activities, preliminary bibliography, specific evaluation criteria and techniques, and schedule of conferences with the instructor. *Prerequisite: approval of the department chair and acceptance of contract by the faculty sponsor of the department.*

400 ORGANIZATION FOR TEACHING

Staff

Procedures for effective organization and presentation of subject matter in particular academic disciplines at the high-school level. Approximately one-third of this course is taken under the direct supervision of one or more Davidson College professors in the academic discipline of anticipated certification. Includes work in teaching of reading the content areas. Requires appropriate clinical experiences in schools. *Prerequisite: approval of College Committee on Teacher Education.*

410, 411 INTERNSHIP IN TEACHING

Staff

One semester of full-time involvement in the secondary school spent in observing, classroom teaching, and other tasks appropriate to accomplished professional teaching. Close classroom supervision by the local secondary school and Davidson professors. Students must demonstrate effective teaching of reading in the content area. Credit: two courses. *Prerequisite: approval of instructor.*

420 SEMINAR IN SECONDARY EDUCATION

Ms. Gerdes

Function of the secondary school, nature of the secondary student, and secondary school curriculum. Emphasis on diagnostic and remedial procedures for secondary students. Discussion includes evaluation and shared experiences resulting from the internship experience. *Prerequisite: approval of instructor.*



ENGLISH

Professors: Abbott (Chair), Gibson, Holland, Lewis, Nelson

McGee Visiting Professor of Writing: Jones-Meadows

Associate Professors: Kuzmanovich, Mills

Assistant Professors: Carroll, Pawl, Thomas

Visiting Lecturers: Beasley, Flanagan, Grady, Raynal

Core Requirements: English courses numbered 110 or higher — with the exception of 201, 203, 241, 294, 301, 303, 304, 305, 310, independent studies, tutorials and 495 — may be counted toward the fulfillment of the core requirement in literature.

Cultural Diversity Requirement: English 292 and 394 are options for fulfilling the cultural diversity requirement.

Major Requirements: ten courses as follows:

1. English 220, 240, 260, and 280, preferably completed by the end of the junior year.
2. One 300-level course in modern literature drawn from courses numbered 372-394.
3. English 495, the Senior Colloquium.
4. One seminar, numbered Eng 400-494.
5. Three electives, one at the 200-level or higher and two at the 300-level or higher.

Note: With departmental approval, one or two courses from fields related to the student's program may be substituted for English courses. No more than two independent studies may be counted toward the major.

Honors Requirements: The Honors Program requires a 3.5 GPA in English courses by the time of graduation and a 3.2 overall GPA at the point of application to the program. It normally comprises twelve courses. These twelve include two courses in addition to the ten required of all majors: English 398, in which the student researches a thesis and presents plans to a thesis committee; and English 498, in which the student writes the thesis and, at the end, is examined by the thesis committee. Exceptions to the requirement of twelve courses may include the following:

- A. Students who feel they have already done adequate research to begin writing a thesis may request that the Department waive the requirement of English 398.
- B. Students who apply to the honors program before they have completed their 200-level English elective may ask the Department to substitute English 398.
Note: Either A or B may be chosen but not both.
- C. With the Department's permission, two courses required of the Honors student may come from departments related to the student's thesis.

A more detailed description of the Honors Program may be found in the Department Handbook, available in the offices of all faculty members. To be awarded Honors, students must achieve at least a grade of B+ in both English 398 and English 498.

101 ENGLISH COMPOSITION I

Staff

Instruction in expository writing and the research paper. *Open to freshmen only. Sophomores with permission.*

110 INTRODUCTION TO LITERATURE

Staff

Designed for beginning students, this course provides tools for interpreting literature. Defines literary terms and demonstrates methods of reading literary texts. Students analyze, discuss and write about representative works of poetry, fiction, and drama.

151 INTRODUCTION TO SHAKESPEARE

Mr. Abbott

Reading of selected plays, viewing of selected films and area productions. This course, which does not count toward the English major, is designed for students who seek an introductory literature course. Emphasis on reading aloud and the frequent writing of short essays.

- 201 INTERMEDIATE COMPOSITION Ms. Carroll
Instruction in synthesis, analysis and the research paper. *Open to freshmen and sophomores who have exempted 101, who have received AP or course credit for 101, or who wish a more advanced instruction than English 101.* (Formerly 102)
- 203 INTRODUCTION TO CREATIVE WRITING Mr. Abbott
Practice in the writing of poetry and/or short fiction with some reading of contemporary American poets and fiction writers. *Prerequisite: permission of the instructor.*
- 220 THE STUDY OF LITERATURE Staff
Skills in literary interpretation and research, with emphasis on close reading and written analysis of selected works of poetry, fiction, and drama by major authors. Beginning with the class of 1996, English 220 is required for the major in English. *Limited to freshmen, sophomores, and juniors; permission of the chair for seniors.*
- 240 BRITISH LITERATURE FROM THE MIDDLE AGES TO 1660 Staff
Introductory survey of the British literary tradition in poetry, drama, and narrative during the Middle Ages and Renaissance, with special emphasis on the Beowulf poet, Chaucer, Spenser, Shakespeare and Donne.
- 260 BRITISH LITERATURE FROM 1660 to 1850 Staff
British literature of the Restoration (including Milton), the 18th Century, and the Romantic and early Victorian periods.
- 261 MODERN DRAMA Mr. Abbott
European, American, and British drama from Ibsen to Pinter with emphasis on the major movements within Western theater: realism, naturalism, expressionism, Epic Theater, and Theater of the Absurd.
- 262 DAVIDSON SUMMER PROGRAM AT CAMBRIDGE UNIVERSITY
Limited to thirty students, the Davidson Summer Program at Cambridge focuses on the history and literature of late 18th and 19th-century Britain. Students may receive credit for either English 262 or History 220.
- 280 AMERICAN LITERATURE TO 1870 Staff
Historical survey treating the development of American letters from early Puritanism through Dickinson.
- 281 SOUTHERN LITERATURE Staff
Regional survey from literary beginnings to the present, with particular attention to the Southern Renaissance. *Freshmen must have permission of the instructor.*
- 282 AFRICAN-AMERICAN LITERATURE Ms. Flanagan
Readings in poetry, drama, and prose by African-American writers from the early 20th century to the present.
- 290, 291 STUDIES IN LITERATURE AND RELIGION Ms. Gibson
Special topics considering relationships between literature and religion. The subject for 1995 (Spring) is "Mystery and Its Fictions." *Freshmen must have permission of the instructor.*
- 292 CHINESE LITERATURE Mr. Holland
Selection of poetry and prose from ancient times to the 14th century with some attention to the problems of comparative literature. *Open to freshmen without permission.*
- 293 FILM AS NARRATIVE ART Mr. Kuzmanovich
Relationship between prose narrative and film, with emphasis on literary origins and backgrounds of selected films, verbal and visual languages, and problems of adaptation from novel and short story to film. *Freshmen must have permission of the instructor.*
- 294 PHOTOGRAPHY AND LITERATURE Mr. Bliss
Critical study of photography and of literature associated with it.

295 WOMEN WRITERS

Ms. Mills

Selected 19th and 20th century British and American women authors. The course explores how culture influences the writing, reading, and interpretation of literature and how women writers articulate their experience. *Freshmen must have permission of the instructor.*

296 SCIENCE FICTION AND FANTASY

Mr. Nelson

The origins and development of both genres, emphasizing works from the 19th and 20th centuries. Lectures and discussion cover Victorian fantasy, the golden age of science fiction, "soft" science fiction, the New Wave, and related topics. Writers vary from year to year but might include Shelley, Wells, Asimov, Bradbury, Tolkien, Le Guin, Hoban, and others.

Courses numbered 300-399 are open to sophomores, juniors and seniors. Not open to freshmen.

301 WRITING NONFICTION PROSE

Staff

Advanced study of contemporary nonfiction prose, approaches to expository writing across the curriculum and editing; students may pursue special interests. *Open to students who want advanced work in writing. Freshmen and sophomores require permission.* (Formerly 201)

303 WRITING POETRY

Staff

Offered in years when a professor in residence or a visiting professor of writing focuses on poetry. *Prerequisite: English 203 or permission of the instructor.*

304 WRITING FICTION

Staff

Offered in years when a professor in residence or a visiting professor of writing focuses on fiction. *Prerequisite: English 203 or permission of the instructor.*

305 WRITING PLAYS

Ms. Jones-Meadows

Offered in years when a professor in residence or a visiting professor of writing or theater focuses on playwriting. (Offered Spring 1995) *Prerequisite: permission of the instructor.*

310 THE ENGLISH LANGUAGE

Ms. Mills

Introduction to theories of modern linguistics as they illuminate the historical development of English phonology, morphology, and syntax from Old and Middle English to Modern English. Attending to both written and spoken English, students examine definitions and theories of grammar as well as attitudes toward language change in England and the U.S. *Freshmen must have permission of the instructor.*

342 MEDIEVAL LITERATURE

Ms. Gibson

An interdisciplinary study of medieval English literature, visual art, and spirituality from the 8th through the 15th century. Most texts are read in translation. Taught in alternate years. *Freshmen must have permission of the instructor.*

343 CHAUCER

Mr. Grady

Critical study of *The Canterbury Tales* and *Troilus and Criseyde* in Middle English with attention to their historical and cultural context. *Freshmen must have permission of the instructor.*

345 STUDIES IN MEDIEVAL LITERATURE

Ms. Gibson

Special topics in medieval literature such as Medieval Drama, Arthurian Literature, or Medieval Women Mystics. Taught in alternate years. *Freshmen must have permission of the instructor.*

352 SHAKESPEARE

Ms. Lewis

Critical reading of selected plays. *Freshmen must have permission of the instructor.*

353 STUDIES IN ENGLISH RENAISSANCE LITERATURE

Ms. Lewis

Topics in Renaissance literature such as Elizabethan and Jacobean drama, Renaissance schools of poetry, and Northern humanist culture. *Freshmen must have permission of the instructor.*

- 355 MILTON Ms. Pawl
Paradise Lost, Paradise Regained, Samson Agonistes, selected minor poems, selected prose. *Freshmen must have permission of the instructor.*
- 361 18TH CENTURY BRITISH LITERATURE Staff
 Selected authors of 18th-century Britain, with emphasis on Swift, Pope, Dr. Johnson and Boswell. *Freshmen must have permission of the instructor.*
- 362 BRITISH ROMANTICISM Mr. Holland
 Poetry and prose of early 19th-century Britain. *Freshmen must have permission of the instructor.*
- 363 THE BRITISH NOVEL TO DICKENS Ms. Pawl
 Major British novelists of the 18th century and the early 19th century. *Freshmen must have permission of the instructor.*
- 371 VICTORIAN LITERATURE Mr. Holland
 Readings in the prose and poetry of the period. *Freshmen must have permission of the instructor.*
- 372 BRITISH FICTION FROM DICKENS TO THE PRESENT Mr. Kuzmanovich
 Selected works of British and Commonwealth fiction from the Victorian period to the present. *Freshmen must have permission of the instructor.*
- 373 MODERN BRITISH AND IRISH POETRY Mr. Thomas
 Development of the art of poetry from 1880 to the present, with emphasis on Hopkins, Hardy, Yeats, Edward Thomas, Larkin, and contemporaries such as Heaney, Harrison, Boland, and Hoffman. *Freshmen must have permission of the instructor.*
- 381 AMERICAN FICTION: 19TH CENTURY Mr. Nelson
 Historical and theoretical understanding of romanticism, realism, and naturalism, with attention to special problems in Poe, Hawthorne, Melville, Twain, James, Crane, and others. *Freshmen must have permission of the instructor.*
- 385 STUDIES IN AMERICAN LITERATURE Mr. Abbott
 Special topics in American literature. The topic for Spring, 1995, is American Drama Since 1945. *Freshmen must have permission of the instructor.*
- 386 AMERICAN FICTION: 20TH CENTURY Mr. Nelson
 Historical and theoretical understanding of modernism, postmodernism, and contemporary literature, with attention to special problems in Dreiser, Fitzgerald, Faulkner, Ellison, O'Connor, Welty, Bellow and others. *Freshmen must have permission of the instructor.*
- 387 MODERN AMERICAN POETRY Mr. Thomas
 Development of poetry in America from Whitman and Dickinson to the present. *Freshmen must have permission of the instructor.*
- 391 LITERARY CRITICISM Mr. Kuzmanovich
 Analytic and comparative reading of major critical texts. *Freshmen must have permission of the instructor.*
- 392 STUDIES IN LITERATURE BY WOMEN Ms. Mills
 Special topics in women's writing such as *Inflections of the Self, Poetry and Female Identity, the Woman Hero, Gender and Text*. *Freshmen must have permission of the instructor.*
- 393 STUDIES IN LITERATURE AND THE VISUAL ARTS Mr. Kuzmanovich
 Special topics considering relationships between literature and the visual arts. Designed especially for students who wish to pursue the study of film beyond the level of English 293 and for students interested in relationships among painting, sculpture and literature. *Freshmen must have permission of the instructor.*

394 STUDIES IN MODERN LITERATURE

Ms. Flanagan

Special topics in modern literature, such as Modern International Fiction, Contemporary Poetry, Literature and Medicine, and Contemporary Drama. The topic for Fall, 1994, is Caribbean Literature. *Freshmen must have permission of the instructor.*

395 INDEPENDENT STUDY IN LITERATURE

Staff

Independent study under the direction of a faculty member who determines the means of evaluation. Permission of the instructor required.

396 INDEPENDENT STUDY IN WRITING

Staff

Independent study under the direction of a faculty member who determines the means of evaluation. Permission of the instructor required.

397 INDEPENDENT STUDY

Staff

Independent study under the direction of a faculty member who determines the means of evaluation. Permission of the instructor required.

398 HONORS TUTORIAL

Staff

Reading and research in the honors project, culminating in an oral report and thesis outline presented to members of the Department. Normally elected during the second semester of the junior year.

Seminars, numbered 400 through 494, are limited to ten juniors and seniors with preference to English majors. Six seminars will be offered in 1994-95.

400-494 SEMINARS

Staff

English 495 and English 498 are limited to seniors.

495 SENIOR COLLOQUIUM

Ms. Gibson

Approaches a wide range of British and American literature through a specific topic, theme, or problem chosen each year by the instructor. Topics might include a genre such as comedy or epic, a specific historical issue, or some other broad organizing principle. The topic for 1994 is "Texts on the Edge." Students learn how to synthesize and analyze material from disparate cultures and periods by reading, discussing, and writing about works that exemplify the particular course focus. The final examination addresses a broad range of theoretical and historical issues. *Prerequisite: English 240, (140); 260 (160); 280 (180); and, beginning with the class of 1996, English 220.*

498 SENIOR HONORS THESIS

Staff

Writing of the thesis begun in English 398, and oral defense of the thesis before members of the Department. Normally elected during the second semester of the senior year.

FRENCH

Professors: Dockery (Chair), Jacobus, Singerman, Yoder
 Associate Professors: Kruger, Slawy-Sutton (Resident-Director, France 1994-95),
 Sutton (on leave)

Core Requirements: Any course numbered 199c, 220-229, or 320-362 may be counted toward the fulfillment of the core requirement in Literature.

Cultural Diversity Requirement: French 361 is an option for fulfilling the cultural diversity requirement.

Foreign Language Requirement: Completion of French 201 meets the foreign language requirement for the degree.

Students with prior work in French take a placement exam during orientation week. Using the results of the placement exam (which tests reading and listening skills) and the high school record, the department places the student at the appropriate level.

Students may satisfy the language requirement by high achievement on the placement exam. Should they wish to continue French, they should enroll in a course numbered 202 or above. Other students may petition the department to satisfy the language requirement on the basis of an oral examination given by a member of the department.

Major Requirements: Ten French courses numbered above 202, and including:

- I. French 211 or equivalent
- II. Two courses in French civilization
- III. One course in a literary genre (e.g. poetry, theater, novel)
- IV. French 390-391 (or 392 and an additional 300-level literature course in lieu of 390-391), 490, 491 (or 499)
- V. Two additional French courses

Note: In addition to 490 and 491 (or 499), senior majors are required to take a third course in the department during the senior year.

In the spring semester of their senior year, French majors write a Senior Thesis based on a personal reading program developed with the help of a faculty advisor. The reading program may be organized around a literary theme, genre, or movement, as well as a particular author or a civilization topic. Typical topics have been: "The Individual and Society," "Female Identity," "Jean-Paul Sartre and Existentialist Theater," "Colonialism and Black Consciousness," and "The French Revolution in Literature and History."

Students with a special interest in civilization may include in the major two courses in other Davidson departments dealing substantially with some aspect of French culture, history, politics, or economics, with the written approval of the advisor.

Study abroad is strongly encouraged for all French majors. Students who participate in non-Davidson foreign-study programs must secure advance approval from the department for credit toward the major. Students in the Junior Year in Montpellier take French 390 and 391. Juniors on the Davidson campus take French 392 and another advanced French literature course in lieu of French 390-391.

Students wishing to obtain teacher certification (K-12) in French must satisfy all the education requirements in addition to the major requirements in French, with the exception of French 491 (which is waived to allow the student to complete the education program in the spring semester, including student teaching). Teacher certification candidates submit and present orally a paper on foreign language pedagogy in lieu of the Senior Thesis.



Honors Requirements: In addition to the regular courses for the major, with the exception of French 491, the candidate for honors, with prior departmental approval, registers for French 499 in the spring semester of the senior year, writes an honors thesis, and does an oral defense in French before a departmental thesis committee.

101 ELEMENTARY FRENCH I

Introductory French course developing basic proficiency in the four skills: oral comprehension, speaking, writing, and reading. Requires additional work in drill sessions and the language laboratory. Normally for students with no previous instruction in French. Limited to freshmen until add/drop.

102 ELEMENTARY FRENCH II

Continuing development of basic proficiency in the four skills. Drill sessions and work in language laboratory. *Prerequisite:* French 101 (1) at Davidson or permission of the department.

103-104 INTENSIVE ELEMENTARY FRENCH I & II

Intensive introductory two-course sequence with the same proficiency goals and requirements as 101 and 102. Requires additional work in drill sessions and the language laboratory. Designed for students considering study abroad, and those who would like to complete their language requirement in one year or accelerate acquisition of the language. Students completing this sequence may enroll directly in 201 or 203-204.

111 CONTINUING FRENCH

Spoken and written French for students having completed two or more years of high school French who do not demonstrate the competency required for entrance into French 201. Language laboratory required. Not open to students who have taken French 101.

201 INTERMEDIATE FRENCH

Development of skills in spoken and written French, with extensive independent oral practice and grammar review. Requires work in language laboratory or drills with personal cassette player. Fulfills foreign language requirement.

202 ADVANCED INTERMEDIATE FRENCH

Further cultivation of intermediate oral and written skills, with continued independent oral practice and grammar review. *Prerequisite:* French 201, placement examination, or permission of the department.

203-204 INTENSIVE INTERMEDIATE FRENCH I & II

Intensive intermediate two-course sequence completed in one semester, with the same proficiency goals and requirements as 201 and 202. Designed for students considering study abroad and those who would like to accelerate acquisition of the language. Students completing this sequence may enroll in any of the advanced 200-level courses. Fulfills foreign language requirement. *Prerequisite:* French 102, 103-104, or 111, placement examination, or permission of the department.

Guidelines for selecting courses beyond the intermediate level

The minimum requirement for courses numbered 211 or above is French 202. Students who have completed 202 or the equivalent may enroll in any course in the 200's. For help in matching literature, civilization, and advanced language courses to linguistic skills and interests, students may consult with any member of the French Department or refer to the departmental course selection brochure prepared each semester.

Completion of a course numbered 220 or above is normally required for enrollment in a course numbered 300 or above.

211 FRENCH CONVERSATION AND COMPOSITION

Advanced training in oral and written expression. *Prerequisite:* French 202, placement examination, or permission of the instructor.

Introductory Literature Courses (220-229)

Students beginning the study of French literature normally choose a course at this level. Students with exceptional preparation in high school may enroll directly in the advanced literature courses with the permission of the instructor. Up to two courses numbered 220-229 may count toward the major, but senior French majors may not enroll in introductory literature courses for major credit.

220 THE SEARCH FOR VALUES

Mr. Dockery

Literature treating the theme of the quest for meaning in a divinely-inspired or godless universe. Typical authors: Pascal, Montherlant, Claudel, Sartre, Camus. *Prerequisite: French 202 or above.*

221 GAMES PEOPLE PLAY

Mr. Jacobus

Literature treating the theme of French interpersonal relationships and communication. Typical authors: Apollinaire, Balzac, Camus, Anouilh, Moliere, Racine, Prevert. *Prerequisite: French 202 or above.*

222 LITERATURE AND REVOLT

Mr. Singerman

Literature treating the theme of social, moral, metaphysical or political revolt. Typical authors: Gide, Mauriac, Camus, Ionesco. *Prerequisite: French 202 or above.*

223 CHILDHOOD AND YOUTH

Ms. Slawy-Sutton

Literature treating the theme, "l'enfance et l'adolescence," through different genres and literary periods. Typical authors: Maupassant, Colette, Prevert, Anouilh, Sartre. *Prerequisite: French 202 or above.*

224 THE EDUCATION OF THE HERO

Mr. Sutton

Literature treating the theme of the central character in different genres and literary periods. Typical authors: Voltaire, Flaubert, Camus. *Prerequisite: French 202 or above.*

225 MALE AND FEMALE

Mr. Yoder

Literature treating the theme of changing gender roles and relationships. Typical authors: Gide, Chretien de Troyes, Prevost, Chateaubriand, Stendhal, Mauriac, Robbe-Grillet. *Prerequisite: French 202 or above.*

Civilization, Independent Study for Non-Majors, Pedagogy (260-311)**260 CONTEMPORARY FRANCE**

Mr. Sutton, Mr. Singerman

Contemporary French social and political institutions, attitudes and values, emphasizing current events. Especially recommended for those planning to study in France. *Prerequisite: French 202 or above.*

295, 296, 297 INDEPENDENT STUDY FOR NON-MAJORS

Individual work under the direction of a faculty member who reviews and approves the topic of study and determines the means of evaluation.

311 FOREIGN LANGUAGE IN THE SCHOOL SYSTEM

Practical application of French language and culture through teaching in local elementary and secondary schools. For students already proficient in French. Includes theoretical readings in foreign language pedagogy and a term paper. Course requirements may be satisfied over one or two semesters, depending on the frequency of class meetings. *Prerequisite: permission of the department.*

Advanced courses in literature (320-359)**320 MASTERPIECES OF THE FRENCH NOVEL**

Mr. Dockery, Mr. Singerman,

Ms. Slawy-Sutton, Mr. Sutton

Reading and discussion, in historical and social context, of major French novels selected from the classical, romantic and contemporary periods. Typical authors: Prevost, Stendhal, Balzac, Flaubert, Proust, Gide, Malraux, Robbe-Grillet. *Prerequisite: any course numbered French 220 or above, or permission of the instructor.*

329 STUDIES IN THE NOVEL: GENDER RELATIONSHIPS Staff
 Reading and discussion of French novels and short stories of the 19th and 20th centuries which depict the evolution of the relationships between the sexes. Readings include texts by Balzac, Beauvoir, Cardinal, Colette, Duras, Daudet, Maupassant, Maurois, Merimee, and Sand. *Prerequisite: Any course numbered French 220 or above, or permission of the instructor.*

330 MODERN FRENCH DRAMA Mr. Dockery, Mr. Singerman
 Thematic and esthetic analysis of masterpieces of French theater, ranging from the romantic era through the contemporary period. Typical authors: Hugo, Musset, Claudel, Anouilh, Giraudoux, Montherlant, Sartre, Camus, Ionesco, Beckett, Genet. *Prerequisite: any course numbered French 220 or above, or permission of the instructor.*

339 STUDIES IN THE THEATER Staff
Prerequisite: any course numbered French 220 or above, or permission of the instructor.

340 BAUDELAIRE, MALLARME, VERLAINE, AND RIMBAUD Mr. Jacobus
 Poems of the four major poets of French symbolism who had significant international impact. Emphasis on dynamics of image, rhythm, rhyme, music, story, voice, drama, time, and space in poetry. *Prerequisite: any course numbered French 220 or above, or permission of the instructor.*

342 POST-SURREALIST POETRY Mr. Jacobus
 Poems of Prevert, Saint-John Perse, Char, Follain, Ponge and others. Focus on the diversity of modern poetry. Emphasizing dynamics of image, rhythm, rhyme, music, story, voice, drama, time, and space in poetry. *Prerequisite: any course numbered French 220 or above, or permission of the instructor.*

349 STUDIES IN POETRY Staff
Prerequisite: any course numbered French 220 or above, or permission of the instructor.

Advanced courses in civilization (360-379)

361 FRANCOPHONE AFRICA AND THE CARIBBEAN Mr. Yoder
 Literature and civilization of French-speaking Africa and the Antilles. Focus on social, political and prophetic roles of the writer in less-developed countries. *Prerequisite: any course numbered French 220 or above. Satisfies French major requirement in civilization or literature but does not satisfy the genre requirement. (Alternate years)*

362 QUEBEC AND FRENCH NORTH AMERICA Mr. Dockery
 Representative novelists, dramatists, poets and sociologists from 1930 to the present. Special emphasis on difficulties of survival of French language and culture in North America and struggle for political and cultural self-determination in Quebec. *Prerequisite: any course numbered French 220 or above. Satisfies French major requirement in civilization or literature but does not satisfy the genre requirement. (Alternate years)*

363 FRENCH FILM Mr. Jacobus, Mr. Singerman
 French films and filmmakers from origins of cinema to the contemporary period, emphasizing surrealism (Bunuel, Vigo, Cocteau), poetic realism (Clair, Renoir, Carne), and the "New Wave" (Resnais, Godard, Truffaut). *Prerequisite: any course numbered French 220 or above. (Alternate years)*

369 STUDIES IN FRENCH CIVILIZATION Staff
Prerequisite: any course numbered French 220 or above.

Study Abroad and Independent Study for Majors (381-397)

381, 382 LANGUAGE STUDY ABROAD
 Courses in French grammar, vocabulary building, composition, and corrective phonetics taken at a university in a French-speaking country.

383, 384 STUDIES IN LITERATURE ABROAD

Courses in francophone literature taken at a university in a French-speaking country.

385, 386 STUDIES IN CIVILIZATION ABROAD

Courses on topics related to francophone civilization (e.g., culture, history, politics) taken at a university in a French-speaking country.

390 JUNIOR MAJOR SEMINAR I

Discussions and short papers on Medieval, Renaissance, 17th, and 18th century literature. Offered in Montpellier and required of all Junior French majors participating in the Davidson JYA Program in France.

391 JUNIOR MAJOR SEMINAR II

Discussions and short papers on 19th and early 20th century French literature. Offered in Montpellier and required of all Junior French majors participating in the Davidson JYA Program in France.

392 DIRECTED READINGS

A one-semester individually tailored survey of French literature from the Medieval period through the early 20th century. This course is required of majors who do not take the courses in the 390-391 sequence in Montpellier. An additional advanced French literature course must be taken to replace the second course in the sequence.

395, 396, 397 INDEPENDENT STUDY FOR MAJORS

Individual work under the direction of a faculty member who reviews and approves the topic of study and determines the means of evaluation. Does not satisfy the genre requirement for the major, except with prior permission of both the instructor and the department chair.

Seminars and Honors (430-499)**430, 431, 432 SEMINAR IN LITERATURE**

Staff

Advanced study of selected topics in French literature.

460, 461, 462 SEMINAR IN FRENCH SOCIETY: SELECTED TOPICS

Staff

Investigation of French political, economic, or cultural topics. Normally for students having traveled or studied in France. Open to others by permission of the instructor.

490 SENIOR MAJOR SEMINAR

Staff

An advanced seminar treating a special topic in French literature and/or civilization chosen by the instructor each year. Offered in the fall semester and required of majors.

491 SENIOR THESIS

An in-depth study of a literary theme, genre, movement, author, or topic of civilization in close consultation with a faculty advisor. Required of all senior majors in the spring semester, except those students enrolling in 499 Senior Honors Thesis.

499 SENIOR HONORS THESIS

Seniors who satisfy requirements for admission to the departmental honors program may enroll in 499. A written request containing a brief description of the thesis project and a working bibliography is submitted to the department for consideration no later than the fifth week of the fall semester of the senior year. Approval of project proposal constitutes permission to enroll in 499. An oral defense of the thesis is required.

GERMAN/RUSSIAN

Professor: Epes (Acting Chair 1994-95)

Associate Professor: McCulloh (Chair, Resident-Director, Germany 1994-95)

Assistant Professors: Denham, Henke, Robey,
Waghall (on leave)

Visiting Assistant Professor: Page

Visiting Lecturer: Lange

Core Requirements: German 199c, 251, German 329-349, and Russian 199c, 291, 292, and 320 satisfy the core requirement in literature.

Foreign Language Requirement: German 201 or Russian 201 meets the foreign language requirement for the degree.

Achievement tests taken at Davidson are used to place entering students at a level appropriate to their background. Students with strong preparation ordinarily receive permission to select German 201, students whose background is less strong are placed in German 102 before taking 201. Students with exceptional preparation may be able to enter German 251. Students with extraordinarily weak preparation may need to start over by taking German 101, but no student who has studied German in high school should expect to take German 101 for credit without permission of the Department.

Similarly, students electing to continue with Russian at Davidson are placed according to language experience, the results of an achievement test, and an oral interview. No student with a language background in Russian is allowed to enter Elementary Russian unless the Department approves. Consult Professor Robey for appropriate placement.

Major Requirements: German 251, 291 or 321, and seven other German courses numbered 281 or higher. These seven courses must include at least three courses taken at Davidson during the senior year, one of which is the required senior comprehensive course, German 499. With departmental approval, one of the senior courses may be a 300 or 400 level course related to German studies (e.g. European History, Contemporary European Politics, European Art.) During the fall of the senior year, the student majoring in German takes standardized language test, ordinarily the *Zentrale Mittelstufenprüfung* (for those students who have participated in JYA) or the *Zertifikat Deutsch als Fremdsprache* (for others). The Goethe-Institute, which supervises these tests, charges a modest fee. Passing the appropriate examination is a requirement for the major. The Department recommends that students who plan to study in Würzburg take the *Zertifikat Deutsch* (offered each spring) in preparation for JYA.

Honors Requirements: In addition to the major requirements, the qualified student accepted by the Department for Honors in German writes and defends a senior thesis; see German 495.

Study Abroad: A German major should plan to study abroad if at all possible. Students who have completed German 201 are eligible to apply for the JYA program in Würzburg; at least one German course numbered 251 or higher is highly desirable. A B average in German and a 2.75 overall GPA is ordinarily expected. For students unable to participate in the Junior Year Abroad program in Würzburg, the Department recommends summer programs or semester programs. Other students hoping to receive academic credit for German study abroad should consult with the Department prior to registering for a foreign study program.

Study in the former Soviet Union is possible through Davidson's participation in the Consortium for East-West Cultural and Academic Exchange. To be eligible, the student should have completed Russian 320 or its equivalent by the Junior year.

101, 102 ELEMENTARY GERMAN I and II

For beginners. Introduction and development of the basic skills of listening, speaking, reading, and writing, along with presentation of the fundamental structures of German. Requires work in the Language Center and participation in organized drill sessions. *German 101 is prerequisite to German 102.*

Staff

111 READING GERMAN

Mr. Epes

Accelerated introductory course designed for students who wish to acquire a basic reading knowledge of German. Open only to juniors and seniors who have satisfied the graduation requirement in foreign language and who have no previous credit for German. (Spring)

201 INTERMEDIATE GERMAN: SPEAKING EMPHASIS

Staff

Continuing work in development of all the basic skills of German, but with particular emphasis on the skills of speaking and writing. *Prerequisite: German 102 or placement.* (Fall, Spring)

231 CULTURAL TOPICS IN TRANSLATION

Mr. Henke

Selected interdisciplinary topics in German, Austrian, or Swiss culture in English translation. Covers various aspects of culture and society, including history, politics, economics, literature, film, art and architecture, music, mass media, and folk customs. Sample topics include: Weimar modernism; Berlin from the Enlightenment to the present; Vienna at the turn of the century; and the Holocaust in Germany history and culture. *Prerequisite: ENG 101 or equivalent.*

251 INTRODUCTION TO GERMAN LITERATURE

Staff

Literary works from five periods of German literature: Classicism, Romanticism, Realism, 20th Century to 1945, and 20th Century after 1945. The course serves both as an introduction to German literature and as a basis for extensive conversation and composition. *Prerequisite: German 201 or 202, or placement test.* (Fall, Spring)

291 CONTEMPORARY GERMANY

Staff

Examination of contemporary life in the Federal Republic of Germany. Texts include current newspapers and magazines and are supplemented by material on videotape and film. Emphasis on composition and conversation. Strongly recommended for students planning to study in Germany. *Prerequisite: German 251* (Spring)

COURSES AT THE JULIUS-MAXIMILIANS UNIVERSITÄT, WÜRZBURG

Course numbers 301-391 are reserved for courses taken on the Davidson Junior Year Abroad program. For courses taught by Würzburg faculty, the permanent record will show a short title (in English) reflecting the topic of the course abroad. *Prerequisite: participation in the Junior Year at Würzburg Program.*

301 INTENSIVE LANGUAGE STUDY ABROAD

Taught in Germany at the beginning of the Junior Year Abroad program and required of all students participating in the program.

309, 319 STUDIES IN GERMAN LANGUAGE AND LINGUISTICS**321 GERMAN CIVILIZATION**

Taught by Davidson's resident director in Germany and required of all students participating in the Junior Year Abroad program. Topics are determined by the director with departmental approval. Continued work in composition and conversation is an integral part of the course. Students are expected to participate in course-related excursions organized by the resident director.

329, 339, 349 STUDIES IN GERMAN LITERATURE**359, 369, 379, 389 STUDIES IN GERMAN CIVILIZATION****398, 399 INDEPENDENT STUDY FOR JUNIORS**

Staff

For junior students not studying abroad paper required. Independent study under the direction of a faculty member who approves the topic and determines the means of evaluation. *Prerequisite: German 251.*

SEMINARS

Courses numbered 401-481 (201-212) are seminars for which German 251 is a prerequisite and permission of the instructor is required. Specific topics vary from year to year and are announced in advance of registration.

401 SEMINAR IN GERMAN LINGUISTICS

411, 421 SEMINARS IN PERIODS OF GERMAN LITERATURE

431, 441 SEMINARS IN INDIVIDUAL AUTHORS

451, 461 SEMINARS IN LITERARY GENRES

471, 481 SEMINARS IN GERMAN CIVILIZATION

488, 489 INTERDISCIPLINARY SEMINARS

491, 492 INDEPENDENT STUDY FOR SENIORS

German 493 and 495 (thesis courses) require permission of the department. GER 495 is restricted to those students who qualify for Honors.

Credit is not awarded for both 493 and 495.

493 THESIS

495 HONORS THESIS

499 SENIOR COLLOQUIUM

The Senior Colloquium emphasizes individual projects related to a central theme and discussion of selected items from the departmental reading list. In the spring semester, students take a departmental comprehensive examination based on the reading list.

RUSSIAN

101, 102 ELEMENTARY RUSSIAN I AND II

For beginners. Introduction and development of basic skills of listening, speaking, reading, and writing, along with presentation of the Cyrillic alphabet and fundamental sounds and structures of Russian. Requires Language Center work. *Russian 101 is prerequisite to Russian 102.*

Ms. Robey

201 INTERMEDIATE RUSSIAN I

Continuing work in development of basic skills of Russian with an emphasis on speaking. (Fall). *Prerequisite: Russian 102 or placement.*

Ms. Robey

202 INTERMEDIATE RUSSIAN II

For those who wish to continue toward advanced levels of Russian. (Spring) *Prerequisite: Russian 201 or placement.*

Ms. Robey

291 RUSSIAN LITERATURE IN TRANSLATION:
NINETEENTH CENTURY

Survey of major works of 19th-century Russian literature. *Prerequisite: English 101 or the equivalent.*

Ms. Robey

292 RUSSIAN LITERATURE IN TRANSLATION:
TWENTIETH CENTURY

Survey of major works of 20th-century Russian literature. *Prerequisite: English 101 or the equivalent.*

Ms. Robey

293 TOPICS IN RUSSIAN CULTURE Ms. Robey
Selected topics in Russian culture in English translation. Sample topics include the Stalin Era, Soviet and Russian film, the Russian avant garde. *Prerequisite: English 101 or the equivalent.*

294 TOPICS IN RUSSIAN LITERATURE Mr. Roby
Selected topics in Russian literature in translation. Sample topics include madness in Russian literature, Tolstoy and Dostoevsky, Gogol and Pushkin, memoir literature. *Prerequisite: English 101 or the equivalent.*

295 INDEPENDENT STUDY Ms. Robey
Under the direction of the faculty member who reviews and approves the topic of study and determines the means of evaluation.

301 ADVANCED INTERMEDIATE RUSSIAN Ms. Robey
Further development of proficiency in speaking, reading and writing. *Prerequisite: Russian 202.*

302 INTRODUCTION TO RUSSIAN LITERATURE Ms. Robey
Continued work in writing, reading and speaking. Discussions and compositions based on study of well-known literary texts at the advanced intermediate level of difficulty. *Prerequisite: Russian 301.*

319 CONTEMPORARY RUSSIA Ms. Robey
Discussions and written assignments on excerpts from current newspapers and magazines, films, recent history and literature. *Prerequisite: Russian 301.*

320 MASTERPIECES OF RUSSIAN LITERATURE Ms. Robey
Advanced reading and discussion. Included will be works by some of the following authors: Pushkin, Gogol, Dostoevsky, Tolstoy, Turgenev, Mayakovsky, Bulgakov, Pasternak, Axmatova, Tolstaya. *Prerequisite: Russian 302 or 319.*

395 INDEPENDENT STUDY FOR ADVANCED STUDENTS Ms. Robey
Advanced study under the direction of the faculty member who reviews and approves the topic and determines the means of evaluation.

COURSES TAKEN AT A UNIVERSITY IN A RUSSIAN-SPEAKING COUNTRY

329, 339 STUDIES IN RUSSIAN LANGUAGE AND LINGUISTICS

349, 359 STUDIES IN RUSSIAN LITERATURE

369, 379 STUDIES IN RUSSIAN CULTURE

SEMINARS

401 SEMINAR IN SPECIAL TOPICS Ms. Robey
Study of a specific author, genre, theme or aspect of culture to be announced each year. Readings, compositions, oral reports, and discussions in Russian. *Prerequisite: Russian 301.*

HISTORY

Professors: Barnes, Edmondson, Krentz, Levering, Partin (Chair),
Thomas, Williams, Zimmermann (on leave)

Associate Professors: McMillen (on leave Fall), Snapp

Assistant Professors: Ballard (on leave), Berkey (on leave), Dietz (on leave), Wertheimer

Visiting Assistant Professor: Fagan

Visiting Instructor: Munsick

Core Requirement: Any course in history numbered below 400 may be counted toward the core curriculum requirement in history.

Cultural Diversity Requirement: History 161, 171, 175, 176, 181, 281, 361, 375, or 471 fulfill the cultural diversity requirement.

Advanced Placement Credit: Students normally receive credit for History 122 or 141 when they have made a score of 4 or 5 on the Advanced Placement Examination in European or American History of the College Entrance Examination Board. Students normally receive credit for History 122 when they have made a score of 6 or 7 on The Higher Level Examination in History of the International Baccalaureate Program.

Major Requirements: Eleven courses in history, including:

- I. Four 100-level courses, normally to be completed by the end of the second year, divided among at least three of the following areas:
 - A. Pre-Modern Europe (111, 112, 119)
 - B. Modern Europe (120, 121, 122)
 - C. United States (141, 142)
 - D. Latin America, India, Middle East, China (161, 171, 175, 176, 181)

Note: Students who have completed the Humanities Program receive credit for one 100-level course in either area A or area B.

- II. Six courses numbered above 200, four of which must be above 300, including at least one seminar.

Note: One course of the ten required in areas I and II must deal substantially with the years before 1400 (110s, 310s).

- III. History 480 (Senior Colloquium)

Courses numbered below 200 are not open to seniors. Courses numbered above 200 are not open to freshmen. Seminars are open only to juniors and seniors.

Honors Requirements: Candidates for admission to the honors program in history must have an overall grade point average of 3.2 after the fall semester of the junior year. Honors candidates must write and successfully defend an honors thesis in either History 488, 489 or History 498, 499 during the senior year. An average of 3.5 or above must be earned in the major by the end of the senior year and an "A-" or better awarded on the thesis to qualify for Honors at graduation.

The Kendrick K. Kelley Program in Historical Studies represents a living memorial to Ken Kelley, Class of '63, Davidson College, an honors history graduate who was killed while serving in Vietnam in 1968. The Kelley Program seeks to enrich the academic experience of students majoring in history and to encourage them to emulate Ken Kelley's virtues and achievements.

The program has three components. First, junior history majors who have a minimum overall grade point average of 3.2 are invited to apply to the Kelley Scholars program during the spring semester. Those admitted to the program enroll in a year-long Kelley Seminar for seniors which culminates in the writing of a thesis. Travel funds enable Kelley Scholars to visit university libraries to facilitate their research. Second, the Kelley Lecture Series brings distinguished historians to the Davidson campus. Third, the Kelley Award



annually recognizes the senior history major who best exemplifies Ken Kelley's personal qualities — superior academic performance, self-effacing leadership, and personal integrity.

Introductory Courses

111 THE ANCIENT WORLD

Mr. Fagan

Greek and Roman history from the Mycenaeans in the second millennium B.C.E. to disintegration of the Roman Empire in the fourth and fifth centuries C.E.

112 MEDIEVAL EUROPE

Mr. Munsick

Medieval Europe from the late Roman Empire to Italian Renaissance. Emphasizes contributions of the medieval period to development of Western Civilization.

119 ENGLAND TO 1688

Mr. Munsick

Political, constitutional, religious, and social history of England from Roman times through the medieval and early modern periods.

120 BRITAIN SINCE 1688

Mr. Munsick

The rise of the first urban industrial society, its period of world dominance, and the effects of its subsequent loss of status as a world power. Special emphasis on the political and social development of Britain since the Revolution of 1688.

121 EARLY MODERN EUROPE

Mr. Barnes, Mr. Partin

Significant political, socio-economic, and intellectual currents in European history from the Renaissance through the era of the French Revolution.

122 EUROPE SINCE 1815 Mr. Edmondson, Mr. Partin
 Significant political, socio-economic, and intellectual currents in European history since 1815.

141 THE UNITED STATES TO 1877 Staff
 American history from the first English settlements through the Civil War and Reconstruction Era.

142 THE UNITED STATES SINCE 1877 Staff
 American history since the end of Reconstruction. Topics include Industrial Revolution, Populism, Progressivism, Spanish-American War, First and Second World Wars, the Great Depression and New Deal, Cold War, Vietnam, and rise of the welfare state.

161 LATIN AMERICA Mr. Levering
 Latin American history from the European conquest to the present. Topics include: colonial period, wars of independence, development of social and cultural pluralism, and twentieth-century economic and political trends.

171 INDIA Mr. Thomas
 Indian sub-continent from pre-historic times to the present. Focuses on contributions of Hindu, Buddhist, Jain, and Islamic traditions; history of British rule; origins of Indian nationalism; rise of independent India, Pakistan, and Bangladesh. (Not offered 1994-95)

175 ISLAMIC CIVILIZATION AND THE MIDDLE EAST, 600-1500 Mr. Berkey
 Political, social, cultural and religious history of the Middle East from late antiquity to the end of the Middle Ages. Cultural identity and political legitimacy within Classical and medieval Islamic civilization. (Not offered 1994-95)

176 ISLAMIC CIVILIZATION AND THE MIDDLE EAST SINCE 1500 Mr. Berkey
 History of the Middle East from the end of the Middle Ages to the present day. Cultural aspects of contact and conflict between the Middle East and the West and to Islam's response to the challenge of modernity. (Not offered 1994-95)

181 CHINA Mr. Thomas
 China from pre-historic times to the present. Topics include: philosophical traditions of Chinese culture; achievements of the Han, Tang, Ming, and Manchu dynasties; impact of European colonialism; the 1911 revolution; growth of the Communist movement; failure of the Nationalist regime; birth of the People's Republic; impact of the Cultural Revolution.

220 DAVIDSON SUMMER PROGRAM AT CAMBRIDGE UNIVERSITY
 Limited to thirty students, the Davidson Summer Program at Cambridge focusses on the history and literature of late 18th- and 19th-century Britain. Students may receive credit for *either* English or History.

Intermediate Courses

231 THE EUROPEAN GREAT POWERS, 1870-1914 Mr. Partin
 Political evolution of the major states after 1870; diplomatic, military, and imperial rivalries to 1914; European thought, culture, and society during La Belle Epoque.

239 RUSSIA AND THE SOVIET UNION Mr. Williams
 An interdisciplinary, team-taught study of Russian and Soviet history, culture, and society. Topics include: Russia and the West, orthodoxy and heresy, empire and national autonomy, state and society, backwardness and modernization, autocracy and democracy. (Not offered 1994-95)

240 AFRICAN-AMERICAN HISTORY TO 1877 Ms. Ballard
 African-American experience from the colonial period through the Reconstruction era. Topics include: the slave trade, the institution of slavery, free blacks, slave revolts, the Civil War and Reconstruction, and African-American culture.

241 AFRICAN-AMERICAN HISTORY SINCE 1877 Ms. Ballard
African-American experience since the end of Reconstruction. Topics include the origins of the Jim Crow system, the Harlem Renaissance, black participation in the military, and the civil rights movement.

245 AMERICAN WOMEN TO 1870 Ms. McMillen
Women in the American colonies and the United States to 1870, with emphasis on the changing nature of work, the cult of domesticity, early feminism, reform efforts, and women's equality. (Not offered 1994-95)

246 AMERICAN WOMEN, 1870 TO THE PRESENT Ms. McMillen
Women in the United States from 1870 to the present, with emphasis on the suffrage movement, women's roles in two World Wars, the struggle for women's rights, changing work roles, and equality for women. (Not offered 1994-95)

249 AMERICAN MEDICAL HISTORY Ms. McMillen
Impact of health and disease on American society from European settlement to the early twentieth century. Special emphasis will be given to changes in medical institutions, professionalization, and the practice of medicine in the United States. (Not offered 1994-95)

254 UNITED STATES FOREIGN POLICY SINCE WORLD WAR II Mr. Levering
American foreign relations during a period of global political, economic, and military leadership. Topics include: World War II, Cold War and detente, Vietnam War, and relations with the Third World.

255 AMERICAN LEGAL HISTORY Mr. Wertheimer
Law and society in America from English settlement to the twentieth century.

281 ASIA AND WESTERN DOMINANCE Mr. Thomas
British, French, Portugese, and Spanish colonialism in Asia. History of colonial rule and Asian reactions; emergence of nationalism; birth of independent nations; and post-colonial relations among nations. (Not offered 1994-95)

Advanced Courses

311 CLASSICAL GREECE Mr. Krentz
Greek city-states from Athens's victory over the Persians at Marathon in 490 B.C.E. to the execution of Socrates in 399. Emphasis on society and government in Athens and Sparta. Intensive readings in translation of ancient sources, particularly Herodotus and Thucydides. (Not offered 1994-95).

313 ROME FROM REPUBLIC TO EMPIRE Mr. Krentz
Social, economic, and political effects of military conquest and imperial expansion on the Roman Republic. Topics include: attempts for reform; civil wars and resulting autocratic rule under Augustus; Rome under the Julio-Claudian emperors. Intensive readings in translation of ancient sources, including Cicero, Plutarch, and Sallust. (Not offered 1994-95).

316 THE LATER MIDDLE AGES, A.D. 1200 TO 1400 Mr. Zimmermann
Impact of economic growth and revival of town life; conflict of empire and papacy; Scholasticism; new religious orders; political thought; Medieval Florence and Dante. (Not offered 1994-95)

317 THE ITALIAN RENAISSANCE Mr. Zimmermann
Emergence of the Italian State system in the fifteenth and sixteenth centuries; Renaissance papacy; flowering of literature and the arts. (Not offered 1994-95)

321 THE AGE OF REFORMATION Mr. Barnes
Religious explosion of the sixteenth century, including Protestant, Catholic, and radical movements in historical context and with attention to consequences for European society. (Not offered 1994-95)

325 BRITAIN FROM 1688 TO 1832

Ms. Dietz

The evolution of British society and culture during the "Long Eighteenth Century," with emphasis on the reaction to an age of revolution — the Glorious Revolution, Industrial Revolution, American Revolution and French Revolution.

327 THE ERA OF THE FRENCH REVOLUTION AND NAPOLEON

Mr. Partin

Origins and course of the revolution in France to 1799; Consulate and Empire of Napoleon; impact of the Napoleonic conquests upon Europe to 1815.

333 THE ERA OF THE WORLD WARS

Mr. Edmondson

European world between 1914 and 1945, emphasizing the nature and impact of World War I; emergence of totalitarian ideologies and regimes; revolutionary currents in Asian societies; and World War II. (Not offered 1994-95)

334 THE CONTEMPORARY WORLD SINCE 1945

Mr. Edmondson

Aftermath of World War II, especially in Europe and Asia. Emphasis on Cold War rivalries and periodic confrontations; stabilization in the West and efforts at European integration; expansion of Soviet influence and control; remaking of Japan; Chinese Revolution and Sino-Soviet split; and Arab-Israeli conflict.

337 IMPERIAL RUSSIA

Mr. Williams

Examination of the St. Petersburg period of Russian history (1700-1917), emphasizing cultural westernization, political reform, foreign policy, economic development, and revolutionary intelligentsia.

339 TWENTIETH-CENTURY RUSSIA

Mr. Edmondson

Major social, economic, ideological, and political developments, emphasizing the drive to modernize; World War I and the revolutions of 1917; the civil war; debates of the 1920s; imposition of Stalinist totalitarianism; World War II; Khrushchev; Brezhnev; Gorbachev. (Not offered 1994-95)

340 COLONIAL AMERICA

Mr. Snapp

Foundation and development of American colonies to 1763. Focuses on the relationship between social and economic structures and political institutions and ideologies. (Not offered 1994-95)

341 THE ERA OF THE AMERICAN REVOLUTION

Mr. Snapp

The colonial movement from resistance to revolution; early republican thought and the adoption of state constitutions; the War for Independence; political and socio-economic struggles of the Confederation period; the origins of the federal Constitution; and the Revolution's social impact.

342 THE EARLY AMERICAN REPUBLIC

Mr. Snapp

An in-depth examination of the early American republic from the Federalist era to the Age of Jackson with emphasis on political developments, westward expansion, and social change.

343 THE OLD SOUTH

Ms. McMillen

American South from colonial origins to secession, including, as major topics, structure of society, the economy, slavery, growth of Southern sectionalism, and intellectual and cultural developments.

344 THE SOUTH SINCE 1865

Ms. McMillen

Political, economic, and social developments in the South since the Civil War. Focus on Reconstruction, Bourbon regimes, Populism, racism, the Depression, and flourishing of the "Sun Belt" after 1945. (Not offered 1994-95)

345 AMERICAN SLAVERY

Ms. Ballard

Intensive analysis of American slavery focusing on twentieth-century historiography. Exploration of the major scholarly debates of the 20th century and several 19th century slave narratives. (Not offered 1994-95)

346 THE CIVIL WAR AND RECONSTRUCTION

Mr. Snapp, Ms. McMillen

Origins of sectional conflict; military, political, and social transformations of the war years; the upheavals of the Reconstruction era; and the legacies of the era for modern America. (Not offered 1994-95)

- 347 THE UNITED STATES FROM THE 1900 TO 1945 Mr. Wertheimer
A hands-on look at United States history during the first half of the twentieth century. Topics include the Progressive Era, the "Roaring Twenties," the Great Depression, and the two world wars.
- 348 THE UNITED STATES SINCE 1945 Mr. Wertheimer
United States history from World War II to the present, including the Cold War, the upheavals of the 1960's, and the Reagan Revolution.
- 349 THE VIETNAM EXPERIENCE Mr. Levering
America's involvement in Vietnam from 1945-75. Examines diplomatic, military, political, social, and domestic aspects of American intervention.
- 361 GREATER MEXICO SINCE 1810 Mr. Wertheimer
History of the Mexican people north and south of the United States border, 1810 to the present. Topics include independence from Spain, war with the United States, the Mexican Revolution, economic modernization, and Mexican-American communities.
- 375 NATIONALISM AND COLONIALISM IN THE MODERN ARAB WORLD Mr. Berkey
European colonialism and American involvement in the Middle East and the Arab response. Great Power politics, nationalist ideology, and the cultural identity in the Arab world. (Not offered 1994-95)
- 395, 396 INDEPENDENT STUDY Staff
Reading and research on a special subject and writing of a substantial paper. Under the direction of a faculty member who reviews and approves the topic of the independent study. Admission by consent of the professor.

Seminars, Senior Colloquium, Kelley Seminar, and Honors Tutorial

- 410 ATHENIAN DEMOCRACY Mr. Krentz
Exploration of the development of Athenian democracy, including attempts to overturn it; how it worked, and what made it work; who was excluded from citizenship; and philosophical responses, including Socrates and Plato. (Not offered 1994-95)
- 415 ALEXANDER THE GREAT Mr. Krentz
Exploration of all aspects — military, political, religious, and social — of the controversial conqueror's career and his impact on the Mediterranean world.
- 417 STUDIES IN MEDIEVAL HISTORY Mr. Zimmermann
Dante and late medieval Italy. (Not offered 1994-95)
- 419 THE ITALIAN RENAISSANCE Mr. Zimmermann
Selected topics relating to development of the Renaissance in Florence and Rome. (Not offered 1994-95)
- 420 THE ENGLISH CIVIL WAR Ms. Dietz
An examination of how seventeenth-century English men and women turned their world "upside down." Emphasis on the political, social and religious causes and consequences of the Great Rebellion of 1640-1660.
113
- 421 EVERYDAY LIFE IN REFORMATION EUROPE Mr. Barnes
Material circumstances, customs, and assumptions of daily living in the sixteenth and seventeenth centuries, especially among common folk. Possible topics include: family life, sexual mores, popular entertainment, magic, witchcraft, crime and punishment.
- 426 VICTORIAN PEOPLE Ms. Dietz
Society and culture of Victorian Britain through the lens of some of its more captivating personalities and their writings. Possible figures include: Charles Darwin, George Eliot, William Gladstone, William Morris, and Sidney and Beatrice Webb. (Not offered 1994-95)

- 429 NAPOLEON Mr. Partin
 Intensive study of Napoleon and his impact on both French and European history.
- 433 TWENTIETH-CENTURY GERMANY Mr. Edmondson
 Selected topics in twentieth-century German history.
- 435 THE RUSSIAN REVOLUTION Mr. Edmondson
 Intensive study of key personalities, ideas, and events connected with the Russian Revolution. (Not offered 1994-95)
- 442 THE SOUTH IN THE REVOLUTIONARY ERA Mr. Snapp
 Intensive study of the American Revolution in the distinctive social, economic, and political context of the Southern colonies/states.
- 444 SOUTHERN WOMEN Ms. McMillen
 An examination of the changing role of southern women and their contributions to society from the colonial period to the present.
- 445 STUDIES IN MODERN U.S. DIPLOMATIC HISTORY Mr. Levering
 U.S. foreign relations during one of the four decades between 1940 and 1980. Readings include both primary and secondary sources. Major research paper required.
- 446 AFRICAN-AMERICAN WOMEN IN 19TH CENTURY AMERICA Ms. Ballard
 Writings and critical thought of African-American women such as Maria W. Stewart, Harriet Jacobs, Jarena Lee, Charlotte Forten Grimke, and Frances Ellen Watkins analyzed in a context of black feminist theory. (Not offered 1994-95)
- 461 U.S.-CENTRAL AMERICAN RELATIONS Mr. Levering
 An analysis of U.S.-Central American relations focusing on the twentieth century. (Not offered 1994-95)
- 471 GANDHI Mr. Thomas
 Mohandas Gandhi's life, philosophy of non-violence, approaches to conflict resolution, and views on economic and social change.
- 480 SENIOR COLLOQUIUM Mr. Edmondson
- 488, 489 KELLEY SEMINAR Mr. Krentz and Staff
 Two-semester research seminar for senior history majors who qualify for honors work and who are selected as Kelley Scholars. Group meetings and individual tutorials, readings in historiography, discussions of current research in the field, and lectures by various members of the Department as well as visiting historians. Culminates in the writing of a thesis. Admission by invitation of the History Department.
- 498, 499 HONORS TUTORIAL AND THESIS Staff
 A two-semester course for those senior majors who qualify for honors work but who are not enrolled in History 488, 489. Admission by consent of the History Department.

HUMANITIES PROGRAM

Associate Professor Shaw (Chair)

First Year

Directors: Associate Professors Foley (Religion), Poland (Religion)

Professors: Barnes (History), Epes (German), Kaylor (Religion), Krentz (History),
Manning (Physics), Mele (Philosophy)

Associate Professors: Mills (English), Toumazou (Classical Studies)

Assistant Professors: Ahrens Dorf (Political Science), Thomas (English)

Second Year

Directors: Professors Barnes (History), Edmondson (History)

Professors: Abbott (English), Barnes (History), Edmondson (History), Epes (German),
Kimmel (Biology), Manning (Physics), Maydole (Philosophy),
Stell (Philosophy), Thornberry (Political Science)

Associate Professors: Lewis (English), Poland (Religion), Serebrennikov (Art),

Shaw (Political Science), Smith (Art)

Satisfactory completion of the four-course interdisciplinary Humanities Program enables a student to satisfy the composition requirement and receive credit for four courses in the core as follows: literature (one course), history (one course), philosophy and religion (two courses). Enrollment is limited to 112 students, chosen at random from those entering students who list Humanities 150 as their first preference in registration.

To receive credit for the Humanities sequence, a student must pass all four courses. Classes meet together for lectures, and in groups of 16 students for discussions led by individual instructors. In junior and junior-senior seminars led by members of the staff, students explore in greater depth an idea or problem encountered in the first two years of the program. Humanities encourages and rewards clear thinking, speaking, and writing.

150 THE WESTERN TRADITION: THE ANCIENT WORLD

Interdisciplinary study of texts of the Hebrews and Greeks.

151 THE WESTERN TRADITION: LATE ANTIQUITY AND THE MEDIEVAL WORLD

Interdisciplinary study of the texts and contexts of the Roman empire, the Christian New Testament, and of medieval Europe. *Prerequisite: Humanities 150.*

250 THE WESTERN TRADITION: THE RENAISSANCE TO THE EIGHTEENTH CENTURY

Interdisciplinary study of texts and contexts of Western culture from the Renaissance to the American and French revolutions.

251 THE WESTERN TRADITION: THE MODERN WORLD

Interdisciplinary study of texts and contexts of Western culture in the nineteenth and twentieth centuries. *Prerequisite: Humanities 150, 151, and 250.*

300-399 SPECIAL TOPICS IN HUMANITIES

No junior-senior seminars will be offered in 1994-95.

MATHEMATICS

Professors: Bivens, Jackson (on leave Spring), King, Klein (Chair), Stroud

Associate Professors: Davis, Neidinger (on leave)

Assistant Professors: Molinek, Swallow, Will

Core Requirements: Mathematics 110, 121, 130 or 131, 135, 150, and 199c count towards the fulfillment of the core requirements in Natural Science and Mathematics. Credit for Mathematics 130 may be obtained by departmental approval of a student's performance on the Advanced Placement Examinations in Mathematics of the College Examination Board. Credit for Mathematics 121 may be obtained by approved performance on the Advanced Placement Examination in Computer Science.

Information for Prospective Mathematics Majors: Prospective mathematics majors should complete the following five mathematics courses (or their high school equivalents) by the end of the sophomore year: Mathematics 130 or 131, 135, 121, 150 and 300. Mathematics 235 is also recommended for freshmen or sophomore students. Note that Mathematics 130, 135 and 235 are sequenced. These courses (along with Mathematics 355) are prerequisites for many electives in mathematics, a number of which are offered only in alternate years.

Major Requirements: Mathematics 121 (Programming and Problem Solving), and 130 (Calculus I) or 031, 131 (Extended Calculus I) are prerequisite to a mathematics major. With departmental approval, these prerequisites may be satisfied by work done in high school or other college courses. The major in mathematics consists of ten mathematics courses including Mathematics 135 (Calculus II; Multivariable Calculus), 150 (Linear Algebra with Applications), 221 (Discrete Methods), 235 (Differential Equations and Infinite Series), 300 (Introduction to Abstract Mathematics), 340 (Probability), 355 (Abstract Algebra I), and three additional mathematics courses numbered above 200. At least two of the three electives must be numbered above 300. At least one mathematics course numbered above 400 must be taken during the senior year.

Honors Requirements: Candidates for honors in mathematics may emphasize either pure or applied mathematics. In meeting the major requirements stated above, honors candidates emphasizing pure mathematics must include Mathematics 335, 360, 430, 435, and either 450 or 455 in their programs. Those emphasizing applied mathematics must include Mathematics 335, 430, and three from 321, 325, 341, 435 in their programs. All honors candidates must participate in an independent study course in which they prepare an honors thesis which is defended orally before the mathematics faculty. The final recommendation of the department for graduation with honors in mathematics is determined by the quality of the honors thesis, the oral defense and the complete academic record of the candidate.

Any student considering an honors program should notify his or her academic advisor and the chair of the Department during the spring semester of the sophomore year or as soon as possible thereafter. During the junior year, the student should identify an area of mathematics he or she would like to explore and should seek out a member of the Department as potential honors supervisor. Formal application for honors should be made in writing to the chair of the Department no later than April 30 of the junior year. Early application is encouraged. Applications must include the name of the honors supervisor, the general area of investigation, and a semester by semester schedule for the required course work and independent study.

Graduate School: Any student intending to go to graduate school in mathematics should take the course-work portion of the honors requirements in either pure mathematics or applied mathematics. The Graduate Record Examination, including the Advanced Test in Mathematics, should be taken in the fall semester of the senior year, and a reading proficiency in French, German, or Russian should be acquired.

Certificate for Secondary School Teaching: Mathematics 365 is required for students who intend to seek state certification in the teaching of secondary school mathematics. Mathematics 210 and 481 are also recommended for such students.

Computer Science: The student with a serious interest in computer science should begin with Mathematics 121 and 223. Topics in computer science can be explored further through the following courses: Mathematics

221, 321, 325, 482, and Physics 310. In addition, students are encouraged to investigate courses which involve applications of the computer in various fields of study (e.g. Mathematics 210, Economics 317). Valuable experience can also be gained as a tutor or student assistant for the Computer Services Center. Inquiries concerning such opportunities should be made at the User Services Building.

The student intending to pursue graduate studies in computer science should take the courses listed in the previous paragraph. Additionally, Mathematics 235, 335, 340 and 355 are recommended. The Graduate Record Examination should be taken during the fall semester of the senior year.

An introduction to computer programming in BASIC is also included in Mathematics 110.

110 APPLICATIONS OF FINITE MATHEMATICS WITH COMPUTER PROGRAMMING

Staff

Mathematical techniques which have been used, productively and extensively, during the last thirty years and which do not involve the use of calculus. Representative topics are probability, linear programming, matrix algebra, Markov chains, game theory and graph theory. The true BASIC programming language and other software packages are introduced, and students are expected to use these as tools to solve problems. One 75-minute computer laboratory meeting per week. Not open to students with credit for Mathematics 150, 221 or 340.

121 PROGRAMMING AND PROBLEM SOLVING

Staff

An introduction to structured programming, algorithm development, and problem solving with computers. Mathematica[®] is introduced as the programming environment and language.

031, 131 EXTENDED CALCULUS I: SEMESTERS 1 AND 2

Staff

Two-semester introduction to the calculus of algebraic, trigonometric, exponential and inverse trigonometric functions with applications including graphical analysis, optimization and numerical solution of equations. Definite and indefinite integrals are introduced and applied to simple area problems. Mathematics 031 covers basic differentiation topics; Mathematics 131 covers further applications of the derivative and definite and indefinite integrals. Mathematics 031 is a non-credit course and is a prerequisite for Mathematics 131. *Not open to students with credit for Mathematics 130. (Mathematics 031 — Fall; Mathematics 131 — Spring.) (Not offered 1994-95)*

130 CALCULUS I

Staff

An introduction to the differential calculus of algebraic, trigonometric, logarithmic, exponential, and inverse trigonometric functions with applications including graphical analysis, optimization and numerical solution of equations. The definite and indefinite integrals are introduced and applied to simple area problems.

135 CALCULUS II: MULTIVARIABLE CALCULUS

Staff

An introduction to techniques and applications of single-variable integration followed by the calculus of functions of several variables, including partial derivatives and multiple integrals. Tools of analysis include polar, cylindrical, and spherical coordinates; parametric equations; and vectors, lines, and planes in space. *Prerequisite: Mathematics 130 or 131 or one year of high school calculus.*

150 LINEAR ALGEBRA WITH APPLICATIONS

Staff

An introduction to linear algebra with emphasis on applications. Topics include: linear equations; matrices; determinants; vector spaces; linear transformations; eigenvalues and applications chosen from linear programming; graph theory; least squares approximations; Markov processes; Fibonacci sequences and analytic geometry. *Prerequisite: Mathematics 110 or 130 or 131.*

191 INDEPENDENT STUDY

Staff

Open to qualified students by consent of the department chair. Does not count towards a mathematics major.

210 MATHEMATICAL MODELING

Staff

A study of mathematical models as found in the natural and social sciences. Mathematical tools used include matrices, systems of equations, elementary differential equations, curve fitting, and approximation methods. Emphasis is on the development and validation of models and the role of models in scientific studies. The computer is used for some models. *Prerequisites: Two Mathematics courses numbered above 131 or consent of the instructor and proficiency in some programming language.*

- 221 DISCRETE METHODS Staff
 An introduction to the basic techniques of problem solving in discrete mathematics. Topics include counting methods for arrangements and selections, generating functions, recurrence relations and inclusion-exclusion, covering circuits, graph coloring, trees and searching, and network algorithms. *Prerequisite: Mathematics 135 or 150 or consent of the instructor.*
- 223 INTRODUCTION TO OBJECT-ORIENTED PROGRAMMING Staff
 An introduction to programming by abstraction and the C++ programming language. Topics included are an introduction to procedural programming in C++, the use of classes to support data abstraction, class inheritance, and polymorphism. *Prerequisite: Mathematics 121 or Physics 200 or consent of the instructor based upon prior experience with a structured programming language.*
- 235 DIFFERENTIAL EQUATIONS AND INFINITE SERIES Staff
 A study of solution techniques and applications for ordinary differential equations including first order equations, linear differential equations, series solutions, and basic concepts of numerical and graphical techniques applied to equations and systems. An introduction to infinite series and power series is included. Optional topics include Laplace transforms and Bessel functions. *Prerequisite: Mathematics 135.*
- 291 INDEPENDENT STUDY Staff
 Independent study under the direction of a faculty member who determines the means of evaluation. Open to qualified students by consent of the department chair. Major credit is awarded for this course.
- 300 INTRODUCTION TO ABSTRACT MATHEMATICS Staff
 An introduction to conceptual or theoretically oriented mathematics. Emphasis is placed on developing the student's theorem-proving ability. Topics include an introduction to logic, set theory and point set topology with the topology of the real line being used as an example. Should be taken during the sophomore year by prospective mathematics majors. *Prerequisite: One of Mathematics 150, 221, 235, or consent of the instructor.*
- 321 DATA STRUCTURES AND ALGORITHMS Staff
 A study of abstract data types, supporting data structures and algorithm design. Manipulations and implementations of lists, stacks, queues, trees and graphs are considered. Strategies for choosing abstract data types appropriate for particular algorithms are examined, as are implications of this choice and its implementation on algorithm efficiency. Programs are written in C++. *Prerequisites: Mathematics 223 and Mathematics 135 or 150.*
- 325 NUMERICAL ANALYSIS Staff
 A survey of methods to approximate numerical solutions of mathematically expressed problems using computers. The derivation, limitation, and efficiency of different algorithms are considered. Example problems are root-finding, differentiation, integration, curve-fitting, differential equations, and systems of equations. Techniques include Taylor series expansion, interpolation, and finite difference calculus. *Prerequisites: Mathematics 150 and 235 and proficiency in some programming language. (Not offered 1994-95)*
- 335 VECTOR CALCULUS AND PARTIAL DIFFERENTIAL EQUATIONS Staff
 A study of the calculus of vector valued functions and vector fields and an introduction to partial differential equations. Topics include curves in space, Lagrange multipliers, Green's theorem, divergence theorem, Stokes' theorem, Fourier series, separation of variables, boundary value problems, and applications to physics. *Prerequisite: Mathematics 235.*
- 340 PROBABILITY Staff
 A study of probability theory relative to both discrete and continuous probability laws. Topics include independence and dependence, mean, variance and expectation, random variables, jointly distributed probability laws, Chebyshev's Inequality and a version of the Central Limit Theorem. Applications of probability theory are approached through a variety of idealized problems. *Prerequisite: Mathematics 135.*
- 341 MATHEMATICAL STATISTICS Staff
 A mathematical approach to statistical theory. Includes a study of distribution theory, important properties of estimators, interval estimation and hypothesis testing, regression and correlation, and selected topics from non-parametric statistics. *Prerequisite: Mathematics 340. (Alternate years)*

355 ABSTRACT ALGEBRA I Staff
 An introduction to the theory of groups, rings and fields. Topics include normal subgroups, quotient groups, homomorphisms, Cayley's theorem, permutation groups, ideals, the field of quotients of an integral domain, and polynomial rings. *Prerequisite: Mathematics 150 and 300.*

360 INTRODUCTION TO TOPOLOGY Staff
 An introduction to general metric and topological spaces. Topics include concepts of completeness, compactness, connectedness and fixed point theorems. *Prerequisite: Mathematics 300 or consent of instructor.* (Alternate years) (Not offered 1994-95)

365 GEOMETRY Staff
 A rigorous treatment of Euclidean geometry and an introduction to hyperbolic geometry. Neutral geometry is developed synthetically via a modified version of Hilbert's axioms. The Poincare and Beltrami-Klein models are used to establish the relative consistency of hyperbolic geometry. *Prerequisite: Mathematics 300.*

391, 392 INDEPENDENT STUDY Staff
 Independent study under the direction of a faculty member who determines the means of evaluation. Open to qualified students by consent of the department chair. Major credit is awarded for either of these courses.

430 REAL ANALYSIS Staff
 A rigorous treatment of one-variable calculus including: metric spaces, sequences and series, continuity, differentiation, the Riemann-Stieltjes integral, sequences and series of functions. *Prerequisite: Mathematics 235 and 300.*

435 COMPLEX ANALYSIS Staff
 The algebra and geometry of complex numbers, sequences and series of complex numbers, derivatives and integrals of functions of a complex variable. The Cauchy-Goursat Theorem, the Cauchy Integral Formula and its consequences, Taylor series, classification of singularities, the Residue Theorem, Laurent series, harmonic functions, conformal mappings, and, if time permits, miscellaneous applications. *Prerequisites: Mathematics 235 and 300.* (Alternate years)

450 ADVANCED LINEAR ALGEBRA Staff
 A further study of vector spaces, dual spaces, inner product spaces, modules, linear transformations, characteristic roots, matrices, canonical forms, trace, transpose, determinants, normal transformations and quadratic forms. *Prerequisites: Mathematics 355 or consent of instructor.*

455 ABSTRACT ALGEBRA II Staff
 A continuation of Mathematics 355 including additional topics in group theory and ring theory. Extension fields, straight-edge and compass constructions, Galois Theory and solvability by radicals. *Prerequisite: Mathematics 355.* (One of Mathematics 450, 455, or 485 is offered each year).

Seminars

At least one of the following seminars is offered each academic year, ordinarily in the spring semester. *Prerequisite: consent of the instructor.*

481 SEMINAR IN PROBLEM SOLVING AND HISTORY OF MATHEMATICS Staff

482 COMPUTER SCIENCE SEMINAR Staff

483 ANALYSIS SEMINAR Staff

485 ALGEBRA SEMINAR Staff

486 TOPOLOGY SEMINAR Staff

487 SPECIAL TOPICS SEMINAR Staff

491, 492 INDEPENDENT STUDY

Staff

Open to qualified students by consent of the department chair. Independent study is completed under the direction of a faculty member who determines the means of evaluation. Major credit is awarded for either of these courses.

MILITARY STUDIES

Professor: Lieutenant Colonel Colcord (Chair)

Assistant Professors: Major Hawkins, Major Llonch, Captain Savold

Instructors: Sergeant Major Sanderson, Sergeant First Class Downall

The Department of Military Studies — also known as the ROTC (Reserve Officers' Training Corps) Department — offers qualified students the opportunity to obtain a commission as an officer in the United States Army, Army Reserve, or Army National Guard while they are earning a college degree. ROTC helps students to build for their future in any career by developing confidence, responsibility, self-discipline and leadership abilities. This opportunity is open to both men and women. Students may pursue either a four-year or a two-year program of military studies instruction leading to a commission as an Army Second Lieutenant.

The Four-Year Program is divided into two parts: the Basic Course and the Advanced Course.

The *Basic Course* is usually taken during the freshman and sophomore years, and covers such subjects as management principles, national defense, military history, leadership development, and physical fitness training. Enrollment in the Basic Course can begin in any term in the freshman and sophomore years. No military commitment is incurred for participation in the Basic Course. After completing the Basic Course, students who have demonstrated the potential to become officers and who have met the physical and scholastic standards for commissioning are eligible to enroll in the Advanced Course. Basic Course students (freshmen and sophomores) must complete MIL 101, 102, 201, and 202.

The *Advanced Course* is taken during the junior and senior years. It includes instruction in organization and management, principles of training management, tactics, ethics and professionalism, further leadership development, and advanced physical fitness training. During the summer between their junior and senior years, Advanced Course students attend a fully-paid, six-week, Advanced Camp at Fort Bragg, N.C. This camp gives cadets the chance to put into practice the leadership theories and principles, and military skills learned in the classroom, and introduces them to how the Army functions in a field environment. Advanced Course students must complete MIL 301, 302, 401, 402 and 403.

The Two-Year Program is designed for juniors who did not take ROTC during the first two years of college. To enter the two-year program, students must attend a fully-paid, six-week, **Basic Camp** at Fort Knox, Kentucky, during the summer between the sophomore and junior years. After successfully completing Basic Camp, students who meet scholastic requirements may enroll in the Advanced Course. The Professor of Military Studies may waive any, or all, Basic Course and Basic Camp requirements for students who have had high school Junior ROTC experiences or prior military service.

ROTC students enroll in a Military Studies course each term. During their four years at Davidson, students must also complete a minimum of one course from each of the following fields: human behavior, written communications, mathematical reasoning, and computer science. This precommissioning requirement is usually satisfied by the completion of a core course in English Composition, Social Science, Mathematics, and other selected courses. See your military science advisor for specific details. **Military Studies 301 and 403 are credit courses. Students who complete MIL 101 will receive credit for PED 045 (Rappelling) which satisfies one lifetime sport requirement. All other Military Studies courses are non-credit courses.**

101 THE U.S. ARMY TODAY

Savold

Overview of the Constitutional foundations upon which the United States military is based. Purpose and organization of the U.S. defense establishment, with emphasis on the Army and its components. Introduction to leadership principles, motivation theory, and factors affecting leadership development. Class includes practical instruction in rappelling, map reading, drill and ceremony, and customs and traditions of the military. Credit for one lifetime sport PED 045 (rappelling) is granted to students successfully completing course requirements. Open to all Davidson students. (Fall & Spring)

102 LEADERSHIP DEVELOPMENT I

Savold

Introduction to, and practical application of, basic military skills (land navigation, first aid, radio and wire communications, weapons proficiency, patrolling, drill and ceremony). Emphasis on teamwork and confidence building through participation in leadership activities. Course meets for three hours on Tuesday afternoons. Previous completion of MIL 101 is desirable, but not mandatory. MIL 101 and 102 may be taken concurrently. (Spring)

201 GENERAL MILITARY SKILLS

Staff

Introduction to map reading, terrain interpretation and use of the military compass, first aid, small unit tactics, movement techniques, and other skills that junior Army officers must master to serve effectively as platoon leaders. Includes both lectures and practical exercises. Class meets three hours a week. May be taken concurrently with MIL 101. (Fall)

202 LEADERSHIP DEVELOPMENT II

Sanderson

Continued instruction in and practical application of small unit leadership techniques, with emphasis on development of technical and tactical proficiency required of junior military officers. Offered Spring semester only. Course meets for three hours on Tuesday afternoons and for one hour each Thursday afternoon. Mandatory for all sophomore ROTC cadets. (Spring)

301 ADVANCED MILITARY SKILLS

Llnoch

Introduction to the ROTC Advanced Course. Survey of Army training, administration and management, command and staff functions, intelligence and electronic warfare systems; leadership styles. Refresher and advanced training in communications, land navigation, marksmanship, tactics and physical fitness. Course meets three class hours per week. Mandatory for all junior ROTC students. *Prerequisite: ROTC Basic Course (or Basic Camp) or consent of Professor.* Credit Course. (Fall)

302 LEADERSHIP DEVELOPMENT III

Llnoch

Instruction and practical exercises both in the classroom and in the field in planning, organizing and executing tactical maneuvers of squad and platoon sized units. Students are assigned leadership positions on a rotating basis and are evaluated on their ability to influence others to accomplish given missions. Course is designed primarily to prepare juniors to perform effectively at the ROTC Advanced Camp. Course meets each Tuesday from 1:00 to 4:00 PM, plus three class hours per week. Mandatory for all junior ROTC students. *Prerequisite: MIL 301 or consent of Professor.* (Spring)

401 THE MILITARY PROFESSION

Colcord

Overview of the Army training management, administrative, judicial, and logistical systems. Instruction on ethical standards, ethical decision-making process, and professional and moral obligations of military officers. Continued instruction and practical work in leadership, with emphasis on problem solving and planning. Course meets three class hours per week. Mandatory for all senior ROTC students. *Prerequisite: MIL 302.* (Fall)

402 LEADERSHIP DEVELOPMENT IV

Llnoch

Instruction and practical exercises in the classroom and in the field in planning, organizing, and executing training programs. Emphasis on the role of the leader as a trainer. Students are required to prepare lesson plans and conduct training in technical and tactical subjects mastered in earlier ROTC courses. Students are evaluated on their ability to carry out detailed training programs with minimal guidance. Course consists of one three-hour leadership laboratory per week. Mandatory for all senior ROTC students. *Prerequisite: MIL 401.* (Spring)

403 MILITARY HISTORY

Staff

Intensive study of western military history. Analysis of political, economic, and social causes of war and their effects on tactical, strategic and logistical operations. Focuses on the Thirty Years War, the War of the Spanish Succession, the Wars of Napoleon, the American Civil War and the First World War as laboratories to test the interrelationships of the causes and components of war. Three class hours per week. Mandatory for all senior ROTC cadets. *Prerequisite: MIL 401 or consent of the professor.* Credit Course. (Spring)

5.

MUSIC

Professor: Lawing (Chair)

Associate Professor: Swisher

Assistant Professors: Botelho, DiGrazia, Prior, Stasack

Core Requirements: Music 100, 101, 102, 103, 104, 195, 199c, and 211 satisfy the core requirement in Fine Arts.

Cultural Diversity Requirement: Music 102 is an option for fulfilling the cultural diversity requirement.

Major Requirements: A major in music is offered with emphasis in performance or general studies. In either case the requirement is ten courses to include 211, 212, 213, 221, 222, 311, 401, and:

For emphasis in performance:

Three courses at 300-level or above,
Vocal or instrumental study (60), and
Keyboard proficiency.

For emphasis in general studies:

Three courses at the 300-level or above,
Vocal or instrumental study (55 or 60), and
Keyboard proficiency.

Honors Requirements: The departmental honors program encourages the attainment of excellence in the major and in one of the following areas: a) directed individual study and research; b) composition; or c) performance. To qualify for honors in music a student must:

1. Complete all requirements for a major in music and two additional music courses;
2. Complete one of the following under the supervision of a member of the music staff:
 - a) a significant research project, designed and conducted by the student and reported in writing to the music staff;
 - b) a group of original compositions, prepared for public performance, which demonstrates a high level of creativity and craftsmanship;
 - c) three public recitals in an applied area which demonstrate high technical and interpretive proficiency;
3. Receive the recommendation of the music staff. Completion of the above will not guarantee this recommendation. The music staff must be convinced of the superior quality of the student's work in all aspects of the program.

10 (Non-credit) ENSEMBLES

Staff

45-46 (Non-credit) VOCAL CLASS, 1 hour
(Additional fee)

Staff

50-51 (Non-credit) VOCAL AND INSTRUMENTAL STUDY, 1/2 hour
(Additional fee)

Staff

- 55-56 (Non-credit, P/F) VOCAL AND INSTRUMENTAL STUDY, 1 hour
(Additional fee) Staff
60-61 (1 credit for 2 consecutive semesters in an academic year)
- VOCAL AND INSTRUMENTAL STUDY Staff
(Additional fee)
- 100 FUNDAMENTALS OF MUSIC Mr. Botelho, Mr. Prior
Introduction to music theory and analysis, with emphasis on intervals, modes, scales, rhythm, meter, and form. *No prerequisite. No musical training required.*
- 101 INTRODUCTION TO MUSIC IN WESTERN CIVILIZATION Staff
Designed for students who have had but slight contact with the art. Works of important masters from all periods. Develops wider understanding of music through intelligent listening. *No prerequisite.* No music training required.
- 102 WORLD MUSICS Ms. Stasack
Exploration of selected musical systems of the world, approached through study of their basic stylistic elements. Discussion centers on the music and instruments indigenous to each system and includes extramusical cultural associations such as religion and theatre. Listening drawn from field and studio recordings of native performers. *No prerequisite.* No music training required.
- 103 ELECTRONIC MUSIC Mr. Lawing
Introduction to the use of computers and computer-assisted equipment in music composition and performance. *Prerequisite: consent of the instructor.*
- 104 AFRO-AMERICAN MUSIC Staff
Charts the development of the distinctly American styles produced by the combination of African and European characteristics. The music is approached from a historical standpoint, beginning with the musical forms, styles and instruments in Africa and ending with current trends in the music of both cultures, and also from the standpoint of appreciation through educated listening. Musics to be studied include slave songs, gospel, blues, jazz and rap. *No prerequisite.* No music training required. Normally offered in alternate years.
- 195 INDEPENDENT STUDY Staff
Independent study in music under the direction of a faculty member who approves the topic and determines the means of evaluation.
- 201 SONGWRITING AND TRANSCRIPTION Ms. Stasack
Composition in popular song form and transcription techniques using current lead sheet format. Emphasis on developing aural perception and notational skills. *Prerequisite: Music 101 or permission of instructor.*
- 211 THEORY I: HARMONY Mr. Botelho
Introduction to the grammar of tonal music through part-writing and analysis. Includes scales, intervals, triads, seventh chords, and their inversions. Ear training in intervals, chords, melody, and rhythm. *Knowledge of scales and key signatures required.*
- 212 THEORY II: INTERMEDIATE HARMONY Mr. Botelho
Continuation of Music 211: Contrapuntal techniques within a diatonic framework, including sequences, melodic, and rhythmic figuration. Ear training includes one- and two-part exercises. *Prerequisite: Music 211.*
- 213 THEORY III: ADVANCED HARMONY Mr. Botelho
Continuation of Music 212: Modulatory and chromatic techniques, including mixture, applied chords, the neapolitan and augmented-sixth chords. Ear training includes two-, three-, and four-part exercises. *Prerequisite: Music 212.*
- 221 HISTORY OF MUSIC I Staff
Music style from pre-history through the middle of the eighteenth century. *Prerequisite: Music 100 or Music 211.*

- 222 HISTORY OF MUSIC II Mr. Lawing
 Music style from the mid-eighteenth century to the present. *Prerequisite: Music 100 or Music 211.*
- 295 INDEPENDENT STUDY Staff
 Open to qualified students with permission of the chair.
- 311 FORM AND ANALYSIS Mr. Botelho
 Analytic techniques and application to basic homophonic and polyphonic forms. *Prerequisite: Music 213.*
- 312 CONDUCTING Ms. DiGrazia
 Designed for students who plan to do both choral and instrumental conducting. Emphasis on techniques, rehearsal procedure, literature and stylistic practices. *Prerequisite: Music 100 or Music 211.* Normally offered in alternate years.
- 313 ORCHESTRATION Mr. Prior
 Orchestral instruments and literature, with emphasis on scoring and score-reading. *Prerequisite: Music 211.* Normally offered in alternate years.
- 314 COUNTERPOINT Mr. Prior
 Development and techniques of combining melodies within the common practice harmonic framework. *Prerequisite: Music 213.* Normally offered in alternate years.
- 315 COMPOSITION Mr. Prior
 Development of creative and technical skills in music composition. Considers all parameters of sound — pitch, rhythm, texture, dynamics, form and orchestration. Emphasis on exploring the unique sensibilities of the individual. *Prerequisite: Music 213.*
- 321-323 STUDIES OF COMPOSERS AND STYLES Staff
 Courses concentrating upon specific topics in music history. *Prerequisite: Music 100 or Music 211.*
- 324 THE SYMPHONY Mr. Lawing
 History of the symphony and its literature from pre-classical examples to the present. *Prerequisite: Music 100 or Music 211.* Normally offered in alternate years.
- 325 AMERICAN MUSIC Staff
 Music in the United States from the colonial period to the present. *Prerequisite: Music 100 or Music 211.* Normally offered in alternate years.
- 326 OPERA Staff
 Opera from the Italian Renaissance through the 20th century. *Prerequisite: Music 100 or Music 211.* Normally offered in alternate years.
- 327 STUDIES IN 20TH CENTURY MUSIC Mr. Prior
 Western music composed during this century and the historical events which affected it. *Prerequisite: Music 100 or Music 211.* Normally offered in alternate years.
- 395 INDEPENDENT STUDY Staff
 Open to qualified students with permission of the chair.
- 401 SENIOR SEMINAR Mr. Swisher
 Intensive discussion of topics relating to the student's primary field of study. Includes senior recital, senior research project or senior composition project.

Vocal and Instrumental Study

Vocal and instrumental study are offered as follows:

- Voice — Diane Thornton, Myra Vassian
- Organ — Anita Tritt
- Piano — James Swisher, Cynthia Lawing
- Flute — Shirley Gilpin
- Oboe — Terry Maskin
- Clarinet — James Hinson
- Bassoon — Lori Tiberio
- Horn — Frank Portone
- Trumpet — William Lawing
- Trombone — John Bartlett
- Tuba — David Nicholson
- Percussion — William Stowe, Carol Stumpf
- Violin — Jane Snyder
- Viola — Christine Hinson
- Cello — Alan Black
- Bass — Ron Brendle
- Guitar — Jim Duckworth
- Mandolin and Fiddle — Jon Singleton
- Electric bass — Ron Brendle
- Jazz Keyboard — Alan Kaufman



PHILOSOPHY

Professors: Heil, Maydole (on leave), Mele, Stell (Chair), Tong
Associate Professor: Goldstein (on leave Spring)

Core Requirement: Any philosophy course numbered below 400 counts toward fulfillment of the core requirement in Philosophy and Religion.

Cultural Diversity Requirement: Philosophy 290 is an option for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses in philosophy. All majors must take 105, 106, 200 or 210, 215, 450, and 451.

Senior Thesis: To be certified for graduation, each major must complete a thesis of acceptable quality on an approved topic in philosophy. A thesis prospectus, including a partial bibliography, must be submitted to the Department and to the thesis advisor by the end of the first week of the Fall semester of the senior year. Completion of the thesis is a requirement for Philosophy 450, offered each Fall Semester.

Honors: Majors who achieve a 3.2 overall GPA and at least a 3.5 average in philosophy and who write an honor thesis of high quality may petition the Department for the opportunity to defend it orally. Majors who defend their theses with distinction are awarded "Honors in Philosophy." This designation appears on the diploma.

100 PERSUASION AND REASONING

Staff

Introduction to methods of critical reasoning. Logical analysis of arguments from everyday life. Examples taken from newspaper articles and editorials, advertisements, political speeches, scientific reports, legal and moral disputes, and other attempts at persuasion.

105 HISTORY OF ANCIENT PHILOSOPHY

Mr. Mele

Introduction to origins and development of philosophy with special emphasis on Plato and Aristotle.

106 HISTORY OF MODERN PHILOSOPHY

Mr. Heil

Introduction to development of modern philosophy. Emphasis on epistemological and metaphysical thought of Locke, Berkeley, Hume, Descartes, Spinoza, Leibniz and Kant.

110 PROBLEMS OF PHILOSOPHY

Staff

Introduction to typical philosophical problems and the way philosophers analyze them. Topics include: religious belief, free will and determinism, skepticism and knowledge, relativism, personal identity.

115 PHILOSOPHY IN LITERATURE

Mr. Mele

Introduction to philosophical themes and questions as found in literature. Topics include: skepticism, time, personal identity, minds and machines, free will. Readings drawn from philosophy and literature.

120 SOCIAL PHILOSOPHY

Staff

Introduction to philosophical analysis of contemporary moral controversies. Topics may include: abortion, euthanasia, feminism, world hunger, business ethics, nuclear war, human rights.

125 PHILOSOPHIES OF MEDICINE

Ms. Tong

Introduction to a variety of philosophical perspectives with which to analyze and reflect upon the following aspects of the human condition: the relationship of the body and mind; the nature and function of medicine; the concepts of health and disease; and the meaning of sickness, pain, suffering, and death. Readings drawn from literature, philosophy and theological essays.

150 FRESHMAN SEMINAR IN PHILOSOPHY

Staff

Introduction to philosophy through the analysis of a single interdisciplinary topic. Examples include: Sociobiology and Morality; Irrationality and Literature; Nihilism and the Meaning of Life; Pleasure and Pain; Minds and Brains; Sex and Gender; Bad Feelings: Envy, Hate and Spite. Open to freshmen only.

160 GREAT PHILOSOPHERS

Staff

Introduction to philosophy through intensive study of the work of one philosopher. The philosopher selected varies from year to year. Examples: Aristotle, Plato, Descartes, Hobbes, Locke, Hume, Berkeley, Kant, Smith, Bentham, Mill.

190 HISTORY OF MEDIEVAL PHILOSOPHY

Mr. Mele

Introduction to development of Medieval philosophy. Emphasis on Augustine, Aquinas, Duns Scotus and Ockham. Topics include: religious faith and knowledge, the nature of reality and the status of language used to describe it, the nature of human beings and their destiny.

200 FORMAL LOGIC

Mr. Maydole, Mr. Heil

Introduction to principles and methods of modern formal logic as applied to the analysis of arguments and systems. Topics include: truth tables, natural deduction and rigorous proof methods, propositional logic, and predicate logic.

210 GAMES AND DECISIONS

Mr. Maydole

Introduction to the formal analysis of games and rational decision making. Topics include: decision making under risk, ignorance, and certainty as applied in morals, politics, and religion.

215 ETHICS

Mr. Stell

Critical introduction to theories of value and obligation; analysis of the meaning and function of moral language. Some discussion of contemporary moral controversies.

220 POLITICAL PHILOSOPHY

Mr. Stell

Introduction to philosophical evaluation of political power and the social and economic institutions through which it is exercised. Discussion of such questions as: What justification is there for government? What moral duties do citizens have? Are there moral limits to government authority? Analysis of such concepts as freedom, rights, justice, and equality.

225 PHILOSOPHY OF RELIGION

Mr. Mele

Introduction to basic problems in classical and contemporary religious thought. Topics include: validity of religious claims, relation of faith to knowledge, arguments for the existence of God, divine attributes, life after death, problem of evil, status of religious language, relation of religion to morality, alternatives to theism.

230 AMERICAN PHILOSOPHY

Staff

Introduction to the main themes, movements and figures of American philosophy, including: Pierce, James, Royce, Dewey, Whitehead, Santayana, and Mead.

235 EXISTENTIALISM

Mr. Maydole

Analysis of the existential conditions of human life, such as death, the fragility and finiteness of life, freedom, commitment, the need for God, and the quest for meaning, worth and dignity. The readings are from both philosophy and literature.

290 CHINESE PHILOSOPHY

Mr. Stell

Analysis of Classical Chinese philosophical traditions including: Confucianism, Taoism, Mohism, Legalism, and Buddhism. Emphasis on conceptions of human nature, theories of good and right, the state and society.

310 EPISTEMOLOGY

Mr. Heil

Central epistemological themes including: skepticism, the problem of justification, rationality, and truth. *Prerequisite: one philosophy course or permission of the instructor.*

- 325 PHILOSOPHY OF LAW Mr. Stell
 Analysis of the nature and function of law. Various theories of law, relation of law to morality, economic analysis of law. An assessment of the principles of legal reasoning and jurisprudence; emphasis on discussion of decided cases. *Prerequisite: Any one of the following: Philosophy 215, Philosophy 220, Political Science 315, Political Science 316, or permission of the instructor.*
- 340 PHILOSOPHY OF LANGUAGE Mr. Heil
 Discussion of theories of translation, linguistic meaning and truth. Topics such as analyticity, de dicto modality, description, metaphor, naming, necessity, reference, vagueness, and verification.
- 345 TOPICS IN PHILOSOPHY IN LITERATURE Mr. Mele
 Selected philosophical issues as they are raised and explored in literary and philosophical work. Sample topics: The good life, irrationality, appearance and reality, moral dilemmas, nihilism.
- 350-353 SEMINAR IN PHILOSOPHY Staff
 Topics vary with instructor and student interests. Recent seminar topics include: Theories of Rights; Limits of Reason; Philosophy of David Hume; Irrationality; Deviant Logics.
- 354 MEDICAL ETHICS Mr. Stell, Ms. Tong
 Ethical analysis of patient-physician relationship; contraception, abortion, sterilization, artificial insemination, in vitro fertilization, surrogate motherhood; euthanasia and the care of dying patients; refusal of medical treatment and the use of "unorthodox" medical treatment; experimentation on human subjects; human genetic control; allocation of scarce medical resources; and health care delivery systems.
- 355 METAPHYSICS Mr. Mele
 Discussion of basic questions of ontology such as the distinction between abstract and concrete objects, and of issues such as the mind-body problem, causation, time, space-time, supervenience, necessity, possible worlds, freedom, identity of physical objects, persons, and events across time.
- 360 PHILOSOPHY OF NATURAL SCIENCE Mr. Maydole
 Analysis of the nature of scientific knowledge, how it is acquired and justified; the structure of scientific explanation; the construction of scientific theories.
- 361 PHILOSOPHY OF SOCIAL SCIENCE Mr. Heil
 Investigation of issues central to the philosophy of the social sciences including: nature and explanation of human behavior, possibility of objective understanding of persons and institutions belonging to cultures different from one's own, and the character of human rationality. *Prerequisite: one philosophy course or permission of the instructor.*
- 364 FEMINIST THOUGHT Ms. Tong
 Major schools of feminist thought: liberal Marxist, radical, psychoanalytic, socialist, existentialist, and postmodern. Emphasis on topics such as sexuality, reproduction, marriage, motherhood, the family, and the workplace. Further emphasis on how questions of gender intersect with questions about sexual preference, class, race, and ethnicity.
- 365 PHILOSOPHY OF MATHEMATICS Mr. Maydole
 Analysis of philosophical foundations of mathematics. Topics discussed include the nature of mathematical truth, pure versus applied mathematics, the reality of mathematical entities, infinity, paradoxes, axiomatic systems, formal number theory, Godel's Theorem.
- 370 AGENCY AND RESPONSIBILITY Mr. Mele
 Human action, what it is, how it is individuated, how it is explained and appraised. Topics include: responsibility and freedom, rational versus irrational behavior, nature and causation of intentional action, reasons for action. *Prerequisite: one philosophy course or permission of the instructor.*

375 MIND AND EMOTION

Mr. Goldstein

Interconnected questions in philosophy of mind, including: Can we know what other people feel? Why do people prefer pleasure to pain? Is pain good for the masochist? What are emotions? Why do emotional people behave as they do? What makes a person the same person over time? *Prerequisite: one philosophy course or permission of the instructor.*

380 PHILOSOPHY OF PSYCHOLOGY

Mr. Heil

Investigation of the character of psychological explanation, nature of mental states and processes, relation of psychology to biology, and prospects for computational and connectionist accounts of psychological processes. *Prerequisite: one philosophy course or permission of the instructor.*

399 INDEPENDENT RESEARCH IN PHILOSOPHY

Staff

Independent research under the direction of a faculty member who determines the means of evaluation.

450 ADVANCED PHILOSOPHICAL WRITING
AND SENIOR THESIS

Staff

Required of all senior philosophy majors. Analysis of how philosophers write and the techniques they use. Examples: how philosophical theses are articulated and refined, use of paradigm case argumentation, construction of counter-examples, use of reductio. Emphasis on skills required to pursue an extended writing project. Requires writing workshops. Students write senior thesis during the semester.

451 SENIOR COLLOQUIUM IN PHILOSOPHY

Staff

Required of all senior philosophy majors. Centering on a different theme each year, this course builds upon the senior student's philosophical initiative and independence. Sample themes: reason and religion; brain physiology and the mind; game theory and ethics; metaphysics and cosmology; sociobiology and morality. (Spring)

495 HONORS THESIS

Staff

Open only to philosophy majors eligible for honors. Required of all honors candidates.

PHYSICAL EDUCATION

Mr. Morrow (Chair) and Staff

Graduation Requirement: The college maintains a physical education requirement for graduation; however, the program carries no academic credit. This requirement is: PE 101 (required of all students, including transfers, during their first semester at Davidson); one team credit; one lifetime credit; one water credit. The requirement must be completed by the end of the sophomore year. Students receive credit for a team sport by participating on a varsity or junior varsity athletic team or by participating in 75 percent of games in a club or intramural sport. Lifetime credit will be given to students who participate in one of the lifetime physical education classes. A swim test is administered during orientation to determine swimming ability and to offer guidance in course selection. Students who do not pass the swim test must register for an appropriate swimming class.

PHYSICS

Professors: Cain (Chair), Christian, Frey, Manning

Assistant Professors: Boye (on leave), Cline

Visiting Assistant Professor: Weinkauff

Core Requirements: Any course in physics numbered 100 or above may be counted toward the fulfillment of the core requirement in Natural Science and Mathematics. Physics 120, 220, 130, or 230 satisfies the core requirement in laboratory science. AP credit for Physics 120 or 220 does not satisfy the core requirement in laboratory science.

Major Requirements: 200, 201, 310, 320, 330, 335, 350, 360 and any two other courses in Physics. Two courses in chemistry are recommended. A student planning a career in physics should take as many as possible of Physics 340, 430, 435, 450, and 460. Independent research (Physics 495 and/or 496) and additional mathematics courses are strongly recommended. Regular attendance at departmental seminars is required of all junior and senior majors.

Honors Requirements: A candidate for Honors in Physics should take at least two courses chosen from Physics 340, 430, 450, and 460 and should submit a written thesis covering an independent study or research project. Such projects may be completed in Physics 495, 496 or away from campus in various undergraduate research programs approved by the college. Applications for Honors in Physics should be made in writing to the chair of the department of physics no later than the end of the fall semester of the junior year. Such applications should include a proposed course of study.

The awarding of Honors in Physics is based on:

1. An overall average of at least 3.2, with an average of at least 3.5 in physics courses taken at Davidson.
2. An acceptable score on the Graduate Record Examination in Physics.
3. The favorable vote of the physics faculty concerning the qualities of the candidate, the proposed course of study and the thesis.

3-2 Engineering Program (Physical Sequence): Physics 130, 201, 230, 310, 320, 330, 335 and 350 and Mathematics 235.

100 ENERGY

Staff

Energy and the laws which govern its behavior. Technical, economic and social consequences of those laws. Lectures supplemented by practical demonstrations and field trips. No laboratory. Not open to juniors or seniors. (Fall) (Not offered 1994-95)

105 ASTRONOMY

Mr. Cain, Mr. Manning

An examination of the structure and evolution of the universe. Emphasis on physical principles necessary for an understanding of how astronomers see and interpret phenomena. Topics include life cycle of stars, size and fate of the universe and current cosmology. No laboratory. Not open to seniors. (Fall and Spring)

110 THE PHYSICS AROUND YOU

Mr. Cain

A descriptive course, intended primarily for non-science majors, concerning the laws of mechanics, heat, electricity, light, and the atom as applied to the devices used and the natural occurrences observed in everyday experience. No laboratory. Not open to students with credit for Physics 120, 220, 130 or 230. (Fall and Spring)

115 MUSICAL ACOUSTICS

Mr. Boye

Science of sound as it pertains to production, propagation, and perception of audible acoustic waves in the form of music. Modern electronic recording and production techniques discussed. Designed for non-science majors. No laboratory. (Fall) (Not offered 1994-95)

- 120, 220 GENERAL PHYSICS Mr. Boye, Mr. Cain, Mr. Cline, Mr. Frey, Ms. Weinkauff
 Mechanics, heat, sound, electricity and magnetism, optics and modern physics. One laboratory period each week. *Physics 120 or permission of the instructor is prerequisite for Physics 220. Physics 120 (Fall and Spring); Physics 220 (Fall and Spring)*
- 130, 230 GENERAL PHYSICS WITH CALCULUS Mr. Christian, Mr. Frey
 Mechanics, heat, sound, electricity and magnetism, optics and modern physics. More comprehensive than Physics 120, 220 and designed for students who intend to major in chemistry, mathematics, physics, or 3-2 Engineering. *Prerequisite for Physics 230: Physics 130 or permission of the instructor. Corequisite for Physics 130: Math 130. One laboratory period weekly (Physics 130 — Fall, Physics 230 — Spring).*
- 200 COMPUTATIONAL PHYSICS Mr. Boye, Mr. Christian
 Introduction to computer programming and simulations emphasizing problem solving in science, program writing, and the use of statistical, differential, integral, graphical, and numerical methods in science. *Prerequisite: Physics 120 or 130 at Davidson or permission of the instructor.*
- 201 MATHEMATICAL METHODS FOR SCIENTISTS Mr. Cain, Mr. Christian
 Designed to develop a basic competence in many areas of mathematics needed for junior/senior level work in the sciences. Basic methods of power series, complex numbers, special functions, linear algebra, ordinary and partial differential equations and vector calculus covered clearly and carefully but without detailed proofs. Symbolic computation and scientific visualization tools used as appropriate. *Prerequisite: MAT 135.*
- 310 ELECTRONICS AND INSTRUMENTATION Mr. Boye, Mr. Christian
 Analog and digital circuits and their use in computers and as instrument building blocks. Circuit theory developed for diodes, transistors, operational amplifiers and logic gates. Integration of these components to construct power supplies, oscillators, amplifiers and microcomputer data acquisition systems. Two laboratory periods each week. *Prerequisites: Physics 220 or 230. (Fall) (Not offered 1994-95).*
- 320 INTRODUCTION TO MODERN PHYSICS Mr. Frey
 Atomic view of matter, electricity and radiation, atomic models, relativity, x-rays, waves and particles, wave mechanics, and radioactivity and nuclear processes. One laboratory period each week. *Prerequisite: Physics 220 or 230. (Fall)*
- 330 INTERMEDIATE MECHANICS Mr. Manning
 Using the Lagrangian technique and the principles of vector calculus, Newtonian principles are applied to the analysis of oscillating systems and central forces. Emphasis on the development of energy as the single most useful concept in understanding the physical universe. *Prerequisite: Physics 220 or 230 and Mathematics 135, or permission of the Instructor. (Fall)*
- 335 INTERMEDIATE LABORATORY Mr. Cain, Mr. Christian, Mr. Cline
 Introduces physics majors to modern laboratory experiments and research techniques. Lecture and laboratory. *Prerequisites: Physics 220 or 230 and Physics 320. Physics 310 is recommended. (Spring)*
- 340 STATISTICAL AND THERMAL PHYSICS Mr. Cain
 Limitations on the conversion of energy from one form to another in physical systems. Statistical approach; conclusions of classical thermodynamics derived from statistical results. *Prerequisite: Physics 330 or permission of the instructor. (Spring)*
- 350 ELECTRICITY AND MAGNETISM Mr. Frey, Ms. Weinkauff
 Electrostatics, magnetostatics, DC and AC circuits and electromagnetic waves, with emphasis on the derivation of Maxwell's equations. *Prerequisite: Physics 330 or permission of the instructor. (Spring)*
- 360 QUANTUM MECHANICS I Mr. Christian
 Quantum mechanics with applications to simple systems. *Prerequisites: Physics 330 and 350 or permission of the instructor. (Fall)*

- 391, 392 SPECIAL TOPICS IN PHYSICS Staff
Open to qualified students with permission of instructor. Topics announced in advance of registration.
- 395, 396 INDEPENDENT STUDY Staff
Open to students with substantial backgrounds in physics with written permission from a supervising professor who reviews and approves the study topic. The independent study typically culminates in a written paper and/or an oral presentation.
- 430 ADVANCED MECHANICS Mr. Manning
Continuation of Physics 330, including motion in non-inertial reference frames, the dynamics of rigid bodies, coupled oscillations, and the one-dimensional wave equation. *Prerequisite: Physics 330.* (Spring)
- 435 ADVANCED LABORATORY Staff
Topics announced in advance of registration. *Prerequisite: Physics 310 and Physics 335.*
- 450 ELECTROMAGNETIC THEORY Mr. Frey
Electromagnetic fields and waves, Maxwell's equations and applications to electromagnetic and optical phenomena. *Prerequisite: Physics 350.* (Fall)
- 460 QUANTUM MECHANICS II Mr. Christian
Continuation of Physics 360 including applications to atomic, molecular, solid state and nuclear physics. *Prerequisite: Physics 360.* (Spring)
- 495, 496 INDEPENDENT RESEARCH Staff
Open to students with substantial backgrounds in physics with written permission of the supervising professor who reviews and approves the study topic. Satisfactory completion of a project includes an oral presentation.

POLITICAL SCIENCE

Professors: Kazee (Chair), Ortmayer, Perry, Thornberry

Associate Professors: Roberts, Shaw

Assistant Professors: Ahrens Dorf, Menkhaus (On leave), Rigger

Core Requirements: Courses numbered below 350 may be counted toward the fulfillment of the requirement in Social Science.

Cultural Diversity Requirement: Political Science 231, 240, 241, 330 are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses in Political Science, including:

- (a) at least one course in each of the following sub-fields:
 1. Political Theory (Political Science 100, 208, 300, 301)
 2. American Politics (Political Science 110, 211, 212, 214, 215, 315, 316, 317, 319)
 3. Comparative Politics (Political Science 130, 230, 231, 330, 331, 335)
 4. International Politics (Political Science 141, 240, 241, 340, 345, 346)
- (b) at least one seminar (Political Science 450-489)
- (c) Senior Colloquium (Political Science 499)

Honors Requirements: Juniors who meet the general College Honors requirements, who have made a 3.5 G.P.A. on at least four Political Science courses, and who can furnish convincing evidence of a special interest in and capacity for research may be admitted to the departmental Honors program. Each successful applicant will develop an individualized plan of work in consultation with the chairperson of the department. This plan must include, in addition to the normal major requirements, the preparation of an Honors thesis (Political Science 498). Those who maintain a 3.5 G.P.A. in all Political Science courses through the senior year and who produce a thesis that is judged of high quality by the entire department will be awarded "Honors in Political Science."

100 CONTEMPORARY POLITICAL IDEOLOGIES

Mr. Ahrensdorf

Introduction to liberal democracy, communism, fascism, and other contemporary political ideologies. Not open to juniors and seniors. (Offered every year)

110 PARTIES AND INTEREST GROUPS

Mr. Kazee, Ms. Roberts

Analysis of the internal operation of parties and interest groups and their role in the American electoral and legislative process. Not open to juniors and seniors. (Offered every year)

130 INTRODUCTION TO COMPARATIVE POLITICS

Mr. Menkhaus, Ms. Rigger

Introduction to critical analysis and the scientific method of comparative politics, theories of comparative politics, and selected political issues of industrialized and developing states. Not open to juniors and seniors. West European Politics has been renumbered to POL 230. (Offered every year)

141 INTERNATIONAL POLITICS

Mr. Ortmayer, Ms. Rigger

Contemporary global issues, foreign policy, and the structures and processes of conflict and cooperation in a dynamically changing world environment. Not open to juniors and seniors except by permission of the instructor. (Offered every year)

208 CLASSICAL POLITICAL THEORY

Mr. Ahrensdorf

Major political philosophers from the 5th century B.C. to the end of the Middle Ages. (Offered every year)

211 THE LEGISLATIVE PROCESS

Mr. Kazee, Ms. Roberts

Legislative behavior and policy-making in the United States, with particular emphasis on the Congress. *Prerequisite:* Political Science 100, or 110, or 130, or 141, or permission. (Offered every year)

212 THE PRESIDENCY

Mr. Kazee, Ms. Roberts

The modern American presidency from a policy-making perspective, including consideration of the various internal and external factors which constrain the behavior of incumbent Presidents. *Prerequisite:* Political Science 100, or 110, or 130, or 141, or permission. (Offered every year)

214 PUBLIC POLICY

Ms. Roberts, Ms. Thornberry

Formation, implementation and evaluation of governmental responses to public needs. Focus on special topics such as agriculture, hunger and health care. (Alternate years)

215 FEMINIST POLITICS

Ms. Roberts, Ms. Thornberry

Philosophical origins of the feminist movement and its impact on the current American political scene. (Alternate years)

230 WEST EUROPEAN POLITICS

Mr. Ortmayer

Comparative analysis of the political culture, party systems, political economy, and foreign policies of France, West Germany, the United Kingdom, and other selected Western European states. (Offered every year)

231 COMPARATIVE POLITICS OF DEVELOPING COUNTRIES

Mr. Menkhaus

Theories of development and underdevelopment, selected issues affecting Third World states, and the comparative study of change in countries of Latin America, Asia, Africa, and the Middle East. *Prerequisite:* Political Science 100, or 110, or 130, or 141. (Offered every year)

- 240 POLITICS AND INTERNATIONAL RELATIONS OF AFRICA Mr. Menkhaus
Comparative study of African political and economic systems and their relations in the international environment. This course replaces POL 238 and POL 243. *Prerequisite: Political Science 100, or 110, or 130, or 141.*
- 241 POLITICS AND INTERNATIONAL RELATIONS OF THE MIDDLE EAST Mr. Menkhaus
Survey of the key political and economic issues facing Middle East nations, and their relation to international political forces. *Prerequisite: Political Science 100, or 110, or 130, or 141.*
- 300 MODERN POLITICAL THEORY Mr. Shaw
Leading political philosophers from the Renaissance to the latter part of the 19th century. Not open to freshmen. (Offered every year)
- 301 CONTEMPORARY POLITICAL THEORY Mr. Shaw
Major political philosophers from Nietzsche to the present. Not open to freshmen. (Offered every year)
- 315 CONSTITUTIONAL LAW Ms. Thornberry
Development and interpretation of the Constitution of the United States through analysis of the decisions of the Supreme Court. Not open to freshmen and sophomores. (Offered alternate years)
- 316 CIVIL LIBERTIES Ms. Thornberry
Analysis of Constitutional guarantees of civil liberties in the United States with special focus on the Bill of Rights and the 14th Amendment. Not open to freshmen and sophomores. (Offered alternate years)
- 317 JUDICIAL POLITICS AND PRACTICE Ms. Thornberry
Policy decisions and their consequences as seen in trial level courts. Observations of courtrooms required. *Prerequisite: Junior or Senior standing. Registration open only to those who have completed POL 316 until drop/add. (Spring)*
- 319 PUBLIC OPINION Mr. Kazee
Formation, change and measurement of political attitudes. *Prerequisite: Political Science 100, or 110, or 130, or 141, or permission. (Alternate years)*
- 330 EAST ASIAN POLITICS Ms. Rigger
Comparative study of the governments, political culture, institutions, development and foreign policies of major East Asian nations. *Prerequisite: Political Science 100, or 110, or 130, or 141. (Offered every year)*
- 331 THE RISE OF NEW DEMOCRACIES Ms. Rigger
The study of selected countries undergoing democratic transitions using theories of democratization in contemporary societies as a framework. *Prerequisite: Political Science 100, or 110, or 130, or 141. (Offered alternate years)*
- 335 CENTRAL/EAST EUROPEAN POLITICS Mr. Ortmyer
Comparative analysis of the political systems and political economies of selected Central/East European states, such as Poland, Hungary, the Czech Republic, and the former Yugoslavia, focusing on developments since 1989. *Prerequisite: Political Science 100, or 110, or 130, or 141. (Offered alternate years)*
- 340 INTERNATIONAL POLITICAL ECONOMY Mr. Menkhaus
Survey of theories of international political economy and study of the politics of international trade, foreign aid, debt, and north-south relations. *Prerequisite: Political Science 100, or 110, or 130, or 141. (Offered every year)*
- 345 AMERICAN FOREIGN POLICY Mr. Perry
The foreign policy-making process, the conduct of foreign relations, analysis of current issues, and future challenges and prospects. *Prerequisite: Political Science 100, or 110, or 130, or 141, or permission. (Offered every year)* Not open to students who have taken POL 346.

346 AMERICAN FOREIGN POLICY (CASE METHOD)

Mr. Ortmyer

Analysis of the foreign policy process, bureaucratic politics, executive-congressional relations and selected policy problems in a discussion - intensive approach using case studies. Not open to students who have taken POL 345. *Prerequisite: Political Science 100, or 110, or 130, or 141.* (Offered every year)

390 TUTORIAL

Staff

Individual programs of supervised study conducted through the preparation and discussion of a series of essays under the direction and supervision of a faculty member who reviews and approves the topic of the tutorial. *Prerequisite: permission of the instructor.* (Offered every semester)

394 DAVIDSON IN WASHINGTON INTERNSHIP

Staff

Internship under on-site supervision of a Davidson faculty member as part of the college's summer program in the nation's capital. Grading is pass-fail, but may be counted for major credit. *Prerequisite: permission of the instructor.* (Offered every summer)

395 INDEPENDENT STUDY

Staff

Research leading to the submission of a major paper under the direction and supervision of a faculty member who reviews and approves the topic of the independent study. *Prerequisite: permission of the instructor.* (Offered every semester)

SEMINARS: Reading, research, reports, and discussions on selected topics within each of the following sub-fields. *Prerequisite: permission of the instructor. At least one seminar is offered in each sub-field every year.*

450-459 POLITICAL THEORY

Mr. Ahrens Dorf, Mr. Shaw

Past seminars include "Marxism and Postmodernism," "Plato on Religion and Politics," "God, Politics, and Human Values," and "Thucydides on Justice."

460-469 AMERICAN POLITICS

Mr. Kazee, Ms. Roberts, Ms. Thornberry

Past seminars include "Politics and the Media," "Southern Politics," "Judicial Politics," "Constitutional Interpretation," and "Politics and the Novel."

470-479 COMPARATIVE POLITICS

Mr. Menkhaus, Ms. Rigger

Past Seminars include "Ethnopolitics," "Indian Government and Politics," "The Collapse of Communism," and "Northeast African Politics."

480-489 INTERNATIONAL POLITICS

Mr. Ortmyer

Past seminars include "U.S.-Soviet Relations," "International Political Economy," and "U.S. National Security Policy."

490 TUTORIAL

Staff

Same as 390, but limited to seniors. *Prerequisite: permission of the instructor.* (Offered every semester)

495 INDEPENDENT STUDY

Staff

Same as 395, but limited to seniors. *Prerequisite: permission of the instructor.* (Offered every semester)

498 HONORS THESIS

Staff

Required of and limited to seniors in the Honors Program. Thesis is written under supervision of an appropriate instructor and is defended orally before the entire Political Science faculty. (Offered every year)

499 SENIOR COLLOQUIUM

Mr. Kazee

Advanced investigation of critical contemporary political problems. Preparation and oral presentation of a substantial paper. Required of and limited to senior Political Science majors. (Fall)



PSYCHOLOGY

Professors: Ault, Barton, Kello, Kelton, Palmer (Chair)

Associate Professor: Ramirez

Assistant Professors: Cerutti, Munger, Webb

Adjunct Professors: Cutting, Esse

Core Requirement: Psychology 101, 199c, and any course numbered between 230 and 275 are courses which may be counted toward fulfillment of the core requirement in Social Science.

Note on Prerequisites: Occasionally, under extraordinary circumstance, the department chair may waive a specific prerequisite for a particular course.

Major Requirements: Ten courses are required: Psychology 101, 310; one from EACH of the following series: 311, 312 or 313; 314, 315, or 316; 350 to 380; 400, 401, or 402; and four additional courses. In addition, all seniors must satisfactorily complete comprehensive examinations determined by the department and an oral interview conducted by a psychologist who is not a member of the department.

Honors Requirements: The Department of Psychology grants honors to those senior majors who meet the general college requirements with a minimum 3.2 GPA overall, meet the stated requirements for a major in Psychology with a minimum 3.5 GPA, and complete a senior thesis with a grade of A (PSY 400). Completion of these courses does not guarantee a recommendation for graduation with honors. The student's work must be of superior quality. Evidence for such superior quality consists of generally high degrees of proficiency or exceptional creativity in course work, thesis, papers and projects.

Davidson-Broughton Summer Program: Each summer, if there is sufficient enrollment, the department offers a modification of Psychology 231 and Psychology 290 during an eight-week period, with the students living and working at the state mental hospital in Morganton, N. C. There the students have direct personal relationships with patients and staff members while studying with adjunct professors Cutting and Esse. Credit for Psychology 231 and 290. *Prerequisite:* Psychology 101 and consent of instructor. Inquiries may be directed to Davidson-Broughton Summer Psychology Program, Davidson College.

101 GENERAL PSYCHOLOGY

Staff

Survey of the current psychology of learning, perception, motivation, intelligence, and thinking, with emphasis on the application of scientific methods to psychological investigation and on the biological bases of behavior and experience. Students may be required to serve as subjects in experiments or participate in alternative research experiences. (Fall, Spring)

195 INDEPENDENT STUDY

Staff

Directed study in an area of psychology not covered by other catalog offerings. Students submit a written plan of study to the supervising faculty member prior to the close of Add-Drop in the semester of registration. *Prerequisite:* Psychology 101 and permission of supervising instructor. Does not count toward fulfillment of major or core requirements. (Fall, Spring)

230 INTRODUCTION TO PERSONALITY

Mr. Barton, Ms. Webb

Review of theories of personality to understand and predict human behavior. Emphasis on traditional models (e.g., theories of Freud, Rogers, Skinner) and applications of these models for contemporary psychological issues (e.g., Type A behavior and health; personality inventories). *Prerequisite:* Psychology 101. (Fall, Spring)

231 ABNORMAL PSYCHOLOGY

Mr. Barton

Characteristics, etiology and treatment of major patterns of maladaptive behavior (anxiety disorders, depression, antisocial behavior, schizophrenia, etc.). Theoretical and empirical evidence for understanding causality and treatment. *Prerequisite: Psychology 101.* (Fall, Spring)

232 SOCIAL PSYCHOLOGY

Mr. Palmer

Social influence upon individual behavior. Attitude formation and change; attitude measurement; conformity; communication processes and persuasion; prejudice; violence and helping behavior; cooperation-competition; group dimensions; person perception; and attribution theory. *Prerequisite: Psychology 101.* (Fall, Spring)

241 CHILD DEVELOPMENT

Ms. Ault

(Cross-listed Education 241) Individual development of normal children with emphasis on learning, social and emotional development, cognitive and language development. Special study of behavioral, social learning, cognitive, and information-processing theories of development. Includes observations at local day-care centers. *Prerequisite: Psychology 101.* (Fall)

243 ADOLESCENT DEVELOPMENT

Ms. Webb

(Cross-listed Education 243) Individual development of normal adolescents with emphasis on learning; social, cognitive, moral, and emotional development; deviancy; and human sexuality. Special study of behavioral, social learning, and cognitive theories of development as they relate to adolescent development. *Prerequisite: Psychology 101.* (Fall, Spring)

246 PSYCHOLOGICAL MEASUREMENT

Staff

Theory and techniques of psychological measurement of intelligence, aptitudes, achievement, attitudes, and personality. Emphasis on applications in business, education, and counseling. Investigation of social issues related to these applications. *Prerequisite: Psychology 101.* (Not offered 1994-95)

254 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Mr. Kello

Current theory, research, and practice in the selection, training, and evaluation of employees; management and development of employees as resources for the organization; design and development of the organization as a whole. *Prerequisite: Psychology 101.* (Fall)

267 PHYSIOLOGICAL PSYCHOLOGY

Mr. Ramirez

Similar to Psychology 313 but without a laboratory component. Not open to students who have had Psychology 313. *Prerequisite: permission of instructor.* (Not offered 1994-95)

275 COGNITION AND LANGUAGE

Staff

Introduction to human cognition. Structure and processes underlying cognition and mental representation and the way in which language interacts with them. Experimental research findings are integrated extensively. *Prerequisite: Psychology 101.* (Not offered 1994-95)

290 PRACTICUM IN PSYCHOLOGY

Staff

Based on field work and/or data collection in an applied area of psychology. Students submit a written plan of study to the supervising faculty sponsor prior to the close of Add-Drop in the semester of registration. The student and a faculty sponsor negotiate the student's placement with a field supervisor. The student makes regular visits to the field setting for the work and provides regular reports to the faculty sponsor. Typical settings include schools, clinics, businesses and communication industries. Occasionally offered for small groups of students with adjunct faculty at the N. C. School for the Deaf, Broughton State Hospital, or the Western Carolina Center. *Prerequisite: permission of faculty sponsor.* Grading for this course is pass-fail unless special exceptions are sought at time of registration. The usual initiative for pass-fail registration is not needed. Students are eligible to register for this course only once. (Fall, Spring)

310 PSYCHOLOGICAL RESEARCH — DESIGN AND ANALYSIS

Ms. MacNeil

Psychological research including research design, descriptive statistics, inferential statistics with emphasis on analysis of variance, use of library resources, use of computer, and report writing. *Prerequisite: Psychology 101.* Recommended in the sophomore or no later than junior year for majors. (Fall, Spring)

311 PSYCHOLOGICAL RESEARCH —
SENSATION AND PERCEPTION

Ms. Munger

Research methodology and findings in the fields of sensation and perception, emphasizing relationships of structure and function in audition and vision. Students may be required to serve in experiments or participate in alternative research experiences. Lecture and laboratory. *Prerequisite: Psychology 310.* Recommended in the junior or senior year for majors. (Spring)

312 PSYCHOLOGICAL RESEARCH — LEARNING
AND COGNITION

Mr. Cerutti

Research methodology, concepts, and findings in the fields of learning and cognitive neuroscience. Emphasis on issues in the scientific analysis of complex human and nonhuman animal behavior. Participation in research as subjects and experimenters is required. Lecture and laboratory. *Prerequisite: Psychology 310.* Recommended in the junior or senior year for majors. (Fall)

313 PSYCHOLOGICAL RESEARCH — BEHAVIORAL
NEUROSCIENCE

Mr. Ramirez

(Cross-listed Biology 331) Role of the nervous system; sensory and motor mechanism; physiological bases of motivation and emotion; sleep and arousal; and physiological bases of learning, memory, and language. Extensive laboratory training. Not open to students who have had Psychology 267. *Prerequisite: permission of instructor.* (Fall)

314 PSYCHOLOGICAL RESEARCH — CLINICAL

Mr. Barton

Research methodologies and statistical techniques used in clinical research. Ethical and practical constraints to the empirical study of clinical problems. Students will critique empirical articles in Clinical Psychology and Behavioral Medicine in lecture/discussion, while computing laboratories will develop skills with multivariate statistics. Course requirements will include participation in research experiences as subjects and investigators. *Prerequisites: Psychology 231 (or permission of instructor) and Psychology 310.* Recommended in the junior or senior years for majors (Fall)

315 PSYCHOLOGICAL RESEARCH — DEVELOPMENTAL

Ms. Ault

Research methods for studying child development are examined in lecture, laboratory and field settings. Methods include observations, interviews, and experiments with emphasis on ethical implications of research with children and research designs commonly used by developmental psychologists. *Prerequisite: Psychology 310.* Recommended in the junior or senior year for majors. (Not offered 1994-95)

316 PSYCHOLOGICAL RESEARCH — SOCIAL
AND INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

MacNeil

Research methods in social and industrial/organizational psychology. Lectures, laboratories, and field study examine observation, interview, and experimental methods, as well as ethical issues in organizational research. *Prerequisite: Psychology 310 and either Psychology 232 or 254.*

323 ANIMAL BEHAVIOR

Ms. Case

(Cross-listed Biology 323) *Prerequisite: Biology 112 or Psychology 101.*

324 ADVANCED NEUROSCIENCE

Mr. Ramirez

Intensive readings in molecular neurobiology, neuroanatomy, neurophysiology, and behavior. Students: 1) make classroom presentations of critical analyses of the course readings; 2) conduct laboratory research relevant to the course topics; and 3) submit an annotated bibliography and a write-up of the laboratory project. *Prerequisite: Psychology 313 and the consent of the instructor.* (Not offered 1994-95)

330-349 TUTORIAL

Staff

Intensive readings in a specific area of study. Students submit a written plan of study to the supervising faculty member prior to the close of Add-Drop in the semester of registration. Open ordinarily only to advanced majors in psychology. *Prerequisite: permission of instructor.* (Fall, Spring)

350-380 ADVANCED SEMINAR IN EXPERIMENTAL PSYCHOLOGY

Staff

Topics announced in advance of registration. Seminars include:

- Advanced Topics in Abnormal Psychology
- Advanced Statistics/SAS
- Assessing and Changing Problem Behavior
- Behavioral Neuroscience
- Children and Television
- Cognition
- Dysfunctional Family Patterns
- Gender Identity
- Language and Learning
- Motivation and Attitudes in Work Organizations
- Working in Teams

Prerequisite: Psychology 310 and consent of instructor. (Fall, Spring)

400 SENIOR THESIS

Staff

Empirical study, designed and conducted by the student, supervised by a faculty member, and reported in writing according to the form approved in the Publication Manual of the American Psychological Association. Prerequisites: permission of instructor and consent of two additional faculty members who serve on the student's thesis committee. For further details, see the department's brochure. (Fall, Spring)

401 ISSUES IN PSYCHOLOGY

Ms. Ault

Central issues in psychology which cut across previous course boundaries. Basic theoretical paradigms; the nature-nurture issue; ethics; role of testing and scientific orientations for the discipline. Limited to seniors except by permission of the department. (Spring)

402 HISTORY AND SYSTEMS IN PSYCHOLOGY

Ms. Munger

Development of psychological thought in the Western world and emergence of psychology as a scientific discipline. Particular emphasis on the past 100 years of American psychology including schools and movements as well as individual contributors to the field. Emphasis on fundamental issues of definition, methodology, and assumptions about human nature that have been and continue to be the bases for varying approaches to psychological questions. Limited to seniors except by permission of the department. (Fall)

RELIGION

Professors: Kaylor (Chair), Kuykendall, McKelway (On leave Fall)

Associate Professors: Foley, Mahony, Plank, Poland

Visiting Assistant Professor: Csikszentmihalyi

Core Requirements: With the exception of 111-112, all courses may be counted toward the fulfillment of the core requirement; the department recommends that the first course be from 100 or 200 level courses.

Cultural Diversity Requirement: Religion 177, 180, 244, 255, 270, 271, 272, 273, 274, 280, 285, 351, 370, 371, 380, and 470 are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses in religion. Courses must include one 100-level course, one course in sacred scriptures, two in the history of religious traditions, two in modern religious thought and practice, one in a non-Christian tradition, 401, and two seminars. Majors just choose a four-course concentration in consultation with their advisors.

Honors Requirements: A minimum of 3.2 GPA overall, and 3.5 in the Department; completion of senior thesis of honors quality, with oral examination; and the recommendation of the Department. For admission into Honors program, consult with the Department.

- 101 INTRODUCTION TO RELIGIOUS STUDIES Staff
Representative religious texts and modern interpreters of religion such as Eliade, Tillich, and Freud. Classes meet together for lectures, and in small groups for discussions led by individual instructors. Strongly encouraged for students considering the religion major. Not open to juniors and seniors until drop/add.
- 111-112 ELEMENTARY HEBREW Mr. Plank
Principles and structure of the Hebrew language, with translation of selected passages from Hebrew scriptures. Credit: two courses. Offered by request. Permission of instructor required.
- 120 INTRODUCTION TO THE HEBREW BIBLE Mr. Plank
Critical interpretation of the literature, religion, and social history of ancient Israel and early Judaism.
- 130 INTRODUCTION TO THE NEW TESTAMENT Mr. Kaylor
Critical and interpretive study of the history, literature, and beliefs of the early Christian movement. Not open to juniors or seniors until drop/add or to students who have taken Religion 230 or 231.
- 140 SIN AND REDEMPTION IN CHRISTIAN THOUGHT Mr. Foley
An examination of how selected Christian authors from the ancient, medieval, Reformation and modern periods viewed the human dilemma and its divine resolution.
- 141 BASIC CHRISTIAN BELIEFS Mr. McKelway
Fundamental Christian concepts such as revelation, creation, God, Christ, human nature, the Church, and salvation. Not open to juniors or seniors until drop/add or to students who have taken Religion 140, 240, 341, 342, or 343.
- 142 AUTOBIOGRAPHY AND RELIGION Ms. Poland
Students are introduced to the study of religion and literature by examining the form and content of a particular literary genre, autobiography. The diverse texts may include the "self" writings of Augustine, Rousseau, Teresa of Avila, Franklin, Thoreau, Margery Kempe, Joyce, and Maxine Hong Kingston. Not open to juniors or seniors until drop/add.
- 150 CHRISTIAN ETHICS Staff
History, principles, and methodology of Christian ethics; analysis of ethical thought of selected medieval, Reformation, and contemporary ethicists as they address politics, justice, war, and issues of human life and interpersonal relationships. Not open to juniors or seniors until drop/add.
- 160 HISTORY OF CHRISTIANITY Mr. Kuykendall
Development of Christianity from 100 C.E. to the present, with emphasis on major personalities, events, and movements. Not open to juniors or seniors until drop/add.
- 161 (261) THE IDEA OF THE BOOK Ms. Poland
An examination of the significance of the idea of the holy book for the Christian tradition and western culture, and of the diversity of methods of biblical interpretation, past and present.
- 170 THE SACRED QUEST IN COMPARATIVE PERSPECTIVE Mr. Mahony
Introductory considerations of the human search for meaning as reflected in religious expressions from Eastern and Western cultures. Particular attention is given to the role of the mythological and philosophical imagination in the realization of personal and communal identity. Not open to juniors or seniors until drop/add.
- 177 INTRODUCTION TO ASIAN RELIGIOUS THOUGHT Mr. Mahony
Thematic consideration of religious ideas, values, and practices of India, China, and Japan. Readings drawn primarily from translations of texts from the Classical periods of these cultures. Not open to juniors or seniors until drop/add.

180 HISTORY AND RELIGION OF JAPAN

Mr. Csikszentmihalyi

An introduction to classical and modern Japan with special emphasis on the role of religious traditions.

220 THE HEBREW PROPHETS

Hebrew prophetic literature in the setting of political and social conditions of the times.

230 JESUS AND HIS INTERPRETERS

Mr. Kaylor

New Testament accounts of Jesus and the historical events behind them. Emphasis on the theological, ethical, and political motivations and consequences of various interpretations of Jesus.

231 THE LETTERS AND THOUGHT OF THE APOSTLE PAUL

Mr. Kaylor

Selected letters of Paul in their historical context. Emphasis on theological and ethical dimensions of his writings.

232 PARABLES IN THE JEWISH AND CHRISTIAN TRADITIONS

Mr. Plank

Selected parables in the Jewish and Christian traditions, including parables of Jesus, the Rabbis, the Hasidim, Kierkegaard, and Kafka. Emphasis on the religious significance of narrative.

233 ETHICS AND SCRIPTURE

Mr. Plank

Ethical perspectives of Israelite, Jewish, and early Christian scriptures and critical reflection on the role of scripture and tradition in ethical inquiry. Particular attention to the moral claim of the stranger and the ethic of hospitality.

240 THE REFORMATION

Mr. McKelway

Reformation and Reformation thought with special emphasis on the lives and teachings of Martin Luther and John Calvin.

241 THE NATURE OF FAITH

Mr. McKelway

Selected readings from the Early Church to the Modern Period of major works of Christian literature which reflect the meaning and interpretation of faith. Not open to freshmen.

242 THE RISE OF CHRISTIANITY

Mr. Foley

The theological and historical development of the early church from the New Testament period to the Council of Chalcedon (451 C.E.) with a focus upon early controversies as revealed through primary sources.

243 AMERICAN RELIGIOUS THOUGHT

Mr. Foley

Historical study of selected movements and ideas that have contributed significantly to the formation of the American religious tradition. Not open to students who have taken Religion 260.

244 MODERN JEWISH LITERATURE

Mr. Plank

Modern Jewish fiction, poetry and literary theory with particular focus on the development of a modern Midrash and the significance of writing as a religious act. Selected texts from Yiddish, Euro-American and Israeli literature include writings of I.B. Singer, Amos Oz, Cynthia Ozick, David Grossman and Dan Pagis. All works read in English.

255 COMPARATIVE VIRTUE ETHICS

Mr. Csikszentmihalyi

Selected readings from Aristotle, Aquinas, Mercurius and Xunzi. Issues examined will include the role of virtues and vices, the viability of cross-cultural comparison, and the honor code.

260 RELIGION IN AMERICA

Mr. Kuykendall

Historical survey of the American religious experience from colonial times to the present. Not open to students who have taken Religion 243 (144, 341).

270 HINDU TRADITIONS

Mr. Mahony

Historical, thematic, and theological consideration of selected aspects of classical Hinduism. Topics include concepts of divinity, the place in religious life of myth and ritual, the religious significance of the intellect and emotions, the value and role of meditation, and ethical views.

- 271 **BUDDHIST TRADITIONS** Mr. Mahony
Historical and thematic study of Buddhist thought and practice. Topics include the nature of Gautama Buddha's enlightenment, sectarian and philosophical developments, cultural values, psychological insights, contemplative practices, and ethical views.
- 272 **ISLAMIC TRADITIONS** Mr. Mahony
Theological and cultural study of Islamic history and religious expressions. Topics include the life of Muhammad, teachings of the Qur'an, developments in Islamic sectarianism, religious law and ethics, contemplative and ritual practices, and the position of Islam in the contemporary world.
- 273 **RELIGIONS OF CHINA AND JAPAN** Mr. Mahony
Historical and thematic study of the religions of East Asia with concentration on Confucianism, Taoism, Shinto, and Ch'an/Zen Buddhism.
- 280 **CHINESE RELIGIOUS THOUGHT, 481 B.C.E.-25 C.E.** Mr. Caikszentmihalyi
An introduction to pre-Buddhist Chinese belief through primary texts in translation. The course will focus on popular religious practices, conceptions of what constitutes a good life, and the relationship between the individual and the state.
- 285 **DAOIST TRADITIONS** Mr. Caikszentmihalyi
The development of Daoism in China from Laozi to the Celestial Masters. Emphasis on the use of contradiction, the ascetic ideal, and conceptions of Heaven.
- 320 **HEBREW NARRATIVE LITERATURE** Mr. Plank
Literary analysis and interpretation of Hebrew narratives from the patriarchal, early monarchical and post-exilic periods. Particular attention is given to issues of gender, kinship and violence, and to feminist and post-modern hermeneutics.
- 330 **WISDOM LITERATURE** Mr. Plank
Israelite, Jewish, and early Christian wisdom writings. Particular attention to the sage's search for meaning, the problem of unjust suffering, the dynamics of resentment, and the significance of Creation-centered perspectives for human and ecological issues.
- 331 **THE BIBLE AND HUMAN LIBERATION** Mr. Kaylor
Critical inquiry into the use of Biblical writings by various modern theologies of liberation, such as Latin American liberation theology, African-American theology, and feminist theology.
- 340 **MESSIAHS, MARTYRS AND VIRGINS** Mr. Foley
An examination of early Christian debates over what it means to live and die as Christ did.
- 341 **MODERN CHRISTIAN THOUGHT** Mr. McKelway
Overview of major movements and themes associated with Christian faith since the Enlightenment, with special emphasis upon modern conceptions of God, Jesus, human nature, revelation and faith.
- 342 **ORIGINS OF MODERN THEOLOGY** Mr. McKelway
Development of modern religious ideas in the Enlightenment and Nineteenth Century as represented in the thought of Kant, Schleiermacher, Hegel, Feuerbach, Ritschl, and others.
- 343 **TWENTIETH-CENTURY THEOLOGY** Mr. McKelway
Issues and trends of modern theology emphasizing concepts of God, revelation, Christ, and human nature in the thought of Barth, R. Niebuhr, Tillich, and Bultmann. Emphasis on more recent developments such as Process and Liberation Theology.
- 344 **MODERN CRITICS OF RELIGION** Ms. Poland
Nineteenth- and twentieth-century critiques of religion. Figures studied vary from year to year, but may include Nietzsche, Freud, Marx, Kristeva, Daly.

345 RELIGIOUS SELFHOOD Mr. Plank
 Theological study of the religious dimensions of selfhood. Emphasis on selected writings of Kierkegaard, Buber, Weil, and Merton.

346 MODERN JEWISH THOUGHT Mr. Plank
 Selected Jewish thinkers and their negotiation of the issues of tradition and modernity from the Enlightenment to the post-holocaust period. Attention to figures such as Mendelssohn, Buber, Rosenzweig, Heschel, Fackenheim and Plaskow.

350 DIMENSIONS OF THE HOLOCAUST Mr. Plank
 A study of the Sho'ah as historical event and its impact on Jewish thought and culture. Particular attention will be given to the holocaust's historiographical challenge and to the nature of literary, artistic, and religious response to the Jewish catastrophe.

351 RELIGION AND POLITICS IN LATIN AMERICA Mr. Kaylor
 Political context of the rise of Liberation Theology. Critical appraisal of its use of scripture and theological tradition, and its impact on political and religious life.

355 GENDER AND THE BODY IN THE CHRISTIAN TRADITION Ms. Poland
 A study of Christian attitudes toward gender and the human body. Students trace the development of Christian reflection on the meaning of creation, procreation, chastity, and marriage by examining theological writings, religious practices, Christian symbolism, and contemporary issues.

360 AMERICAN CIVIL RELIGION Mr. Foley
 Historical-theological analysis of the role of religion in shaping American character and way of life with emphasis on the religious dimensions of American patriotism. Readings include selections from the Puritans, the founding fathers, and other American politicians, preachers, and theologians.

370 ASIAN CONTEMPLATIVE TRADITIONS Mr. Mahony
 A study of the religious significance, ideals, and practice of meditation in selected Buddhist and Hindu traditions. Readings center on translations of primary texts but also include pertinent indigenous commentaries and modern interpretive works.

371 RELIGION AND AESTHETICS IN ASIA Mr. Mahony
 Theological and philosophical consideration of the nature and appreciation of beauty and of the process of artistic creativity. Primary emphasis on the Hindu experience of the sublime but with substantial attention given also to Buddhist, Taoist, and Islamic aesthetics.

380 CHINESE POPULAR BELIEF Mr. Csikszentmihalyi
 An examination of Chinese divination, folk medicine, and beliefs about the afterlife during the Han Dynasty (206 B.C.E. - 220 C.E.). Emphasis will be given to a working understanding of popular practices as portrayed in classical texts and recently discovered archaeological evidence.

395, 396 INDEPENDENT STUDY Staff
 Admission by consent of the instructor; use 396 for second Independent Study. Independent study under the direction of a faculty member who determines the means of evaluation.

401 SENIOR COLLOQUIUM Staff
 Required of all senior majors. Explores issues within the study of religion and discusses strategies for research. Each student will complete a thesis directed by an appropriate department member.

SEMINARS

Seminars change annually; only seminars offered in 1994-95 are listed. Preference given to religion majors. Permission of instructor required.

420-439 SEMINARS IN BIBLICAL STUDIES

440-459 SEMINARS IN THEOLOGY AND ETHICS

449 SEX AND THE BODY IN EARLY CHRISTIAN LITERATURE

Mr. Foley

460-479 SEMINARS IN THE HISTORY OF RELIGIOUS TRADITIONS

470 HINDU MYSTICISM

Mr. Mahony

498 HONOR THESIS

Staff

Research paper on some aspect of religious studies. For senior majors approved by the department. See thesis instruction sheet for details.



SELF-INSTRUCTIONAL LANGUAGES

Professor Yoder (Acting Director).

Students of high motivation and demonstrable language-learning aptitude may apply for enrollment in independent study courses in languages not taught in the classroom at Davidson. This program does not satisfy the foreign language requirement; normally students have had a previous foreign language.

In all areas of the program, Davidson adheres to the standards of the National Association of Self-Instructional Language Programs. Emphasis is placed on the spoken language, though reading skills are also developed. Each offering is an intensive audio-lingual course utilizing self-instructional texts and tapes combined with three hours per week with a native speaker and a final examination by a specialist who is usually invited from another institution. The outside examination is the only basis for the term grade.

Since applications must be approved by the Director, students must indicate their interest well in advance of enrollment. The program requires the payment of an additional fee.

The courses listed below represent languages for which Davidson currently has audio-lingual resources. They are offered only when there is sufficient demand and when a qualified tutor is available. Auditing is not permitted.

- 101, 102, 103 Beginning, Continuing, Intermediate Arabic
- 105, 106, 107 Beginning, Continuing, Intermediate Chinese
- 111, 112, 113 Beginning, Continuing, Intermediate Dutch
- 115, 116, 117 Beginning, Continuing, Intermediate Italian
- 121, 122, 123 Beginning, Continuing, Intermediate Japanese
- 125, 126, 127 Beginning, Continuing, Intermediate Korean
- 131, 132, 133 Beginning, Continuing, Intermediate Modern Greek
- 135, 136, 137 Beginning, Continuing, Intermediate Norwegian
- 138, 139, 140 Beginning, Continuing, Intermediate Swedish
- 141, 142, 143 Beginning, Continuing, Intermediate Portuguese
- 161, 162, 163 Beginning, Continuing, Intermediate Urdu
- 165, 166, 167 Beginning, Continuing, Intermediate Hungarian
- 171, 172, 173 Beginning, Continuing, Intermediate Hindi
- 175, 176, 177 Beginning, Continuing, Intermediate Cantonese

SOUTH ASIAN STUDIES

Professors: French, Hess, Kaylor

Associate Professors: Mahony, Sabaratnam, Thomas (Director)

South Asian Studies is an interdisciplinary program focusing on an important region of the nonwestern world: Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka. The program's courses provide opportunities for students to explore the arts, economics, history, languages, politics, religions, and social structures of a culture other than their own.

Davidson College conducts a Semester-in-India program, which combines a period of residence in Madras and a time of travel/study to major archaeological and historical sites in India. A fuller description is given in the Educational Programs section; details are also available from the Office of Study Abroad.

Cultural Diversity Requirement: SOU 101 and 310 are options for fulfilling the cultural diversity requirement. Other courses which cross the curriculum and are included in the South Asian Studies program are also options: Art 102, Art 226, Art 332, Cla 101, Cla 102, Cla 200, His 171, His 281, His 471, His 473, Pol. 472, Rel 270, Rel 271, Rel 272, Rel 370, Rel 371, Soc 354, Soc 356, and Sou 390.

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|---|------------|
| Art 102 SURVEY OF ASIAN ART
Introduction to major monuments of Chinese, Indian, and Japanese architecture, sculpture and painting. | Mr. Thomas |
| Art 226 INDIAN ART
Art traditions of the Hindus, Buddhists, Jains, and Muslims, as seen in the architecture, sculpture and painting of the sub-continent. (Not offered 1994-95) | Mr. Thomas |
| Cla 101 BEGINNING SANSKRIT
Introduction to the classical language of India, including an introduction to comparative Indo-European grammar and etymology. Readings from the Mahabharata. (Fall) | Mr. French |
| Cla 102 CONTINUING SANSKRIT
Continuation of study of Sanskrit and Indo-European grammar. Readings from Mahabharata and Hitopadesha. <i>Prerequisite:</i> Cla 101. (Spring) | Mr. French |
| Cla 200 READINGS IN VEDIC LITERATURE
Introduction to the oldest extant Indo-European literature. Translation and ritual chanting of selections from the Veda. <i>Prerequisite:</i> Cla 102. (Fall) | Mr. French |
| Sil 148 BEGINNING HINDI | |
| Sil 149 CONTINUING HINDI | |
| Sil 150 INTERMEDIATE HINDI | |
| Sil 155 BEGINNING TAMIL | |
| Sil 156 CONTINUING TAMIL | |
| Sil 157 INTERMEDIATE TAMIL | |
| Sil 161 BEGINNING URDU | |
| Sil 162 CONTINUING URDU | |
| Sil 163 INTERMEDIATE URDU | |

His 171 HISTORY OF INDIA The Indian sub-continent from pre-historic times to the present. Focuses on contributions of Hindu, Buddhist, Jain, and Islamic traditions; history of British rule; origins of Indian nationalism; rise of independent India, Pakistan, and Bangladesh. (Not offered 1994-95)	Mr. Thomas
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His 281 ASIA AND WESTERN DOMINANCE

Mr. Thomas

British, French, Portuguese, and Spanish colonialism in Asia. History of colonial rule and Asian reactions; emergence of nationalism; birth of independent nations; and post-colonial relations among nations.

His 471 GANDHI

Mr. Thomas

Mohandas Gandhi's life, philosophy of non-violence, approaches to conflict resolution, and views on economic and social change.

Rel 177 INTRODUCTION TO ASIAN RELIGIOUS THOUGHT

Mr. Mahony

Thematic consideration of religious ideas, values, and practices of India, China, and Japan. Readings drawn primarily from translations of texts from the Classical periods of these cultures. Not open to juniors or seniors until drop/add.

Rel 270 HINDU TRADITIONS

Mr. Mahony

Historical, thematic, and theological consideration of selected aspects of classical Hinduism. Topics include concepts of divinity, the place in religious life of myth and ritual, the religious significance of the intellect and emotions, the value and role of meditation, and ethical views.

Rel 271 BUDDHIST TRADITIONS

Mr. Mahony

Historical and thematic study of Buddhist thought and practice. Topics include the nature of Gautama Buddha's enlightenment, sectarian and philosophical developments, cultural values, psychological insights, contemplative practices, and ethical views.

Rel 272 ISLAMIC TRADITIONS

Mr. Mahony

Theological and cultural study of Islamic history and religious expressions. Topics include the life of Muhammad, teachings of the Qur'an, developments in Islamic sectarianism, religious law and ethics, contemplative and ritual practices, and position in the contemporary world.

Rel 370 ASIAN CONTEMPLATIVE TRADITIONS

Mr. Mahony

Study of the religious significance, ideals, and practice of meditation in selected Buddhist and Hindu traditions. Readings center on translations of primary texts but also include pertinent indigenous commentaries and modern interpretive works.

Rel 371 RELIGION AND AESTHETICS EXPRESSION IN ASIA

Mr. Mahony

Theological and philosophical consideration of the nature and appreciation of beauty and of the process of artistic creativity. Primary emphasis on the Hindu experience of the sublime but with substantial attention given also to Buddhist, Taoist, and Islamic aesthetics.

Soc 354 ISSUES IN CONTEMPORARY INDIA

Staff

A series of 25 lectures focusing on some of the pressing problems faced by contemporary India and institutions which address those problems. Topics include the environment, the status of women, implications of the population explosion, economic conditions, and the political process. Offered as part of the Semester-in-India program. *Prerequisite: Permission of the instructor.* (Fall)

Soc 356 CLASS, CASTE, AND ETHNICITY IN SOUTH ASIA

Mr. Sabaratnam

Historical and comparative examination of systems of social stratification in various South Asian countries. Emphasis upon the impact of colonialism and modernization on traditional cultures and societies in South Asia and on the current surge of ethnic sentiments throughout the region. (Fall)

Sou 101 CIVILIZATION OF SOUTH ASIA

Staff

Cultural history of the sub-continent, with emphasis on literary and artistic achievements. Satisfies area requirement in Language and Literature (Area I,1). (Not offered 1994-95)

Sou 310 INDIA: PAST AND PRESENT

Staff

Specially designed lecture course at Madras, India, as part of the Semester-in-India program, dealing with the Indian cultural traditions and its current expressions in Indian philosophy; arts and religious movements; and political, social, and economic systems.

Sou 390 RESEARCH PROJECT

Staff

Research project to be conducted in India as part of the Semester-in-India program under the guidance of a scholar in India. Extensive field work and written and oral reports required.

Sou 312 TUTORIAL IN SOUTH ASIAN STUDIES

Staff

Permission of instructor is required.

Sou 395-399 INDEPENDENT STUDY

Staff

Permission of instructor is required under the supervision of the Program Director who approves the topic of study. Paper required.

SPANISH

Professors: Hernández-Chioldes, Kemp

Associate Professor: Peña (Chair)

Assistant Professors: Maiz-Peña, Simerka

Visiting Instructors: Figueroa, Montero

Core Requirements: Any one of the following courses meets the literature requirement for the degree: Spanish 199c, 241, 242, 243, 250, 320, 321, 322, 330, 331, 340, 341, 343, 345, 346, 350, 374.

Foreign Language Requirement: Completion of Spanish 201 meets the foreign language proficiency required for the degree.

Cultural Diversity Requirement: Spanish 362, 373, 374, 390, 391, 392, 393, and 394 are options for fulfilling the cultural diversity requirement.

Placement of Freshmen: Students who have taken Spanish in high school and who want to take Spanish courses at Davidson must take a placement test at the beginning of the academic year.

Major Requirements: Ten courses above the Spanish 201 level including Spanish 490 and 491 and a minimum of one course from each of the following areas:

Area I: Literature and culture of Spain prior to 1700 (320, 321, 322, 329);

Area II: Literature and culture of Spain since 1700 (330, 331, 339, 350);

Area III: Civilization of Spain and Latin America (361, and either 362 or 373);

Area IV: Literature and culture of Latin America Prior to 1900;

Article V: Literature and Culture of Latin American Since 1900.

Courses taken in the Davidson College programs in Mexico and/or Spain may satisfy one or several of the departmental area requirements. The chair of the Spanish Department determines which areas may be satisfied in this manner.

A comprehensive examination is required in the last semester of the senior year. Study in a Spanish-speaking country is strongly recommended but not required. Also recommended is at least a minimum knowledge of a second foreign language.

Honors Requirement: Twelve courses are required for departmental honors. In addition to the major requirements, two other courses (Spanish 498, 499) are devoted to research and writing of the honors thesis. An oral examination is administered at the completion of the thesis and covers the thesis, its period, and/or the genre of its subject.

Study Abroad: With the approval of the department chair, courses taken at a Spanish-speaking university under the Davidson College foreign study plan may be substituted for courses beyond Spanish 201.

- 101 ELEMENTARY SPANISH I Staff
An introduction to speaking, understanding, reading, and writing Spanish. Requires drill sessions and language laboratory.
- 102 ELEMENTARY SPANISH II Staff
Development of further skills in speaking, understanding, reading and writing Spanish through a review of grammar and readings in the literature and culture of Spain and/or Latin America. Requires drill sessions and language laboratory. *Prerequisite:* Spanish 101 (1) or its equivalent.
- 103-104 INTENSIVE ELEMENTARY I & II Staff
Intensive introductory TWO COURSE SEQUENCE with the same proficiency goals and requirements as Spa 101 and Spa 102. Designed for students considering study abroad, and those who would like to complete their language requirement in one year or accelerate acquisition of the language.
- 201 INTERMEDIATE SPANISH Staff
Extensive reading and discussion in Spanish of texts of moderate difficulty in the culture and literature of Spain and Latin America. Conversation sessions and language laboratory required. Meets the degree requirement for proficiency in foreign language. *Prerequisite:* Spanish 102 or its equivalent.
- 202 ADVANCED INTERMEDIATE SPANISH Staff
Practice in oral and written communication skills, supplemented by literary and cultural readings. *Prerequisite:* Spanish. 201.
- 203 INTENSIVE INTERMEDIATE SPANISH IN MEXICO Staff
Combination of 201 and 202. A double credit course with the same proficiency goals and requirements as 201 and 202. Requires extensive reading and discussion in Spanish of texts of increasing difficulty in the cultural and literature of Spain and Latin America. *Prerequisite:* Spanish 102 or equivalent.
- 219 INDEPENDENT STUDY: Language and Linguistics
- 241 LATIN AMERICAN LITERATURE IN TRANSLATION Mr. Hernández-Chioldes
Selected works of Latin American literature in English translations. Readings and class discussions are in English. Not for credit toward a Spanish major.
- 242 SPANISH LITERATURE IN TRANSLATION Staff
Selected works of Spanish literature in English translation. Readings and class discussions are in English. Not for credit toward a Spanish major.
- 243 DON QUIJOTE Ms. Simerka
Cervantes' Don Quijote and some of the criticism and literature it has generated. Readings and class discussion in English. Not for credit toward a Spanish major.
- 250 INTRODUCTION TO HISPANIC LITERATURE AND CULTURE Staff
Writers of Spain and Latin America and their world views: themes such as man and his relation to God, love, nature, time, death, communication, and art. Conducted in Spanish. *Prerequisite:* Spanish 201 or its equivalent.
- 301 ADVANCED SPANISH CONVERSATION AND COMPOSITION Staff
Training and practice to develop fluency, accuracy, and expressiveness in oral and written communication. Strongly recommended for students planning to study abroad. *Prerequisite:* Spanish 201 or its equivalent.
- 302 ADVANCED GRAMMAR Staff
Problems in Spanish grammar and idiom building, particularly those faced by English-speaking people; problems of translation; an overview of Spanish phonetics; and a brief study of the evolution of the Spanish language. Conducted in Spanish. *Prerequisite:* Spanish 201 or its equivalent.

- 311 FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL (FLES) Staff
 Year-long project in teaching Spanish and Hispanic culture to children in a local elementary school.
Prerequisite: Spanish 201 or its equivalent, approval of the FLES supervisor and chair.
- 320 SPANISH LITERATURE THROUGH THE GOLDEN AGE Ms. Simerka
 Major works from medieval times through the seventeenth century, studied against a background of historical developments and literary currents. Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*
- 321 THEATER OF SPAIN'S GOLDEN AGE Ms. Simerka
 Development of 16th and 17th century Spanish theater, including works by Lope de Vega, Cervantes, Tirso de Molina, Ruiz de Alarcon, and Calderon de la Barca. Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*
- 322 CERVANTES Ms. Kemp, Ms. Simerka
 Advanced study of Don Quijote and the literary criticism it has generated. Conducted in Spanish.
Prerequisite: Spanish 201 or its equivalent.
- 329 INDEPENDENT STUDY: Spanish literature prior to 1700.
 Independent study under the direction of a faculty member who approves the topic and determines the means of evaluation.
- 330 MODERN SPAIN Ms. Kemp
 Thematic introduction to the culture, literature, and fine arts of Spain since 1700. Conducted in Spanish.
Prerequisite: Spanish 201 or its equivalent.
- 331 20TH CENTURY SPAIN Ms. Kemp
 The Generation of 1898 writers (Unamuno, Baroja, Valle-Inclan, Azorin, and Machado), the pre-Civil War poets (Lorca and his generation), and contemporary writers, studied in their historical contexts. Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*
- 339 INDEPENDENT STUDY: Spanish literature since 1700.
 Independent study under the direction of a faculty member who approves the topic and determines the means of evaluation.
- 340 LATIN AMERICAN LITERATURE I Mr. Hernández-Chiroides, Ms. Maiz-Peña, Mr. Peña
 Literature and the arts against a background of history and socio-political developments from 1492 to 1900, with a focus on major currents of thought and world views. Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*
- 341 LATIN AMERICAN LITERATURE II Mr. Hernández-Chiroides, Ms. Maiz-Peña, Mr. Peña
 Ideas, theologies, and aesthetics that have shaped modern Latin American literatures and other arts, from 1900 to the present. Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*
- 343 CONTEMPORARY LATIN AMERICAN NOVEL Mr. Hernandez-Chiroides, Ms. Maiz-Peña, Mr. Pena
 Most important works of major contemporary writers from Latin America studied against a background of recent history and relevant ideologies and values. Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*
- 345 CULTURE AND LITERATURE IN LATIN AMERICA Mr. Peña
 Critical study of the notion of culture and its applications to the study of Modern Latin American literature in the work of essayists from Sarmiento to Sarduy. An attempt to isolate the ideological and rhetorical import of the notion of culture and its role in literary and critical production. Conducted in Spanish. *Prerequisite: Spanish 201.*
- 346 POLITICAL POWER AND LITERATURE IN LATIN AMERICA Mr. Peña
 Historical and comparative examination of the figure of the dictator in Latin-American Literature from Sarmiento's Facundo to Garcia Marquez's The Autumn of the Patriarch through the discursive manifestations of authority and authoritarianism. Conducted in Spanish. *Prerequisite: Spanish 201.*

349 INDEPENDENT STUDY: Latin American literature.

350 GARCIA LORCA AND HIS GENERATION

Staff

Plays, ballads, and other poetry of Garcia Lorca and his pre-Civil War generation. Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*

355, 356, 357, 358 SEMINAR IN SPECIAL TOPICS

Staff

An area in literature or civilization outside the content of other core courses. Subject announced in the Schedule of Classes. Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*

361 CIVILIZATION OF SPAIN

Ms. Kemp

Reading, discussion, and oral reports on the historical evolution of Spain's social, economic, political, and religious life, and the fine arts. Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*

362 CIVILIZATION OF LATIN AMERICA

Mr. Hernández-Chirolde, Ms. Maiz-Peña, Mr. Peña

Development of Latin America and its cultural achievements, with emphasis on several key countries and on the role of Indians and blacks. Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*

369 INDEPENDENT STUDY: Hispanic culture.

Independent study under the direction of a faculty member who approves the topic and determines the means of evaluation.

373 MEXICO: YESTERDAY AND TODAY

Ms. Maiz-Peña, Mr. Peña

Contemporary Mexico; distant and recent past; writers, painting, film and current press. Recommended for students planning to participate in the term in Mexico. Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*

374 CARIBBEAN PEOPLES, IDEAS, AND ARTS

Mr. Hernández-Chirolde

Literatures and arts, ideas, and socio-economic structures in the Caribbean islands and rimlands (Cuba, Dominican Republic, Puerto Rico, Venezuela, Colombia, and Central America). Conducted in Spanish. *Prerequisite: Spanish 201 or its equivalent.*

380, 381, 382, 383, 384 SEMINAR FOR SPRING SEMESTER IN SPAIN

Ms. Kemp/Ms. Simerka

Five courses offered in Spain during the spring semester. The courses normally offer language, civilization and contemporary culture, and special topics. They are open to ten or more qualified students regardless of projected majors. Screening of applicants begins during the fall semester. *Prerequisite: Spanish 201.* (Not offered 1994-95)

390, 391 SEMINARS FOR SUMMER SEMESTER
IN LATIN AMERICA

Ms. Maiz-Peña/Mr. Peña/Mr. Hernández-Chirolde

Two courses offered in Latin America during the summer. The courses normally offer language, civilization, literature, and special topics. They are open to 15 or more qualified students regardless of projected majors. Screening of applicants begins during the fall semester. *Prerequisite: Spanish 201.*

429 (295, 296) INDEPENDENT STUDY (for senior majors)

Staff

Special topics, themes, a genre, or a single figure in literature, history, or culture, outside the content of other courses under the direction of a faculty member. *Prerequisite: any two literature or civilization courses, or approval of the chair and the instructor.*

490 SENIOR SEMINAR I

Staff

Overview of hispanic language and culture from the XII to the late XIX century. Ideological and rhetorical importance of the notion of culture and its role in literary and critical production of that period.

491 SENIOR SEMINAR II

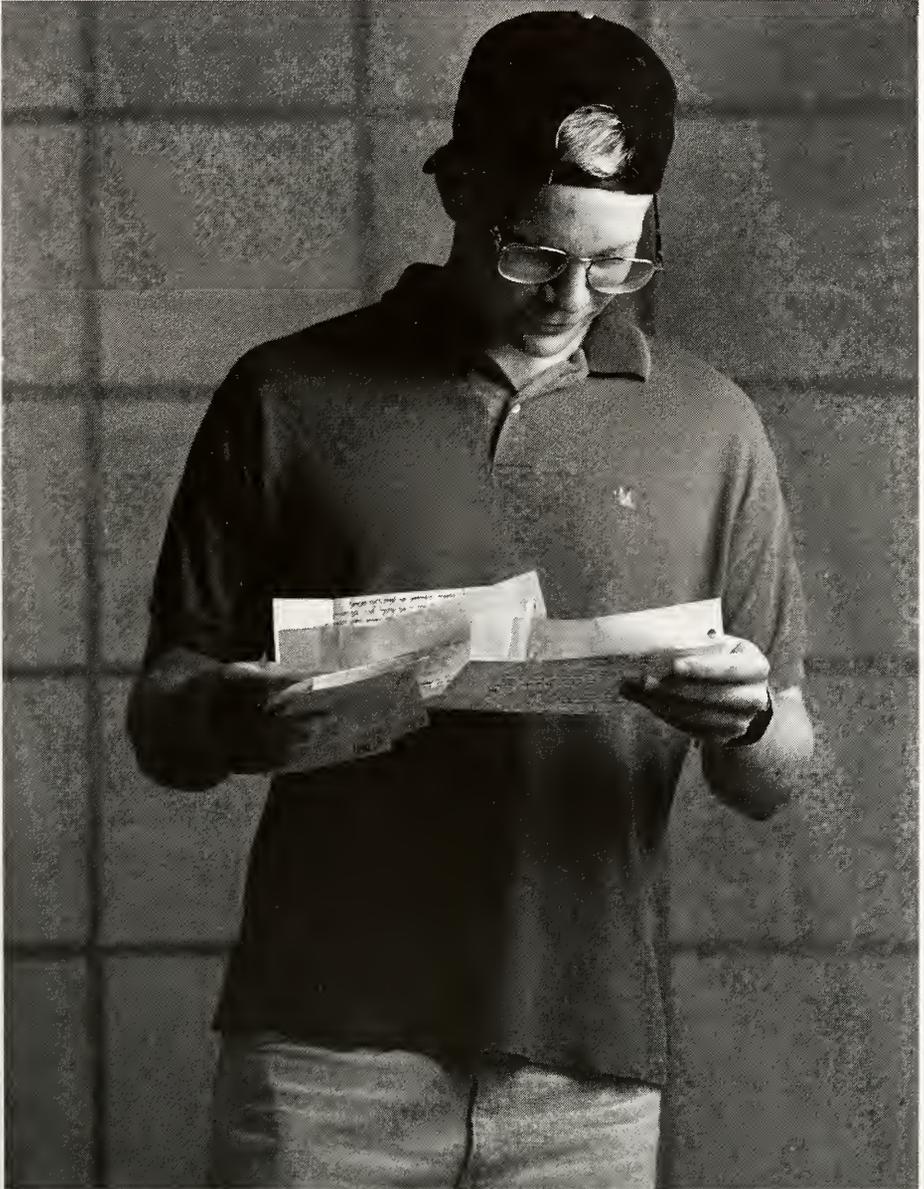
Staff

Continuation of Spa 490 concentrating on Hispanic language and culture of the late XIX and XX centuries in preparation for the Senior Major Exam. Includes independent work on the final Senior Major Paper, in consultation with one of the professors of the Spanish Department.

498, 499 SENIOR HONORS, TUTORIAL, AND THESIS

Staff

Research and writing of the honors thesis begins in Spanish 498, (in the spring of the junior year or the fall of the senior year) and is completed in Spanish 499 during the senior year. Spanish 498 requires a thesis outline and progress reports; Spanish 499 requires a departmental oral examination on the completed thesis.



THEATRE AND SPEECH

Professors: Barber, Gardner (Chair)

Associate Professor: Pinkston (on leave)

Assistant Professor: Costa

Lecturer: McAlister

Core Requirements: THE 101, 102, 121 or 221, 141, 199c, 231, 241, 261, 271, 272, 275, 301, 351, may be counted toward the fulfillment of the core requirement in Fine Arts.

Major Requirements: THE 141 or 241, 231, 331 or 341, 261, 271, 272, 275, 351, 492, 495, and two approved courses in dramatic literature outside the department.

Honors Requirements: Candidates for honors must first meet the college's requirements for departmental honors as described in the college catalogue, and must have at least a B+ (3.5) average in theatre courses numbered 200 or higher. The course requirements are the same as for the regular major in theatre with the addition of one theatre course numbered above 300 (a course from a field related to the candidate's special study may, with departmental approval, be substituted for the theatre course) and THE 499. The writing of an honors thesis is begun in THE 492 and is completed in THE 499 and defended in an oral examination. An average of 3.5 must be maintained in theatre during the senior year.

THEATRE

101 INTRODUCTION TO THEATRE ARTS

Staff

Materials of creative expression in theatre. Readings, discussions, lectures, field trips, and laboratory problems increase understanding of the theatre as one aspect of the liberal arts experience. Open to freshmen and sophomores only. (Fall, Spring)

102 THEATRE ARTS

Staff

Examination of the creative elements of theatre via theory, problem-solving and critical analysis. Intended for the student with previous training or experience in theatre. Not open to students who have taken THE 101. Open to freshmen and sophomores only (Spring).

121 STUDIO THEATRE I

Staff

Group study of theatre problems and practices designed to expand the student's knowledge of the range of presentational modes. *Prerequisite:* Theatre 101 or consent of the instructor. (Spring)

141 INTRODUCTION TO ACTING

Ms. Costa

For students with little or no experience in theatrical production and performance. Theatre games, ensemble improvisation and fundamental training in voice and movement for performance. Workshop training and performance utilizing dramatic monologues and realistic scenes from contemporary plays and film scripts. Successful completion of THE 141 allows the student to be considered for THE 341 with consent of the instructor.

221 STUDIO THEATRE I

Staff

Advanced group study of theatre problems and practices applied through the preparation and presentation of studio productions. *Prerequisite:* Theatre 121. (Spring)

231 SCENE DESIGN I

Mr. Gardner

Theory and practice of scenic design and stage lighting. Demonstrations, discussions, and projects. *Prerequisite:* Theatre 101, 102 or consent of the instructor. (Fall)

241 ACTING I

Ms. Costa

Study and application of the psycho-physical and emotional bases of performance. Emphasis on relaxation of the actor's body, ensemble improvisation, freeing the natural voice, acting on impulse. Fundamental training in the acting of realistic scenes. *Prerequisite:* Consent of the instructor. Not open to freshmen.

- 261 GROUP PERFORMANCE OF LITERATURE Mr. Barber
Exploration of literature through group performance; theory and techniques for performing non-dramatic literature; concluding with an adaptation and readers' theatre production. (Fall)
- 271 THEATRE HISTORY AND THEORY: BEGINNINGS TO THE 18TH CENTURY Mr. Gardner
Group study of theatre practice and theory from ancient Greece to 18th century Europe. (Alternate Fall semesters)
- 272 THEATRE HISTORY AND THEORY: FROM THE ROMANTIC PERIOD TO THE PRESENT Mr. Pinkston
Group study of theatre practice and theory from the Romantic period to the present. (Alternate Spring semesters)
- 275 AMERICAN THEATRE STUDIES Mr. Barber
Study of selected topics in American theatre history from its beginnings to the present, including the musical theatre.
- 295 INDEPENDENT STUDY Staff
Individual work under the direction and supervision of a faculty member who reviews and approves the topic of study and determines the means of evaluation.
- 301 CURRENT NEW YORK THEATRE SEMINAR Mr. Barber
Current productions on the New York stage. Field trip to New York City during the Spring break. Additional fee assessed to cover costs of performances, transportation, and housing. Recommended for juniors and seniors. (Alternate spring semesters)
- 331 SCENE DESIGN II Mr. Gardner
Continued study of the theory and practice of scenic design and stage lighting. *Prerequisite: Theatre 231 and consent of the instructor.* (Spring)
- 341 ACTING II Ms. Costa
Study and application of the Stanislavski acting process. Group and individual performances of Actors Studio exercises designed to promote personalization and emotional fullness in characterization. Advanced techniques for scene and character analysis. Performance of scenes from classical realism (Ibsen, Chekhov) and from Shakespeare's dramas. *Prerequisites: Theatre 141 or 241 and consent of the instructor. In special cases, Theatre 241 may be waived by the instructor.*
- 351 DIRECTING Mr. Barber
Fundamentals of directing culminating from analysis to presentation. Each student will direct a one-act play in a studio production. *Prerequisite: Theatre 101, 102 or consent of the instructor. Limited to juniors and seniors only; permission of professor for sophomores.* (Spring)
- 380-385 SPECIAL TOPICS IN THEATRE Staff
Group study of selected theatre topics. *Prerequisite: consent of the instructor.* (Alternate fall semesters)
- 390-395 INDEPENDENT STUDY Staff
For advanced students with special topics to be pursued under the direction and supervision of a faculty member who reviews and approves the topic of study and determines the means of evaluation. Suggested topics include "Preparing a Role," "Directing Practicum," "Design Practicum," "Script Development," "Literature in Performance," and "Stage Management." *Prerequisites: Consent of instructor and approval of topic.*
- 492 COMPREHENSIVE — THEATRE Staff
Independent study and readings in preparation for the senior project and the honors thesis. Theatre majors only. (Fall)
- 495 SENIOR PROJECT FOR MAJORS Staff
Theaters majors select a topic which includes the disciplines of acting, directing and design, with emphasis

upon any one of these disciplines, in a significant project utilizing research, written and oral presentations. Project presented to the department faculty and other majors. (Spring)

499 HONORS TUTORIAL AND THESIS

Staff

Consent of the Theatre Department faculty necessary for admission. (Spring)

SPEECH

101 INTRODUCTION — PRINCIPLES OF ORAL COMMUNICATION

Ms. McAlister

Techniques of oral communications. Readings, discussions, lectures, examinations of contemporary speeches, and individual participation. (Fall, Spring)

110 ORAL INTERPRETATION OF LITERATURE — PROSE AND POETRY

Staff

Critical analysis of literature and the techniques involved in translating that interpretation into an oral form. Emphasis on individual presentation. (Fall, Spring)

201 THEORY AND PRACTICE IN PERSUASION

Ms. McAlister

Theories of persuasion applied through frequent classroom speeches on significant current issues. *Prerequisite: Speech 101 or consent of the instructor.* (Fall)

295 INDEPENDENT STUDY

Staff

Independent work under the direction of a faculty member who determines the means of evaluation. Open to advanced students with special projects. *Prerequisite: Speech 101 and consent of the instructor.* (Fall, Spring)

390 SPECIAL TOPICS IN ORAL COMMUNICATION

Staff

Group study of selected topics in Oral Communications. *Prerequisite: consent of the instructor.* (Spring)



CONCENTRATIONS

The curriculum includes the opportunity for students to pursue a concentration as well as a major. A student may choose a concentration to complement the major, but concentrations are not required. Davidson offers concentrations in Applied Mathematics, Ethnic Studies, Gender Studies, International Studies, Medical Humanities, and Neurosciences.

APPLIED MATHEMATICS CONCENTRATION

The Applied Mathematics Concentration offers an introduction to the process of modeling natural or social phenomena by mathematical systems. The goal of the concentration is to foster skills in the development of an appropriate variety of mathematical tools, to acquire an appreciation for the limitations of a given mathematical model and for modeling as a dynamic process, and to experience this process within a specific domain of application. The concentration has two tracks: a natural science emphasis and a social science emphasis. Either track is open to all students, regardless of major.

Requirements

Natural Science Track

1. Mat 135 (Calculus II: Multivariable Calculus)
2. Mat 150 (Linear Algebra with Applications)
3. One Course selected from:
 - Mat 235 (Differential Equations and Infinite Series) or
 - Phy 201 (Mathematical Methods for Scientists)
4. Physics 130, 230 (General Physics with Calculus: 2 courses)
5. One elective selected from:
 - Che 351 (Physical Chemistry I)
 - Che 352 (Physical Chemistry II)
 - Che 401 (Inorganic Chemistry)
 - Mat 210 (Mathematical Modeling)
 - Mat 235 (Differential Equations and Infinite Series)
 - Mat 325 (Numerical Analysis)
 - Mat 335 (Vector Calculus and Partial Differential Equations)
 - Phy 200 (Computational Physics)
 - Phy 310 (Electronics and Instrumentation)
 - Phy 330 (Intermediate Mechanics)
 - Phy 340 (Statistical and Thermal Physics)
 - Phy 350 (Electricity and Magnetism)
 - Phy 360 (Quantum Mechanics I)

Social Science Track

1. Mat 135 (Calculus II: Multivariable Calculus)
2. One course selected from:
 - Mat 110 (Applications of Finite Mathematics with Computer Programming) or
 - Mat 150 (Linear Algebra with Applications)
3. One course selected from:
 - Mat 210 (Mathematical Modeling) or
 - Mat 235 (Differential Equations and Infinite Series)
4. One course selected from:
 - Ant/Soc. 260 (Social Analysis)
 - Eco 204 (Statistics)
 - Psy 310 (Psychological Research — Design and Analysis)
5. Two electives selected from:
 - Eco 315 (Mathematical Economics)
 - Eco 317 (Econometrics)

Eco 336 (Economics of Population)
 Eco 338 (International Finance)
 Mat 210 (Mathematical Modeling)
 Mat 235 (Differential Equations and Infinite Series)
 Phi 210 (Games and Decisions)
 Psy 366 (Advanced Seminar in Experimental Psychology: Advanced Statistics/SAS)
 Soc 371 (Methods in Social Research)

A student in the social science track whose major is mathematics must include at least one elective from a department other than mathematics.

The collection of elective courses an applicant plans to use to satisfy the concentration requirements may be amended subject to the approval of the Applied Mathematics Advisory Committee. A seminar or independent study involving substantive application of mathematical techniques may satisfy an elective requirement upon the consent of the Applied Mathematics Advisory Committee.

No more than two courses from those courses which constitute a student's major may be applied toward the concentration in Applied Mathematics. With the approval of the Applied Mathematics Advisory Committee, a student may substitute an additional elective course for a required course in the student's major.

At least one elective course must be taken during or after the Spring Semester of the junior year. A grade of "C" or higher is required in all courses applied toward the concentration.

Application Procedure

The Applied Mathematics Concentration is administered by the Applied Mathematics Advisory Committee. (The faculty liaison is Dr. Stephen Davis.) A student must submit written application to the Applied Mathematics Advisory Committee by the last class day of the Fall Semester of the junior year. Earlier application increases the opportunity for coherence and flexibility in planning the applicant's course of study. Appropriate progress toward satisfying the required portion of the concentration should be made by the end of the sophomore year. Approval of the application is made by the Registrar upon the recommendation of the Applied Mathematics Advisory Committee.

ETHNIC STUDIES CONCENTRATION

The Ethnic Studies concentration provides students with an understanding of the forces that have made African Americans, Native Americans, and Latinos integral, and yet distinct, groups in American society. This interdisciplinary course of study, offered by departments in the humanities and social sciences, introduces analytical skills that are required to understand the cultural, economic and political factors, both historical and modern, that have shaped these ethnic groups.

The inclusion of theories of ethnicity and race assists students in developing the critical tools necessary to understand and evaluate issues of democracy and cultural pluralism in a complex country and world. The concentration also encourages comparative study of ethnicity, thus emphasizing that the study of ethnic identity and relations is a part of understanding the human experience.

Requirements

1. Completion of six courses to include:
 - a. Soc 205 (Race and Ethnic Relations)
 - b. Three courses from one track and one course from a second track. At least two of these four courses must be at the 300 level or higher. An approved independent study course may substitute for one of these four courses.

Africana Track

Ant 221 (The Caribbean Experience)
 Ant 222 (African Civilizations)
 Cis 328 (Afro-Caribbean Literature)
 Cis 341 (African Literature)
 Eng 282 (African American Literature)

Eng 394 (Cis 394) (Caribbean Literature)
 Fre 361 (Francophone Africa and the Caribbean)
 His 240 (African-American History to 1877)
 His 241 (African-American History Since 1877)
 His 345 (Slave Narratives and Historiography)
 His 446 (African-American Women in 19th Century America)
 Mus 104 (Afro-American Music)
 Pol 240 (Politics and International Relations of Africa)
 Soc 415 (The Black Church)

Native American Track

Ant 355 (Native Peoples of North America)
 Ant 351 (Mesoamerican Civilizations)
 Ant 352 (Heritage of Conquest in Mesoamerica)
 Ant 353 (Contemporary Peoples of Mesoamerica)
 Ant 354 (Art and Writing of Ancient Mesoamerica)

Latino Track

His 161 (Latin America)
 His 361 (Greater Mexico Since 1810)
 Spa 373 (Mexico: Yesterday and Today)
 Spa 374 (Caribbean Peoples, Ideas, and Arts)

- c. One course from among the following electives that emphasizes comparative ethnic studies *or* a course from one of the above tracks (provided that no more than three courses are chosen from a single track). An approved independent study course may substitute for this requirement.

Electives

Ant 357 (The African Continuum)
 Cis 343 (The Politics of Diversity)
 Eng 281 (The South in Black and White)
 His 340 (Colonial America)
 His 344 (The South Since 1865)
 Pol 468 (Sex, Race and Power)
 Soc 245 (The Family in Comparative Perspective)
 Soc 352 (American Communities)

Of the six courses applied to the concentration no more than three may also satisfy the student's academic major. The six courses must also represent no fewer than three academic disciplines.

2. An approved project offering first-hand experience that will enrich the student's concentration studies. Such projects might include, but are not limited to, participation in an internship, conducting field research, and international study. Each student shall submit a substantial paper based on this experience to the faculty liaison of the Ethnic Studies Advisory Committee no later than the end of the fifth week of classes during the semester following the completion of the project. Standards for the paper are established by the committee.

3. A grade of "C" or higher is required in all courses applied toward the concentration.

Application Procedure

The Ethnic Studies concentration is administered by the Ethnic Studies Advisory Committee. The faculty liaison is Dr. Nancy J. Fairley. Students shall submit a written proposal to the Ethnic Studies Advisory Committee by the last day of the fall semester of the junior year. The proposal must specify the courses to be used to satisfy the concentration requirements. Approval of the application for the concentration is made by the Registrar upon the recommendation of the Ethnic Studies Advisory Committee.

GENDER STUDIES CONCENTRATION

A Gender Studies Concentration offers students the opportunity to explore traditional disciplines through an interdisciplinary perspective that focuses on the significance of sex as a social construct. Students study the unique contributions of women and men to society, science, humanities, and the arts; the importance of gender and gender roles in a variety of social and historical contexts; and new scholarly methods and theories arising from interdisciplinary study. The concentration encourages students to examine historical and contemporary representations of women and men in religion, in the arts and literature, in social and political theory, and in the sciences. It fosters scholarly investigation that recognizes gender as an empirical reality. While the immediate goal of Gender Studies is to stimulate intellectual curiosity and to provide new strategies for investigation, the long-term goal is to help Davidson men and women function freely and fairly in the world.

Requirements

1. Satisfactory completion of 5 courses to include:
 - a. One introductory course: His 245 (American Women to 1870) or 246 (American Women 1870 to the Present); Pol 215 (Feminist Politics); Eng 295 (Women Writers); Soc/Ant 217 (Gender and Society)
 - b. One 400-level seminar: His 444, His 446, or department seminars to be designated by the Advisory Committee
 - c. Three electives, one of which must be at the 300 or 400 level. Electives are selected from:
 - Ant 325 (Images of Women: Myth to Media)
 - Ant 410 (Gender and Sex Roles in Cross-Cultural Perspective)
 - Art 340 (Women in the History of Art)
 - Bio 361 (Women and Medicine)
 - Bio 362/Phi 350-353 (Sex, Technology and Morality)
 - Cis 481 (Visionary Women Writers)
 - Eco 381 (Gender Economics)
 - Eng 282 (African-American Literature)
 - Eng 295 (Women Writers)
 - Eng 392 (Studies in Literature by Women)
 - Fre 221 (Games People Play)
 - Fre 223 (Childhood and Youth)
 - Fre 225 (Male and Female)
 - Fre 329 (Studies in the Novel: Gender Relationships)
 - His 245 (American Women to 1870)
 - His 246 (American Women 1870 to the Present)
 - His 444 (Southern Women)
 - His 446 (African-American Women in 19th Century America)
 - Phi 364 (Feminist Thought)
 - Pol 215 (Feminist Politics)
 - Psy 352/Cis 352 (Gender Identity: Psychological Theory and Literary Representations)
 - Rel 320 (Hebrew Narrative Literature)
 - Rel 355 (Gender and the Body In the Christian Tradition)
 - Soc 217 (Gender and Society)

A minimum of one elective may be an independent study, tutorial or practicum.

Only two courses in the concentration may be in the student's major field of study.

2. A grade of "C-" or higher is required in all courses applied toward the concentration.

Application Procedure

The Gender Studies Concentration is administered by the Gender Studies Advisory Committee of the Faculty. (The faculty liaison is Dr. Elizabeth M. Mills.) Students shall submit a written application to the Advisory Committee by the last day of Fall Semester of the junior year. The application will specify the courses to be used to satisfy the concentration requirements. If one of the proposed electives is an independent study, tutorial, practicum, or internship, the student shall provide for the Advisory

Committee's approval a complete description of that course prior to the term of enrollment. Approval of the application for the concentration is made by the Registrar upon the recommendation of the Gender Studies Advisory Committee.

INTERNATIONAL STUDIES CONCENTRATION

Given the international focus of contemporary problems, students have the possibility of studying how different disciplines contribute to formulating effective solutions to these global challenges. The International Studies Concentration offers a student the opportunity to pursue a coherent, multi-disciplined program in international studies.

Requirements

1. Six courses chosen from the list of approved courses in international studies. Three courses shall be of a general international or multi-cultural nature; three courses shall be related to one particular geographic area. The six courses, at least two of which must be at or above the 300-level, shall be distributed among at least three departments and may include no more than two courses from the department of the applicant's major. A grade of "C" or higher must be earned on any graded course in order for the course to count toward the concentration. (The approved list of courses is updated annually and maintained in the Office of the Registrar.)

2. Proficiency in a modern foreign language, according to standards set by each language department or by the director of the Self-Instructional Language Program (SILP). This proficiency is to be at a level significantly above that required for graduation. Applicants should consult the chair of the relevant department or the director of SILP prior to submitting proposals.

3. A summer, semester, or year during the student's college career spent in study or work outside the United States. Each candidate shall submit a reflective and substantive paper based on the experience abroad to the chair of the International Education Committee by early April of the senior year, according to standards specified by that committee. (Note: In those individual cases in which financial limitations cannot be overcome and thus prevent an international experience, the International Education Committee shall be empowered to assign a substitute experience.)

Application Procedure

The International Studies Concentration is administered by the International Education Committee of the faculty. (The faculty liaison is Dr. Dennis Appleyard.) Students shall submit a written proposal to the International Education Committee by the conclusion of the late drop-add period of the Fall Semester of the senior year. Certification for the concentration shall be made by the Registrar upon the recommendation of the International Education Committee.

MEDICAL HUMANITIES CONCENTRATION

The Medical Humanities Concentration encourages students to reflect on the ways in which medicine is challenging, for better and/or for worse, the limits of the human condition. Courses in Medical Humanities enable students to understand that natural scientists, social scientists, and humanists deal differently with controversial issues such as the organization, delivery, and financing of health care, developments in productive and genetic technology, and the relationship between mind and body. Students are directed to develop an interdisciplinary approach to the theory and practice of medicine and to apply classroom reflections to life experiences.

Requirements

1. Philosophy 125 (Philosophies of Medicine); required of all
2. Four electives, one of which must have an experiential component and one of which must be at the 300 level. Electives are selected from:
Ant 340 (Medical Anthropology)

- *Bio 201 (Genetics, Society, and Decisions)
- Bio 361A (Women and Medicine)
- Bio 361B (Human Reproduction and Development)
- Bio 362A (Reproductive Ethics)
- Bio 362B (Biochemical and Ethical Bases of Selected Diseases)
- *Bio 372 (Biology Research)
- Cis 350 (Rationing Medical Care)
- *Cis 370 (Clinical Ethics and Practice)
- *Cis 380 (Clinical Ethics and Research)
- Eco 336 (Economics of Population)
- Eco 380 (Economics of Health Care)
- His 249 (American Medical History)
- Phi 354 (Medical Ethics)
- Pol 214 (Public Policy)
- Psy 231 (Abnormal Psychology)
- *Psy 313, 314, 315 (Psychological Research)
- *Psy 360 (Advanced Seminar)
- Psy 364 (Advanced Topics in Abnormal Psychology)
- Rel 355 (Gender and the Body in Christian Tradition)
- Rel 380 (Chinese Popular Belief)
- Soc 360 (Medical Sociology)
- * Meets experiential component requirement

One of the electives may be an independent study, tutorial, or practicum arranged with a member of the Medical Humanities Advisory Committee. (See Dr. Rosemarie Tong for the membership list.).

Application Procedure

The Medical Humanities Concentration is administered by the Medical Humanities Advisory Committee. (The faculty liaison is Dr. Rosemarie Tong.) Students should submit a written application to the Advisory Committee by the last day of the Spring Semester of the sophomore year. The application must specify the courses to be used to satisfy the concentration requirements. If one of the proposed electives is an independent study or practicum, then the student shall provide for the Advisory Committee's approval a complete description of that course prior to the semester of enrollment. Approval of the application for the concentration is made by the Registrar upon the recommendation of the Medical Humanities Advisory Committee.

NEUROSCIENCE CONCENTRATION

Life scientists have come to recognize that our understanding of how the brain, the "organ of consciousness", functions and endows human beings with the capacity to know, to feel, and to value, requires a multidisciplinary research effort. The Neuroscience Concentration introduces students to a field of science that has experienced an explosion of information and technological innovation. It provides students with a model for understanding how the conventional boundaries separating disciplines appearing to be incompatible can evaporate when new intellectual challenges confront us. In keeping with the liberal arts tradition, the concentration provides students with an opportunity to explore another dimension of our humanity — the biological substrate of all our moral and mental faculties.

Requirements

The neuroscience concentration requires a minimum of six courses and involves two components:

1. Required courses:

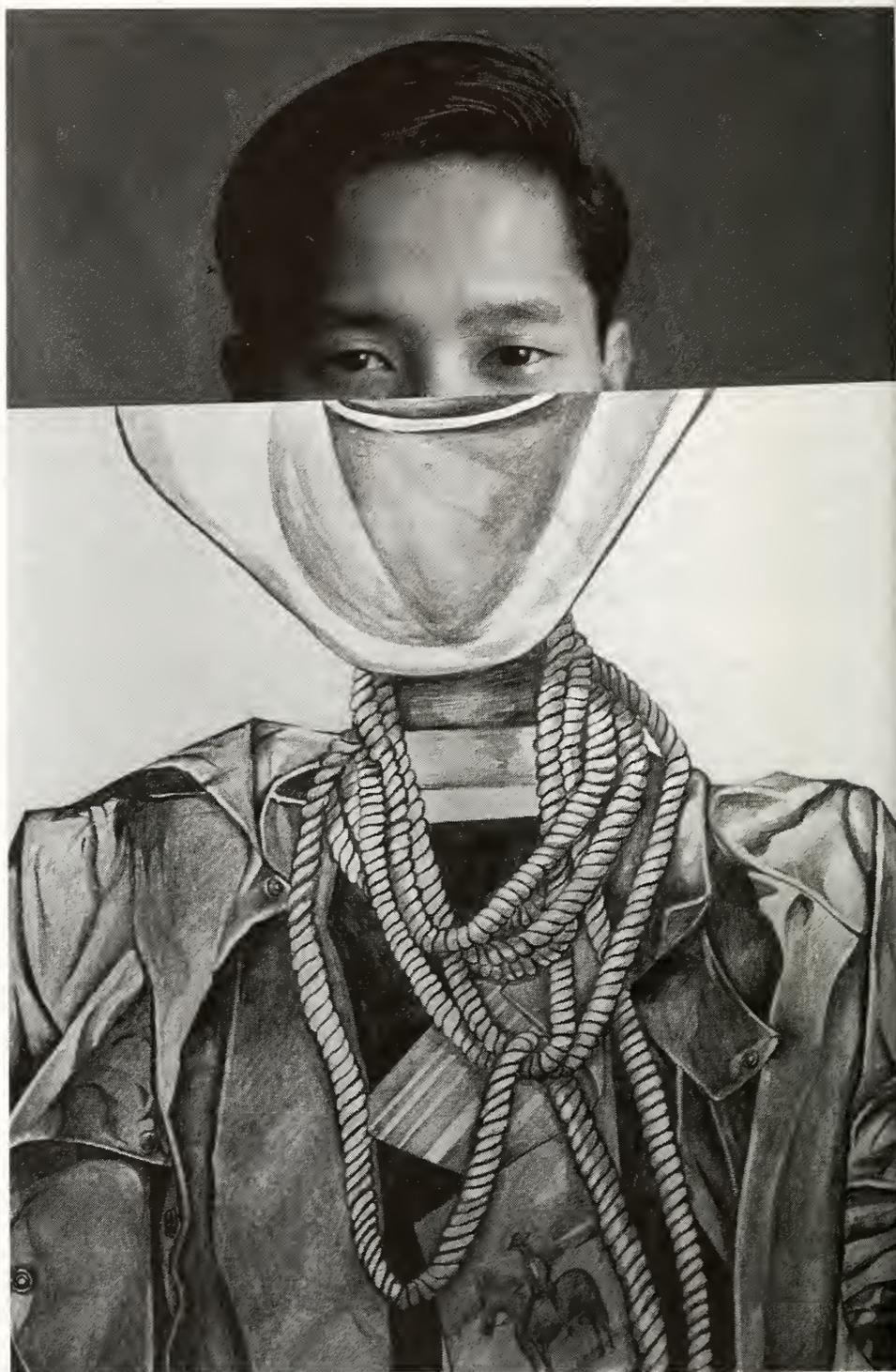
The following courses are to be taken in the stated sequence:

- A) Bio 331/Psy 313 (Psychological Research-Behavioral Neuroscience)
 - B) Psy 324 (Advanced Neuroscience)
2. Four electives chosen from a list annually reviewed and approved by the Neuroscience Advisory Committee (one from outside student's major and one — and only one — must be independent study/research):
 - Ant 102 (Humankind Evolving)
 - Bio 303 (Biochemistry)

Bio 304 (Molecular Biology)
 Bio 323 (Animal Behavior)
 Bio 361/362 (Seminar)
 Bio 371/372 (Independent Research)
 Mat 210 (Mathematical Modeling)
 Phi 125 (Philosophies of Medicine)
 Phi 354 (Medical Ethics)
 Phi 380 (Philosophy of Psychology)
 Psy 195 (Independent Study)
 Psy 311 (Psychological Research — Sensation and Perception)
 Psy 312 (Psychological Research — Learning and Cognition)
 Psy 330-349 (Tutorial)
 Psy 350-380 Advanced Seminar in Experimental Psychology
 No more than two courses in the concentration may also be counted toward the major.
 A grade of "C" or higher is required in all courses applied toward the concentration.

Application Procedures

The Neuroscience Concentration is administrated by the Neuroscience Advisory Committee. (The faculty liaison is Dr. Julio Ramirez.) Students shall submit a written proposal to the Advisory Committee by the last day of the Spring Semester of the sophomore year. The proposal should specify the courses that will be used to satisfy the concentration requirements. If any of the courses are to be independent studies, research courses, or seminars, the student must provide the Advisory Committee with a complete description of that course before the semester of enrollment. Approval of the application shall be made by the Registrar upon recommendation of the Neuroscience Advisory Committee.



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B.S. (Emory & Henry College), Ph.D. (University of Georgia)
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- Daniel T. Cerutti, Assistant Professor of Psychology (1993, 1993)
B.A. (University of Maryland Baltimore County), Ph.D. (Temple)
- Wolfgang Christian, Professor of Physics (1983, 1993)
B.S., Ph.D. (North Carolina State)

- M. Cherie Clark, Visiting Instructor in Psychology (1992, 1992)
B.A. (Indiana University of Pennsylvania), M.A. (Florida Atlantic University)
(Spring Semester)
- +David M. Coppola, Assistant Professor of Biology (1989, 1989)
B.A. (University of Virginia),
M.S. (East Tennessee State), Ph.D. (North Carolina State)
- Angela Curran, Visiting Assistant Professor of Philosophy (1992, 1992)
A.B. (University of California, Berkeley), Ph.D. (University of
Massachusetts, Amherst)
- Stephen L. Davis, Associate Professor of Mathematics (1981, 1985)
B.A. (Lindenwood), Ph.D. (Rutgers)
- Scott D. Denham, Assistant Professor of German (1990, 1990)
A.B. (University of Chicago), A.M., Ph.D. (Harvard)
- Vivien E. Dietz, Assistant Professor of History and Humanities (1990, 1990)
A.B. (Harvard), Ph.D. (Princeton)
- Charles D. Dockery, Professor of French (1974, 1988)
B.A. (Earlham), M.A., Ph.D. (Iowa)
- Brian Downall, Instructor in Military Science (1992, 1992)
- C. Earl Edmondson, Professor of History (1970, 1985)
B.A. (Mississippi College), M.A., Ph.D. (Duke)
- Hansford M. Epes, Jr., Professor of German and Humanities (1964, 1985)
A.B. (Davidson), Ph.D. (UNC Chapel Hill)
- Garret G. Fagan, Visiting Assistant Professor of History and Classical Studies (1993, 1993)
B.A., M.Litt. (Trinity College, Dublin), Ph.D. (McMaster)
- Nancy J. Fairley, Visiting Associate Professor of Anthropology (1993, 1993)
B.A. (Richmond College, C.U.N.Y.), Ph.D. (State University of NY at Stony Brook)
- Hugh F. Floyd, Visiting Instructor in Music (1993, 1993)
B.M. (Furman), M.M. (Eastman School of Music)
- W. Trent Foley, Associate Professor of Religion (1984, 1990)
B.A. (Kalamazoo), M.Div. (McCormick Theological Seminary),
M.A., Ph.D. (Chicago)
- *Dirk French, Professor of Classical Studies (1967, 1984)
A.B. (Lawrence), M.A., Ph.D. (Princeton)
- William Francis Frey, Professor of Physics (1960, 1983)
A.B. (King), M.S., Ph.D. (Vanderbilt)
- *Ralph William Gable, Professor of Chemistry (1960, 1983)
B.S. (Texas), M.A., Ph.D. (Duke)
- Joseph Tate Gardner, Jr., Professor of Theatre and Speech (1974, 1990)
A.B. (Davidson), M.A., Ph.D. (Florida State)
- Evelyn C. Gerdes, Lecturer in Education (1990, 1990)
B.S., M.A. (East Carolina)
- Gail McMurray Gibson, William R. Kenan, Jr. Professor of English and Humanities (1983, 1992)
B.A., M.A. (Duke), Ph.D. (Virginia)

- Irwin Stuart Goldstein, Associate Professor of Philosophy (1983, 1987)
B.A. (Carleton University), M.Litt. (Bristol), Ph.D. (Edinburgh)
- David Carroll Grant, Professor of Biology (1968, 1987)
A.B. (Wooster), Ph.D. (Yale)
- Kaori Hatayama, Visiting Lecturer in Japanese (1993, 1993)
B.A. (Obirin College, Japan)
- Michael A. Hawkins, Assistant Professor of Military Studies (1991, 1991)
B.S. (Appalachian), M.B.A. (Cornell)
- Pamela C. Hay, Associate Professor of Biology (1985, 1991)
B.A. (Hendrix), M.S. (University of Arkansas), Ph.D. (North Carolina State)
- +John Heil, Professor of Philosophy (1987, 1987)
A.B. (Randolph-Macon), Ph.D. (Vanderbilt)
- Burkhard J. Henke, Assistant Professor of German (1993, 1993)
M.A. (University of California, Santa Barbara), Ph.D. (University of California, Irvine)
- J. Alberto Hernández-Chioldes, Professor of Spanish (1979, 1991)
B.A. (Puerto Rico), M.A. (Middlebury), Ph.D. (Texas)
- Peter Neal Hess, Professor of Economics (1980, 1993)
B.A. (Bowdoin), Ph.D. (UNC Chapel Hill)
- John Gill Holland, Professor of English (1967, 1980)
A.B. (Washington and Lee), Ph.D. (UNC Chapel Hill)
- Robert Bruce Jackson, Jr., Vail Professor of Mathematics (1956, 1966)
B.S. (Davidson), Ph.D. (Duke)
- Walter Herbert Jackson, William H. Williamson Professor of Fine Arts (1969, 1983)
A.B. (Davidson), M.F.A. (UNC Chapel Hill)
- Everett F. Jacobus, Jr., Professor of French (1971, 1988)
B.A. (Duke), Ph.D. (Cornell)
- Grant D. Jones, Charles A. Dana Professor of Anthropology (1985, 1985)
B.A. (Florida State), Ph.D. (Brandeis)
- Rosalyn J. Jones, Visiting Associate Professor of English (1993, 1993)
B.A. (Shaw), M.A.T. (Duke), D.A. (Middle Tennessee State)
(Fall Semester)
- Robert David Kaylor, Professor of Religion (1964, 1980)
A.B. (Southwestern), B.D. (Louisville Seminary), Ph.D. (Duke)
- Thomas A. Kazee, Professor of Political Science (1981, 1993)
B.A. (Baldwin-Wallace), Ph.D. (Ohio State)
- John E. Kello, Professor of Psychology (1974, 1991)
B.S. (Old Dominion), M.A., Ph.D. (Duke)
- John D. Kelton, Executive Assistant to the President, (1959, 1966)
Director of Institutional Research and
Charles A. Dana Professor of Psychology
B.S. (Davidson), Ph.D. (UNC Chapel Hill)
- Lois Anne Kemp, Professor of Spanish (1972, 1985)
A.B. (Middlebury), M.A. (Denver), M.A., Ph.D. (Wisconsin)

- Donald L. Kimmel, Jr., Professor of Biology (1971, 1977)
A.B. (Swarthmore), M.D., M.Sc. (Temple), Ph.D. (Johns Hopkins)
- Lunsford Richardson King, Richardson Professor of Mathematics (1964, 1980)
B.S. (Davidson), Ph.D. (Duke)
- Benjamin G. Klein, Beverly F. Dolan Professor of Mathematics (1971, 1990)
A.B. (Rochester), M.A., Ph.D. (Yale)
- +Peter M. Krentz, Professor of History (1979, 1993)
B.A., M.A., Ph.D. (Yale)
- Carole Ann Kruger, Assistant Professor of French (1987, 1991)
A.B., A.M. (UNC Greensboro), Ph.D. (Duke)
- Vikram Kumar, Associate Professor of Economics (1986, 1992)
B.A. (St. Stephen's College), M.A. (Delhi School), Ph.D. (Vanderbilt)
- John W. Kuykendall, President of the College and (1984, 1984)
Professor of Religion
B.A. (Davidson), B.D. (Union Seminary-Richmond), S.T.M. (Yale),
M.A., Ph.D. (Princeton)
- Zoran Kuzmanovich, Assistant Professor of English (1988, 1988)
B.A., M.A. (University of Wisconsin-Milwaukee),
Ph.D. (University of Wisconsin-Madison)
- *William Tuthill Lammers, Associate Professor of Biology (1959, 1964)
A.B. (Emory), M.S. (Ohio State), Ph.D. (Emory)
- William David Lawing, Associate Professor of Music (1976, 1984)
A.B. (Davidson), M.M., D.M.A. (Cleveland Institute of Music)
- **Ralph B. Levering, Professor of History (1986, 1992)
B.A. (UNC Chapel Hill), M.A., Ph.D. (Princeton)
- *Cynthia Lynn Lewis, Professor of English (1980, 1993)
B.A. (Ohio State), M.A., Ph.D. (Harvard)
- Larry L. Ligo, Professor of Art (1970, 1988)
A.B. (Muskingum), B.D. (Princeton Seminary), Ph.D. (UNC Chapel Hill)
- Glenn Carlos Lindsey, Professor of Economics (1958, 1985)
B.B.A., M.B.A. (Georgia)
- Leo Llonch, Assistant Professor of Military Studies (1990, 1990)
B.S. (Columbia)
- David A. Long, Assistant Professor of English (1988, 1989)
A.B. (Dartmouth), M.A. (Middlebury), Ph.D. (Stanford)
- **Steven H. Lonsdale, Associate Professor of Classical Studies and Humanities (1986, 1993)
A.B. (Harvard), Ph.D. (University of Cambridge)
- Maurya MacNeil, Instructor in Psychology (1992, 1992)
B.A. (Davidson), M.A. (Ohio State University)
- William K. Mahony, Associate Professor of Religion (1982, 1988)
A.B. (Williams), M.Div. (Yale), Ph.D. (Chicago)
- Samuel Dow Maloney, James Sprunt Professor of Religion and Philosophy (1954, 1967)
A.B. (Davidson), B.D., Th.M., Th.D. (Union Seminary-Richmond)



- Robert John Manning, Charles A. Dana Professor of Physics and Humanities (1968, 1985)
A.B. (Gettysburg), M.S., Ph.D. (Virginia)
- David W. Martin, Associate Professor of Economics (1984, 1990)
B.A. (DePauw), M.S., Ph.D. (Illinois)
- Robert E. Maydole, Professor of Philosophy (1974, 1988)
B.S. (St. Joseph's), Ph.D. (Boston University)
- Martha R. McAlister, Visiting Lecturer in Theatre and Speech (1987, 1987)
B.S. (Northwestern), M.A. (UNC Greensboro)
- Anne M. McClintock, Visiting Lecturer in English (1993, 1993)
B.A. (Winthrop), M.A. (UNC Chapel Hill)
(Fall Semester)
- Audrey M. McCulloh, Visiting Lecturer in German (1989, 1989)
B.A., M.A. (University of Alabama)
(Spring Semester)
- Mark R. McCulloh, Associate Professor of German (1982, 1988)
A.B. (Alabama), M.A., Ph.D. (University of Illinois at Urbana-Champaign)
- Alexander Jeffrey McKelway, Paul B. Freeland Professor of Religion (1965, 1981)
A.B. (Davidson), B.D. (Princeton Seminary) Th.D. (Basel)
- Sally G. McMillen, Associate Professor of History (1988, 1991)
B.A. (Wellesley), M.L.S. (Pratt Institute), M.A. (UNC Charlotte),
Ph.D. (Duke)
- Linda C. McNally, Visiting Lecturer in Biology (1992, 1992)
B.S., M.S. (UNC Charlotte)
- Alfred R. Mele, Professor of Philosophy (1979, 1991)
B.A. (Wayne State), Ph.D. (Michigan)
- +Kenneth J. Menkhaus, Assistant Professor of Political Science (1991, 1991)
B.A. (Xavier), M.A., Ph.D. (University of South Carolina)
- Elizabeth M. Mills, Associate Professor of English (1985, 1991)
B.A., M.A. (University of Texas-El Paso), Ph.D. (UNC Chapel Hill)
- M. Grace Mitchell, Associate Professor of Education (1988, 1989)
B.S. (East Carolina), M.Ed. (Duke), M.A. (UNC Charlotte),
Ph.D. (University of Virginia)
- Donna K. Molinek, Assistant Professor of Mathematics (1992, 1992)
B.S. (University of Alaska Anchorage), M.S. (Northern Arizona),
Ph.D. (UNC Chapel Hill)
- John Moncure, Professor of Military Studies (1989, 1991)
B.S. (United States Military Academy), M.A., Ph.D. (Cornell)
- Cecilia Montero, Visiting Instructor in Spanish (1992, 1992)
B.A., M.H.D.L. (UNC Charlotte)
- Mary Anne L.K. Moore, Assistant Professor of Physics (1990, 1990)
B.M. (State University of New York College at Potsdam), M.S., B.A.,
Ph.D. (University of Tennessee)
- Richard D. Neidinger, Associate Professor of Mathematics (1984, 1990)
B.A. (Trinity), M.A., Ph.D. (Texas)

- Randy F. Nelson, Virginia Lasater Irvin Professor of English (1977, 1988)
B.A., M.A. (North Carolina State), M.A., Ph.D. (Princeton)
- Sylvia H. Newman, Visiting Assistant Professor of French (1993, 1993)
B.A. (College of Charleston), M.A., Ph.D. (University of Florida)
(Fall Semester)
- William Rodger Nutt, Professor of Chemistry (1971, 1985)
A.B. (Ohio Wesleyan), M.A., Ph.D. (Duke)
- Louis L. Ortmayer, Professor of Political Science (1977, 1989)
B.A. (Yale), M.A., Ph.D. (Denver)
- Ronald S. Ostrowski, Visiting Associate Professor of Biology (1993, 1993)
B.S., M.S. (Northern Illinois), Ph.D. (University of Notre Dame)
- Edward L. Palmer, Wayne M. and Carolyn A. Watson Professor of Psychology (1970, 1986)
A.B. (Gettysburg), B.D. (Gettysburg Seminary), M.S., Ph.D. (Ohio)
- Leland Madison Park, Director of the Library (1967, 1975)
A.B. (Davidson), M.Ln. (Emory), Adv. M. in L.S., Ph.D. (Florida State)
- *Malcolm Overstreet Partin, Mary Reynolds Babcock Professor of History (1968, 1980)
A.B. (UNC Chapel Hill), M.A., Ph.D. (Duke)
- Amy J. Pawl, Assistant Professor of English (1993, 1993)
B.A. (Pomona), Ph.D. (University of California, Berkeley)
- Luis H. Peña, Associate Professor of Spanish (1987, 1990)
B.A. (Universidad de Monterrey, Mexico), M.A., Ph.D. (Arizona State)
- Magdalena Maiz Peña, Assistant Professor of Spanish (1987, 1993)
B.A., M.A., Ph.D. (Arizona State)
- Patricia A. Peroni, Assistant Professor of Biology (1992, 1992)
B.A. (State University of New York College at Plattsburgh),
MLS (State University of New York at Albany), M.S. (Bucknell)
Ph.D. (Duke)
- Jack R. Perry, Director of the Dean Rusk Program in International
Studies and Professor of Political Science (1985, 1985)
A.B., LL.D. (Mercer), M.A., Ph.D. (Columbia)
- C. Alexander Pinkston, Jr., Associate Professor of Theatre and Speech (1988, 1990)
B.A., M.A. (University of Florida-Gainesville),
Ph.D. (University of California-Los Angeles)
- Karl A. Plank, Associate Professor of Religion (1982, 1988)
B.A. (Hanover), M.Div., M.A., Ph.D. (Vanderbilt)
- Lynn M. Poland, Associate Professor of Religion and Humanities (1990, 1991)
A.B. (Bates), M.A., Ph.D. (University of Chicago)
- Dianne M. Portelance, Visiting Instructor in Political Science (1992, 1992)
A.B. (Bryn Mawr), M.A. (University of Pennsylvania)
- Richard G. A. Prior, Instructor in Music (1993, 1993)
B.A. (University of Leeds, England)
- Jeremiah Lee Putnam, Professor of Biology (1973, 1988)
B.S., M.S., Ph.D. (Texas A & M)

- Julio J. Ramirez, Associate Professor of Psychology
B.S. (Fairfield University), M.A., Ph.D. (Clark University) (1986, 1989)
- Rosemary A. Raynal, Visiting Lecturer in English
B.A. (UNC Greensboro), M.A. (Southeastern Louisiana University) (1987, 1987)
- Mitchell A. Rhea, Assistant Professor of Chemistry
B.S. (University of Tennessee Chattanooga),
Ph.D. (University of Tennessee, Knoxville) (1991, 1993)
- Shelley Rigger, Brown Assistant Professor of Political Science
A.B. (Princeton), Ph.D. (Harvard) (1993, 1993)
- William M. Ringle, Associate Professor of Anthropology
B.A. (Johns Hopkins), M.A., Ph.D. (Tulane) (1986, 1992)
- Susan L. Roberts, Visiting Associate Professor of Political Science
B.A. (Wake Forest), M.A., Ph.D. (University of Notre Dame)
(Spring Semester) (1993, 1993)
- Judith L. Robey, Assistant Professor of Russian
B.A. (University of Virginia), M.A., Ph.D. (Indiana University) (1992, 1992)
- +Thomas A. Rogerson, Assistant Professor of Spanish
A.B. (Queens, N.Y.), M.A. (Wisconsin) (1964, 1964)
- Clark G. Ross, Frontis W. Johnston Professor of Economics
B.A. (Pennsylvania), Ph.D. (Boston College) (1979, 1990)
- +Sue Fields Ross, Lecturer in English
B.A. (Queens, N.C.), M.A., Ph.D. (UNC Chapel Hill) (1980, 1985)
- Robert D. Ruth, Associate Professor of Sociology
A.B. (SUNY-Buffalo), M.A., Ph.D. (Duke) (1971, 1980)
- Lakshmanan Sabaratnam, Associate Professor of Sociology
B.A. (University of Ceylon), M.A., Ph.D. (University of Washington) (1986, 1991)
- Willie C. Sanderson, Instructor in Military Science (1992, 1992)
- Stephen Sandy, McGee Professor of Writing
B.A. (Yale), M.A., Ph.D. (Harvard)
(Spring Semester) (1993, 1993)
- Cort Savage, Assistant Professor of Art
B.A. (Indiana), M.F.A. (Syracuse) (1992, 1992)
- David P. Savold, Assistant Professor of Military Science
B.S. (U.S. Military Academy) (1992, 1992)
- John Maclay Schmidt, Visiting Lecturer in Biology
B.S., B.S.N. (Creighton), M.A. (University of Nebraska at Omaha) (1993, 1993)
- Merlyn D. Schuh, James G. Martin Professor of Chemistry
B.A. (South Dakota), Ph.D. (Indiana) (1975, 1986)
- Nina E. Serebrennikov, Associate Professor of Art
B.A. (The George Washington University), MSLS, M.A.,
Ph.D. (UNC Chapel Hill) (1987, 1993)
- Janet Harrison Shannon, Assistant Professor of Sociology
B.S. (Saint Joseph's), M.A., Ph.D. (Temple) (1990, 1991)

- Brian J. Shaw, Associate Professor of Political Science and Humanities (1982, 1988)
B.A. (SUNY-Stony Brook), M.A., Ph.D. (UNC Chapel Hill)
- Barbara A. Simerka, Assistant Professor of Spanish (1992, 1992)
B.A. (University of Michigan, Ann Arbor), M.A. (Wayne State University),
Ph.D. (University of Southern California)
- Jennifer L. Simmons, Visiting Lecturer in Chemistry (1992, 1992)
B.A. (College of Wooster), M.S. (University of Rochester)
- Murray S. Simpson, Lecturer in Economics (1992, 1993)
B.A. (Davidson), M.S. (University of Illinois at Urbana-Champaign)
- Alan J. Singerman, Professor of French (1982, 1991)
B.A. (Ohio), M.A., Ph.D. (Indiana)
- Catherine Slawy-Sutton, Associate Professor of French (1983, 1991)
Licence d'anglais, Maitrise d'anglais (University of Nice),
M.A., Ph.D. (Indiana)
- Andrew M. Smith, Visiting Assistant Professor of Biology` (1993, 1993)
A.B. (Dartmouth), Ph.D. (UNC Charlotte)
(Spring Semester)
- C. Shaw Smith, Jr., Associate Professor of Art History (1986, 1989)
and Humanities
A.B., M.A., Ph.D. (UNC Chapel Hill)
- J. Russell Snapp, Assistant Professor of History (1988, 1988)
B.A. (University of the South), M.A., Ph.D. (Harvard)
- Jennifer E. Stasack, Visiting Assistant Professor of Music (1991, 1993)
B.M., M.M. (University of Hawaii-Manoa),
D.M.A. (University of Cincinnati College)
- Lance Keith Stell, Charles A. Dana Professor of Philosophy (1976, 1985)
B.A. (Hope), M.A., Ph.D. (Michigan)
- **Junius Brutus Stroud, Richardson Professor of Mathematics (1960, 1976)
B.S. (Davidson), M.A., Ph.D. (Virginia)
- Homer Bates Sutton, Associate Professor of French (1980, 1986)
A.B. (Davidson), M.A., Ph.D. (Indiana)
- James G. Swisher, Pianist-in-Residence and Associate Professor of Music (1978, 1984)
B.A., M.Mus., D.M.A. (Yale)
- William Holt Terry, Dean of Students (1962, 1971)
B.S. (Davidson), M.Div., D.Min. (Union Seminary-Richmond)
- *Harry B. Thomas, Assistant Professor of English (1991, 1991)
B.A. (University of San Diego), M.A., Ph.D. (University of Michigan)
- I. Job Thomas, Associate Professor of History (1979, 1985)
B.A., M.A. (Madras), Ph.D. (Michigan)
- **Mary Caroline Thornberry, Professor of Political Science (1980, 1991)
B.A., M.A. (Duke), Ph.D. (Michigan)
- Rosemarie Tong, Samuel E. and Mary W. Thatcher Professor of Medical (1988, 1989)
Humanities and Professor of Philosophy
B.A. (Marygrove), Ph.D. (Temple)

- Michael K. Toumazou, Associate Professor of Classical Studies (1987, 1993)
A.B. (Franklin and Marshall), M.A. (Loyola University of Chicago),
M.A., Ph.D. (Bryn Mawr)
- Elisabeth Wåghäll, Assistant Professor of German (1992, 1992)
M.A. (University of Växjö, Sweden; University of Malmö-Lund, Sweden)
M.A., Ph.D. (Washington University)
- Russ C. Warren, Professor of Art (1978, 1992)
B.F.A. (New Mexico), M.F.A. (University of Texas at San Antonio)
- Wanda M. Webb, Assistant Professor of Psychology and Education (1990, 1992)
B.A. (Hofstra), M.A., M.Ed. (Columbia), Ph.D. (New York)
- Alison J. Wellington, Assistant Professor of Economics (1990, 1990)
B.A. (Bucknell), M.A., Ph.D. (University of Michigan)
- John Wertheimr, Assistant Professor of History (1993, 1993)
B.A. (Oberlin), M.A., Ph.D. (Princeton)
- Todd G. Will, Assistant Professor of Mathematics (1993, 1993)
B.A. (Carleton), Ph.D. (University of Illinois at Urbana-Champaign)
- Robert C. Williams, Vice President for Academic Affairs,
Dean of the Faculty, and Professor of History (1986, 1986)
B.A. (Wesleyan), A.M., Ph.D. (Harvard)
- Stephen Mark Williams, Visiting Instructor in Psychology (1993, 1993)
B.A. (Davidson), M.Phil. (Yale)
- +John H. Williamson, Herman Brown Professor of Biology (1981, 1981)
B.S. (North Carolina State), M.S. (Cornell), Ph.D. (Georgia)
- +Erich-Oskar Joachim Siegfried Wruck, Professor of German (1962, 1983)
A.B., M.A., Ph.D. (Rutgers)
- **Lauren W. Yoder, Professor of French (1973, 1989)
B.A. (Eastern Mennonite), M.A., Ph.D. (Iowa)
- T. C. Price Zimmermann, Charles A. Dana Professor of History (1977, 1977)
B.A. (Williams), B.A., M.A. (Oxford), A.M., Ph.D. (Harvard)
- Edward P. Zovinka, Visiting Assistant Professor of Chemistry (1993, 1993)
B.S. (Roanoke College), Ph.D. (University of California, Davis)
(Spring Semester)
- Rosemary Zumwalt, Associate Professor of Anthropology (1983, 1988)
B.A. (University of California, Santa Cruz), M.A., Ph.D.
(University of California, Berkeley)

The first date shown in parentheses is that of original appointment to the faculty and the second is that of appointment to current faculty rank.

* On Leave Fall Semester 1993-94

** On Leave Spring Semester 1993-94

+ On Leave 1993-94

● Foreign Study Abroad, Germany

●● Foreign Study Abroad, France

FACULTY APPOINTMENTS 1994-95

- Jon A. Booze, Assistant Professor of Chemistry
B.S. (Appalachian State), Ph.D. (UNC Chapel Hill)
- A. Malcolm Campbell, Assistant Professor of Biology
B.S. (Davidson), Ph.D. (Johns Hopkins)
- Robert A. Cline, Assistant Professor of Physics
B.S., Ph.D. (North Carolina State)
- Kevin T. Colcord, Professor of Military Science
B.S. (Florida Southern College), M.A. (Embry-Riddle Aeronautical University)
- Ann Marie Costa, Assistant Professor of Theatre
B.F.A. (Boston Conservatory of Music), M.F.A. (University of Pittsburgh)
- Mark A. Csikszentmihalyi, Visiting Assistant Professor of Religion
A.B. (Harvard), M.A., Ph.D. (expected 1994) (Stanford)
- Donna M. Di Grazia, Assistant Professor of Music
B.A., M.A. (University of California, Davis), Ph.D. (Washington University)
- Ramón A. Figueroa, Visiting Assistant Professor of Spanish
B.A. (University of Massachusetts, Boston), M.A., Ph.D. (expected 1994) (University of Minnesota, Minneapolis)
- Brenda A. Flanagan, Visiting Professor of English
B.A., M.A., Ph.D. (University of Michigan, Ann Arbor)
(Fall Semester)
- Francis W. Grady, Visiting Assistant Professor of English
B.A. (Harvard), Ph.D. (University of California, Berkeley)
(Fall Semester)
- Karen Jones-Meadows, McGee Professor of Writing
B.S. (Wheelock)
(Spring Semester)
- Horst J. Lange, Visiting Lecturer in German
M.A. (University of Tübingen), Ph.D. (expected 1994) (University of Virginia)
(Fall Semester)
- Ann A. Merrill, Visiting Assistant Professor of English
B.A. (Stanford), M.A. (Monterey Institute of International Studies), Ph.D. (Emory)
- Marilyn J. Miller, Associate Professor of Japanese
A.B. (University of Montana), A.M., Ph.D. (Washington University)
- Margaret P. Munger, Assistant Professor of Psychology
B.A. (University of Chicago), M.A., M.Phil., Ph.D. (expected 1994) (Columbia University)
- David R. Munsick, Jr., Visiting Assistant Professor of History
B.A. (Washington and Lee), M.A., Ph.D. (expected 1994) (University of Virginia)
- Jeanne Neumann O'Neill, Visiting Assistant Professor of Classical Studies
B.A. (Union College), M.A. (Indiana), Ph.D. (expected 1994) (Harvard)
- B. Richard Page, Visiting Assistant Professor of German
B.A. (Davidson), J.D. (University of North Carolina, Chapel Hill), M.A. (Vanderbilt), Ph.D. (expected)
(University of Wisconsin, Madison)

Susan L. Roberts, Associate Professor of Political Science
B.A. (Wake Forest), M. A., Ph.D. (University of Notre Dame)

Jennifer E. Stasack, Assistant Professor of Music
B.M., M.M. (University of Hawaii-Manoa), D.M.A. (University of Cincinnati College-Conservatory)

John R. Swallow, Assistant Professor of Mathematics
B.A. (University of the South), M.Phil., M.S., Ph.D (expected 1994) (Yale)

Laura M. Weinkauff, Visiting Assistant Professor of Physics
B.A. (Carleton), Ph.D. (Pennsylvania State)

Robert C. Whitton, Visiting Assistant Professor of Mathematics
B.S. (Davidson), M.A., Ph.D. (University of Pennsylvania)
(Spring Semester)



NAMED PROFESSORSHIPS

Mary Reynolds Babcock Professorship — This chair was established in 1960 by a gift from the Z. Smith Reynolds Foundation, in honor of Mary Reynolds Babcock, the sister of Z. Smith Reynolds. The professorship is paired with the Virginia Lasater Irvin Professorship.

Herman Brown Professorship — Established in 1983 by gifts from The Brown Foundation of Houston, Texas, and other friends of Davidson, the Herman Brown Professorship is named for the late chief executive officer of Brown and Root, a leading national construction firm.

Brown Professorship — The Brown Foundation of Houston, since 1989, has been building a fund to support a new chair which will enable the College to make an appointment in political science to expand the teaching of Asian Studies at Davidson.

James W. Cannon Professorship — The Cannon Professorship was established in 1919 by gifts from the children of Mr. and Mrs. J.W. Cannon of Concord, North Carolina, with subsequent support from a trust established by their son, Charles A. Cannon, Class of 1915. James W. Cannon was a major force in the development of the North Carolina textile industry, as was his son Charles.

Maxwell Chambers Professorship — Established in 1855 under a special provision of the will of Davidson's principal 19th century benefactor, Maxwell Chambers of Salisbury, North Carolina, this chair enabled Davidson to inaugurate the teaching of chemistry.

Covington Visiting Professorship — Established in 1982 by Howard W. Covington, Class of 1937, this endowment has enabled Davidson to bring exciting teachers to campus for temporary assignments.

Charles A. Dana Professorships — The Dana Professorships were established in 1966 through a challenge campaign initiated by the late philanthropist and industrial pioneer, Charles A. Dana.

Beverly F. Dolan Professorship — This chair was established in 1992 by a gift from Textron Inc., honoring their retiring chairman, Davidson trustee and national chairman of The Campaign for Davidson, Beverly F. Dolan. The Dolan Chair will honor and support a respected member of the faculty in mathematics or the physical sciences.

James B. Duke Professorship — This chair was established by gifts from The Duke Endowment, in response to the inauguration of the Dean Rusk Program in International Studies.

Paul B. Freeland Professorship — This chair was created in 1981 through a bequest from Dr. Paul B. Freeland, Class of 1925, a minister from Crowley, Louisiana. The professorship was funded with part of the proceeds from his remarkable stamp collection.

W.R. Grey Professorship — The Grey Chair was established in 1935 by Captain James Parks Grey, Class of 1885, in honor of his brother, W.R. Grey, Class of 1884, a professor at Davidson for forty years.

Virginia Lasater Irvin Professorship — Paired with the Mary Reynolds Babcock Professorship, this chair was created in 1960 by a gift from the Z. Smith Reynolds Foundation. Mrs. Irvin, a cousin of R.J. Reynolds, Jr., was the wife of George L. Irvin, Class of 1924.

Frontis W. Johnston Professorship — Established in 1986 through gifts from Dr. Johnston's family, colleagues, and friends, this chair was created to honor the late Frontis Withers Johnston, Class of 1930, who served Davidson for many years as teacher, dean of the faculty, and interim president.

William R. Kenan, Jr. Professorship — This chair was created in 1968 and later augmented by the William R. Kenan Foundation.

MacArthur Professorship — Intended as an incentive to bring promising young faculty to Davidson, this rotating position was established in 1981 by a gift from the John D. and Catherine T. MacArthur Foundation of Chicago.

McGee Visiting Professorship — Given by John F. McGee, Class of 1943, and his wife, Ruth McGee, this professorship brings gifted writers to campus as visiting professors.

James G. Martin, Jr. Professorship — Established through gifts from friends and associates to honor the public service career of Governor Martin, Class of 1957, this chair supports teaching in chemistry.

Joseph R. Morton Professorship — Established by this member of the Class of 1920, this chair supports teaching in chemistry, physics or mathematics.

Richardson Professorships — The Richardson Professorships were established by a campaign resulting from a 1961 challenge grant from the H. Smith Richardson Foundation.

James Sprunt Professorship — This chair was established in 1925 by a bequest from the remarkable and erudite North Carolina businessman, James Sprunt.

Samuel E. And Mary West Thatcher Professorship — The Thatcher chair was established by gifts from their son John Thatcher, Class of 1948, and a bequest from his mother.

Vail Professorship — This chair was established by a gift from Foster and Mary McGaw in 1977, in honor of Mrs. McGaw's son, James D. Vail III and his family.

E. Craig Wall, Jr. Distinguished Professorship in the Humanities — Established through gifts from family, friends and business associates of Mr. Wall, and a grant from the National Endowment for the Humanities, this chair supports teaching in the Humanities Program, honoring the service of Davidson Board of Trustees Chairman E. Craig Wall, Jr., Class of 1959.

Wayne M. And Carolyn A. Watson Professorship — The newest endowed professorship at Davidson, the Watson Chair was announced on March 7, 1991. Created by gifts from Mr. and Mrs. Wayne M. Watson of Atlanta, parents of Byrna Watson, Class of 1982, its preferred assignment will be to a professor of psychology.

Williamson Professorship — This chair was created in 1926 through a trust fund left by William Holt Williamson, Class of 1886.

ADMINISTRATIVE STAFF (AS OF MAY 1994)

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Judith M. Murphy, *Research Technician*

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Ann Callahan, CPS, *Department Assistant*

Barbara M. Carmack, *Department Assistant*

Fern L. Duncan, *Department Assistant*

Jeffrey Stuart Erickson, A.B. (Cornell), M.F.A. (Southern Illinois University-Carbondale), *Slide Curator*

Kay H. Filar, B.A. (Westminster), *Department Assistant*

Betty Hartsell, *Department Assistant*

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Meredith L. McQuilkin, A.B. (Davidson), *Intern*

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Claudia B. Shinn, *Department Assistant*

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M. Ruth Turner, *Department Assistant*

Center for Interdisciplinary Studies

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 Ruth Ann Swart, *Department Assistant*

Computer Services

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 Lynda Dalton, *Senior Library Assistant*
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College Archivist/Director Emeritus (Deceased 6/25/94)
 Sara B. Enders, *Senior Library Assistant*
 Melanie J. McAlpine, *Senior Library Assistant*
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 Linda Y. Snyder, *Senior Library Assistant*
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Linda Campbell, *Campus Network Manager*

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Shelva M. Russ, *Accounting Assistant*

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Brad F. Davis, *Officer*
David L. Harding, *Sergeant*
Stacey H. Hill, *Staff Assistant I*
Dane D. Laney, *Officer*
David E. McLaurin, *Sergeant*
Rickey E. Moore, *Police Chief/Assistant Director*
Stanley T. Moore, *Officer*
Tim G. Ramsey, *Sergeant*

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Ruth Pittard, B.S. (East Carolina), *Assistant Dean of International Students/Bonner Program*
K. Annette Reagan, *Staff Assistant I*
Georgia S. Ringle, *Health Education*

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Meredith G. Harris, B.A. (Davidson), *Coordinator and Summer Jobs Interns*
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Scott Windham, B.A. (Davidson), *Intern*

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Linda Gurley, *Staff Assistant II*

College Union

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Marlys Daugherty, B.S. (Davidson), *Coordinator of Davidson Outdoors*

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Megan E. Jones, B.A. (Davidson), *Intern*

Myrtle N. Knox, *Bookkeeper/Clerk*

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K. Annette Reagan, *Staff Assistant I*

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Steve Smith, B.S.E.E. (University of California at Davis), *Coordinator of Placement Services*

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Ronnie T. Beamon, B.A., M.D. (UNC Chapel Hill), *College Physician*

Douglas M. Briggs, B.A. (Princeton), M.D. (State University of New York), *College Physician*

Stephanie Carperos, B.A. (Williams), M.D. (Emory), *College Physician*

DeWitt Crosby, A.B., Ph.D. (UNC Chapel Hill), *Psychologist*

Christine Davidson, B.A. (Flora MacDonald College), *Staff Assistant I*

Karen Donald, A.A. (Isothermal Community College), B.A. (Phiher College), P.A. (The Medical University of South Carolina), *Physicians Assistant*

Artemus Flagg, B.S., M.S. (Tennessee State), Ph.D. (Kent State), *Health Facility Counselor*

Dorothy Fleming, R.N., *Supervisor—Health Facilities*

Avonne W. Goodson, R.N., *Registered Nurse*

Joe Ann Land, R.N., *Registered Nurse*

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Stephen K. Mange, B.S. (Emory), M.D. (South Alabama), *College Physician*

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Alan Reid, B.S. (Wake Forest), M.S. (University of South Carolina), P.A. (Bowman Gray), *Physicians Assistant*

Nancy Tarte, B.S. (University of Illinois), M.D. (University of Texas Health Science Center at Houston), *College Physician*

William T. Williams, Jr., B.S. (Davidson), M.D. (Baylor), *College Physician*

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Office of Service Coordinator

Virginia Cooke, A.B. (Davidson), *Service Coordinator*

Linda Gurley, *Staff Assistant II*

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Judy Klein, B.A. (Mundelein), *Security Access Coordinator*
Debra U. Young, *Coordinator of Housing Operations*

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Gail S. Sloop, *Executive Assistant*
Frances White, *Staff Assistant I*

College Relations

- Jerry S. Stockdale, B.A. (Princeton), M.A. (Indiana), *Director*
Patricia C. Burgess, *Publications Assistant*
Christine Bretscher Cavanaugh, A.B. (Davidson), *Communications Specialist*
William R. Giduz, A.B. (Davidson), M.S. (Columbia), *Director of News and Photography*
Kate Gamble Howe, B.F.A. (Art Center College of Design), *Publications Designer*
Michael S. Van Hecke, A.B. (UNC Chapel Hill), *Director of Publications*

Davidson Athletic Foundation

- James P. Richards II, B.A. (Davidson), *Director*
P. Sandy Carnegie, B.S. (Davidson), *Consultant*
Joseph J.C. Mark, B.S., M.Ed. (College of William and Mary), *Assistant Director*
Louise T. Martin, *Staff Assistant I*
G. Lee Sargent, B.S. (Harvard), M.A. (Tufts), *Manager of Special Projects*

Development and Alumni Programming

- James W. May, Jr., A.B. (Davidson), M.A. (Georgia State), *Director, Campaign for Davidson*
Susan D. Abbott, *Special Events Coordinator*
Denise B. Allen, *Staff Assistant I*
Nancy Blackwell, *Associate Director of Alumni Relations*
Kristin J. Bradbury, B.A. (Davidson), *Assistant Director, Major Gifts*
Suejette Lanier Brown, A.B. (Davidson), *Director, Annual Fund*
Lisa Howe Combs, A.B. (Davidson), *Assistant Director, Annual Fund*
John R. Cook, B.A. (Davidson), *Intern*
Gayle Craig, B.A. (UNC Chapel Hill), *Staff Assistant I*
Laura R. Foxx, B.A. (UNC Charlotte), M.A. (UNC Chapel Hill), *Assistant Director, Major Gifts*
James M. Gibert III, A.B. (Davidson), J.D. (Emory), *Assistant Director, Development and Planned Giving*
Bradley W. Griffin, B.A. (Davidson), *Assistant Director of Development*
Frances M. Howie, B.S. (Montreat), *Staff Assistant I*
Dean M. Jones, A.B. (Davidson), *Director, Major Gifts*
Eileen M. Keeley, A.B. (Davidson), *Director, Regional Campaigns*
Christy Michael Knight, A.B. (Davidson), *Assistant to the Director of Alumni Relations*
Linda Kunkle, *Staff Assistant I*
Sara Page Lewis, B.A. (Wake Forest), *Staff Assistant I*
Scottie Lindsay, B.S. (Longwood), *Assistant Director of Development*
Kevin McCarthy, B.A. (Providence), M.A. (Wake Forest, University of Notre Dame), Ph.D. (University of Notre Dame), *Director of Development*
Susan D. McCaslin, *Staff Assistant I*
Babs McKelway, B.A. (Vassar), *Director, Friends of the Arts*
M. Thomas Norwood, Jr., A.B. (Davidson), M.Div., D.Min. (Columbia Theological Seminary), S.T.M. (Yale), *Assistant Director of Foundation and Corporate Relations*
Patricia H. Schorb, *Staff Assistant I*

Carolyn Pierson Sherrill, A.B. (Davidson), *Assistant Director of Development*
 Gracia W. Slater, B.A. (Tulane), M.B.A. (Queens), *Director, Regional Campaigns*
 Brian Tarr, A.B. (Davidson), *Director of Alumni Relations*
 Matthew A. Terrell, B.A. (Davidson), M.A. (University of Richmond), *Assistant Director, Alumni Relations*
 Mary Carson Tucker, *Staff Assistant II*
 Laura L. Turner, B.A. (Davidson), *Assistant Director, Annual Fund*

Office of Advancement Services

James V. Gudaitis, B.S. (Florida State), M.A. (Temple), *Director*
 Mary Mack Benson, *Gift Records Coordinator II*
 Joan A. Franz, *Gift Records Coordinator I*
 Sarah B. Jackson, *Staff Assistant I*
 Harriet O. Kessler, B.A. (University of Texas), *Research Assistant*
 Margaret Kimmel, B.A. (Davidson), *Stewardship Coordinator*
 Kathleen Stevenson-McNeely, B.A. (Rhodes), M.B.A. (Queens), *Research Coordinator*

WDAV-FM Radio

John Clark, B.A., M.A. (UNC Chapel Hill), *Station Manager*
 Sharon J. Dudgeon, B.M. (Atlantic Union), M.Mus. (Andrews University), *Programming Director*
 Casey Jacobus, B.A. (Duke), *Marketing Director*
 Phillip T. Lewis, *Announcer*
 Lance Luckey, A.B. (Davidson), *Program Traffic Coordinator*
 Jill McGuire, B.A., M.S. (Southern Connecticut State), *Director of Development*
 Cathy Spencer, *Staff Assistant I*
 Rachel Stewart, A.B. (Davidson), *Production Director*
 Kristen Tuttle, B.A. (Notre Dame), *Member Service Coordinator*
 Theodore Weiner, *Music Director*

HONORS, AWARDS AND STUDENT FINANCIAL ASSISTANCE

Financial honors and awards recognize student need, as well as distinction in areas of academic excellence, leadership, service, faith or athletics. All sources of financial assistance seek to address both need and excellence, and all provide access to the Davidson experience for qualified students, many who otherwise could not choose to enroll.

Most of the funds listed here are permanent endowments, while others represent annual grants from donors. In addition to the resources provided through these named funds, Davidson provides financial assistance through the general budget, drawn largely from support from alumni, parents and friends through the Annual Fund. Those interested in strengthening financial aid resources at Davidson are invited to contact the Office of the President.

For details on applying for financial assistance, see "Admission and Financial Aid" in this catalogue.

ENDOWED HONORS AND AWARDS

Annual income from these named endowments provides resources for the following non-need-based named honors and awards.

Alumnae Scholarship for Women — Established on the twentieth anniversary of coeducation by alumnae, alumni, parents and friends of Davidson for women with exceptional qualities of leadership and personal character.

Edward M. Armfield Tennis Scholarship — Established by Edward M. Armfield, Sr. '37 for student athletes with a special ability in tennis.

Thompson S. Baker Scholarship — Established by this Class of 1926 alumnus whose prominence at Davidson gave evidence of his later civic and business leadership; for students whose accomplishments, purposefulness, service and maturity mark them as capable of the highest achievement.

Samuel H. Bell Scholarship — Established by a substantial bequest from Marcia Bell Mitchell, in memory of her father, a member of the Class of 1870 who served as a Presbyterian minister in Georgia and Pennsylvania.

Helen DeVane Carnegie Scholarship — Established in her memory by her friends and family, for student athletes.

Cato-McFarland Jenkins Scholarship — Established by The Cato Corporation, in honor of Linda McFarland Jenkins in recognition of her service as president and chief operating officer, for outstanding women from the Cato operating area.

James Y. Causey Scholarship — Established by Elizabeth S. Ratchford and Drs. Joanne Causey Ratchford and J. Thomas Ratchford '57 in honor of Dr. Causey and the Rev. Raymond Howard Ratchford '17 and Dr. Benjamin U. Ratchford '26 with preference for students demonstrating excellence in academics, leadership, and community service.

Class of 1958 Alumni Scholarship — Established by class members to recognize unusual potential, as demonstrated in superior accomplishments in leadership, scholarship, athletics and social service at the high school level.

Class of 1985 Scholarship — Established by this class to encourage minority enrollment and participation in college life.

Class of 1986 Summer Abroad Scholarship — Established by this class to encourage international study, work and travel.

H. Boyce Connell, Jr. Scholarship — Established by gifts from his family and friends to honor the memory of this member of the Class of 1965, for students from Atlanta or Georgia.

Major General Thomas G. Corbin Scholarship — Established by classmates in memory of this member of the Class of 1937, a scholarship for student-athletes who show promise of leadership at Davidson and in the larger community.

Craig Family Scholarship — Established by Ben T. Craig '54 and family for students whose parents did not have the advantage of a college education and who demonstrate excellence, commitment, and leadership through involvement in school, community organizations, and athletics.

Charles A. Dana Scholarship — Established by the Charles A. Dana Foundation and awarded to students in each of the three upper classes on the basis of academic proficiency, character and good citizenship, leadership potential, and participation in the college community.

Joseph Neely and Julius Dobson Scholarship — Established by Mrs. Algine Neely Ogburn to honor the memory of her father and great-grandfather, for students pursuing the study of Latin.

James B. Duke Scholarship — Established by The Duke Endowment of Charlotte, North Carolina, a scholarship for exceptional students.

Philip L. Edwards Scholarship — Established by this Trustee and member of the Class of 1949 with preference for students from South Carolina with superior scholastic records, integrity, and good moral character.

Erwin Scholarship — Established by Goudyloch Erwin Dyer '38 and her husband, Robert C. Dyer, in memory of her brothers George Phiifer Erwin '36 and Edward Jones Erwin, Jr. '44, her father, Davidson professor of English Edward Jones Erwin '06, and her grandfather George Phiifer Erwin 1869.

First Union Scholarship — Established by a gift from First Union Bank, for students with an expressed interest to explore a career in teaching.

Vincent W. Foster, Jr. Scholarship — Established in his memory by classmates and friends, with preference for students from Arkansas demonstrating the potential for leadership and an interest in community and public service.

Goodwin Ecumenical Scholarship — Established by Henry S. Goodwin '30 and his wife Claire, and in part by the Exxon Education Foundation, to encourage a style of selfless thought and action that seeks the common good, promoting understanding and cooperation among peoples of varying cultures and political systems.

Allen J. Graham, Jr. Scholarship — Established by this member of the Class of 1932, for students from the Greenville/Upstate South Carolina area.

Greenville Area Scholarship — Established by alumni, parents and friends in the Greenville, South Carolina area, for students with academic distinction from the Greenville/Upstate area.

James C. Harper Music Scholarship — Established by this member of the Class of 1915 from Lenoir, North Carolina, for students with special talent in instrumental music.

Nathaniel P. Harris, Jr. Scholarship — Established by this member of the Class of 1963, with preference for students interested in business and entrepreneurship.

Jolm R. and Sara C. Hay Scholarship — Established by a bequest from Sara C. Hay in memory of her husband, Class of 1910, with a preference for children of Presbyterian (U.S.A.) ministers.

William Randolph Hearst Minority Scholarship — Established by a grant from the William Randolph Hearst Foundation of New York City with preference for minority students.

Boyd Calhoun Hipp Scholarship — Established by this member of the Class of 1943, for students with personal qualities of integrity, resourcefulness, leadership and desire to serve, as well as physical vigor and the ability to communicate with clarity and power.

Francis B. Kemp Scholarship — Established by Mr. Kemp '63, and by gifts in his memory from family, friends, and VISA U.S.A. Inc., with preference for students interested in careers in business or finance.



NationsBank/Kemp Scholars Program — Established by NationsBank in memory of Francis B. Kemp '63, a program for exceptional upperclass students to engage in independent study and research opportunities.

Huger S. King Scholarship — Established by family and friends in memory of this Davidson Trustee and father of Huger A. King, Jr. '57 and L. Richardson King '59 with preference for students from the South Carolina lowcountry.

Zachary F. Long, Jr. Music Scholarship — Established by Zach Long '65, former director of Alumni Relations, with preference for students with special talents and achievements in music.

E. Erwin Maddrey II Scholarship — Established by E. Erwin Maddrey II '63, for students from the Greenville/Upstate South Carolina area.

D. Grier Martin Scholarship — Established by the J. M. Tull Foundation of Atlanta in memory of Davidson's 13th president, Class of 1932, with preference for students from Georgia.

Dalton L. McMichael Scholarship — Established by Mr. McMichael, for students who show significant promise as collegiate varsity athletes and who have shown special academic achievement in one or a range of academic subjects.

The Mary Presnell Montgomery Scholarship — Established by Mrs. Montgomery of Spartanburg, South Carolina, recalling ties to Davidson through her nephews Edward W. Phifer '32, Alex N. Gee '33, Felix O. Gee '35, and John McD. Moore, Jr. '41, with preference for students from the Spartanburg area.

Mulliss Scholarship — Established by the family of William F. Mulliss, a *summa cum laude* graduate of the Class of 1933.

Charles F. Myers-Burlington Scholarship — Established by the Burlington Industries Foundation, Inc. to honor this member of the Class of 1933, for many years the chief executive officer of Burlington Industries and a Davidson trustee, for students who possess exceptional academic promise and outstanding qualities of character, personality, and potential contribution to society so ably demonstrated by Mr. Myers.

Nisbet Love of Learning Scholarship — Established by Trustee Olin Nisbet '63 and his wife, Marian, for graduates of the Love of Learning Program.

W. Olin Nisbet, Jr. Scholarship — Established in memory of this member of the Class of 1928, for student athletes.

Pepper Visual Arts Scholarship — Established by James G. Pepper '65 and his mother, Mrs. Nita Easley Pepper, for students who show exceptional promise in the visual arts.

The Donald Plott Music Scholarship — Established by friends of Davidson College and through the gift performance of oboist Joseph Robinson '62, baritone William Workman '62, and conductor Zubin Mehta in memory of Donald Plott, professor of music, this program encourages students of unusual promise to pursue advanced musical study in a liberal arts environment.

Britt Armfield Preyer Scholarship — Established by Davidson Trustee Jane Harris Armfield in honor of her nephew, Class of 1975, for students who compete in intercollegiate athletics.

W. Olin Puckett Scholarship — Established in memory of one of Davidson's most distinguished professors, for student leaders with academic distinction who are preparing for careers in medicine or the sciences.

John O. Reynolds III Scholarship — Established by family and friends in memory of John O. Reynolds III '92 with preference for students from the Salisbury, North Carolina, area who demonstrate excellence, commitment, and leadership through involvement in school, community organizations, and athletics.

Lunsford Richardson Scholarship — Established in memory of Mr. Richardson, a member of the Class of 1914, by his son and four daughters.

James C. and Florence P. Smith Scholarship — Established by their son and daughter-in-law, Dr. James C. Smith, Jr. '61 and Linda F. Smith, and their granddaughters Stacy Pannill Smith '90 and Mary Hunter Smith Goss, with preference for students interested in careers in mathematics or the physical sciences.

John I. Smith Greenville Scholarship — Established by this member of the Class of 1924, for students from the Greenville/Upstate South Carolina area.

John I. Smith Scholars Program — Established by the John I. Smith Charities, Inc. of Greenville, South Carolina, in honor and memory of College Trustee John I. Smith '24, with preference for students possessing leadership, academic excellence, and an interest in community service.

The Samuel R. Spencer, Jr., Scholarship — Established by alumni and friends from Columbia and the South Carolina Midlands area to honor Davidson's 14th president, a native South Carolinian and member of the Class of 1940, for students from the Midlands area.

Dr. and Mrs. Thomas F. Staley Scholarship — Established by the late Thomas F. Staley '25 and his wife in memory of his parents, for students interested in the ministry.

J. B. Stroud Scholarship — Established by the family of Robert F. Vagt '69 to honor Davidson professor J. B. Stroud '51, with preference for students interested in mathematics who possess a broad intellectual curiosity and evident compassion for the less fortunate.

C. T. Stowe Scholarship — Established by the S. P. Stowe Foundation in memory of this member of the Class of 1924, for student athletes.

William Holt Terry Scholarship — Established by alumni, friends, and faculty who share admiration for the life and work of this longtime friend and servant of the college, with preference for public high school graduates who have demonstrated exemplary leadership skills and personal qualities through student government, athletics, service, or other activities.

W. M. and W. T. Thompson Scholarship — Established by Mrs. Jessie Ball duPont in honor of two members of the Class of 1934, for children of Presbyterian ministers.

Tidewater Scholars Program Scholarship — Established by Pam and David Sprinkle '66, with preference for women from middle income families from the Tidewater, Virginia, area who display qualities of leadership, scholarship, and service.

May Ervin Wall Scholarship — Established by the E. Craig Wall '59 family, for student athletes participating in the minor sports.

White-Smith Scholarship — Established by William Anthony White, Jr. '57 and his wife, Elizabeth Smith White, to honor the several generations of alumni descendants of Anthony White, Sr., Class of 1847, and Samuel W. Smith '29, for study and internships abroad for students with financial need.

ANNUALLY EXPENDABLE HONORS AND AWARD FUNDS

Annual gifts and grants support the following named non-need-based honors and awards for Davidson students.

Anonymous Scholarships — Established by donors who wish to remain unidentified.

BB&T Scholars Program — Established by a grant from BB&T, a merit scholarship with preference for students from the Carolinas with an interest in business-related careers.

Romare Howard Bearden Art Scholarship — Established by Mrs. Bearden in memory of her husband, for an African-American student with exceptional ability and promise as a studio artist.

William F. Beermann Athletic Scholarship — Established by this member of the Class of 1964 for a student athlete.

The Davidson Black Alumni Network Scholarship — Established by Davidson alumni for students of African-American descent who, through strength of character and commitment, have demonstrated distinguished service to college and community.

Lyman L. Bryan Scholarship — Established by Lowell L. Bryan '68 to honor his father, a merit scholarship with preference for academically-strong students who excel in wrestling.

Patricia D. Cornwell Prize — Established by this member of the Class of 1979, a merit scholarship for students with exceptional ability and promise in creative writing.

Frank S. Holt Family Scholarship — Established in memory of Frank S. Holt, Jr. '59 by his father, Frank S. Holt, Sr. '34 and other family and friends, including his sons Frank III '90 and Stewart '92, with preference for students from upstate North Carolina, particularly Burlington.

The McAlister Scholarship — Established by the Alexander Worth McAlister Foundation and augmented by Vaughn McAlister '80 in recognition of the Alexander Worth McAlister family's ties to Davidson College through his sons, John '18, Lacy '20, and Alexander '25, and his grandsons, John, Jr. '47 and Vaughn '50.

McGaw Scholars Program — Established and supported by a grant from the Foster G. McGaw Educational Foundation, a merit scholarship with preference for upperclass students possessing exceptional academic credentials and demonstrated leadership ability.

James L. Moore Athletic Scholarship — Established by this member of the Class of 1964 for student athletes with outstanding athletic merit and leadership capabilities.

Mary and Raymond Oeland Language Scholarship — Established by this member of the Class of 1924 and his wife to support foreign language study.

Scarpetta Prize — Established by Patricia Daniels Cornwell '79, a merit scholarship with preference for students gifted in scientific writing.

Douglas H. Stickney Scholarship — Established by this member of the Class of 1977 and his wife, for a student who participates in intercollegiate athletics.

Edward Crosland Stuart Scholarship — Established in memory of this member of the Class of 1954, a scholarship awarded to outstanding members of the rising junior class, who are distinguished by Christian commitment, leadership potential, academic achievement and vigorous outlook.

United Carolina Bank Scholarship — Established for a student the Department of Economics.

Jean Martin and Carolyn Van Every Scholarship — Established by Martin B. Foil, Jr. '55 to honor his mother and wife with preference for gifted upperclass women preparing for careers in business.

Williams Challenge Scholarship — Established and supported by grants from the Edna Sproull Williams Foundation of Jacksonville, Florida, and by earnings from Davidson's Louise Murphy Williams Fund, given by Charles J. Williams, with intent to encourage especially promising students to consider the Christian ministry or other church vocations.

Woodson Scholarship — Funded annually by gifts from the Margaret C. Woodson Foundation of Salisbury, North Carolina.

ENDOWED FUNDS FOR STUDENT FINANCIAL ASSISTANCE

Annual income from the named endowments listed below provides need-based financial assistance for Davidson students.

The Alexander Scholarship — Established by the Reverend and Mrs. E. A. Alexander, also honoring Cornelius P. and Marjorie Jane Alexander.

Neal Larkin Anderson Scholarship — Established by Mr. and Mrs. Alan S. O'Neal in memory of this member of the Class of 1885.

William P. Anderson Scholarship — Established by this member of the Class of 1907, to assist students with financial need.

Anonymous Scholarships — Established by donors who wish to remain anonymous.

Elizabeth Love Appleget Scholarship — Established by a bequest from Mrs. Appleget, mother of Davidson graduates James S. Love, Jr. '47 and Julian Love '60.

John C. Bailey, Jr./Class of 1922 Scholarship — Established by members of the Class of 1922 to honor the memory of this classmate who served the college for many years as professor and dean of students.

Virginia and William M. Baker — Established by a bequest from Mrs. Baker, in memory of her husband, Class of 1909.

Lars Balck, Sr. Scholarship — Established by Mr. and Mrs. Lars Balck, Jr. in memory of his father

Eleanor Hayes Barnhardt Scholarship — Established by Davidson Trustee James H. Barnhardt in honor of his wife.

Professor Ernest A. Beaty Scholarship — Established by the 1969 Davidson College General Electric College Bowl team to honor this member of the Class of 1921, Davidson professor from 1925 to 1966.

John Christian Bernhardt Scholarship — Established by Bernhardt Industries to honor its chairman, a member of the Class of 1927 and a Davidson Trustee.

The Bethea Scholarship — Established by the will of A. D. Bethea in honor or memory of Osborne Bethea '22, Osborne Bethea, Jr. '63, J. Earle Bethea '47, and A. D. Bethea '31.

Dr. and Mrs. James Cyrus Black Scholarship — Established by Mary and Ellen Black in memory of their parents and brothers John '18, Robert '22, William '26, James, and Samuel '29.

Nancy Overcash Blackwell Scholarship — Established by an alumnus and longtime friend and admirer of Mrs. Blackwell, for her remarkable record of service to Davidson alumni.

Bonner Scholars Program — Established by the Corella and Bertram F. Bonner Foundation of Princeton, New Jersey, for students with financial need who are interested in community service opportunities.

Dr. James R. Boulware, Jr. Scholarship — Established by a bequest from this member of the Class of 1921.

Kenneth Joseph and Anna Jane Stevens Braddy Scholarship — Established by George W. Braddy to honor his parents.

Cecil Kenneth Brown Scholarship — Established by family and friends of longtime economics professor C. K. Brown, valedictorian of the Class of 1921 and Dean of the Faculty 1941-53.

Frank Reid Brown Scholarship — Established by this member of the Class of 1930 and his wife, with preference for students with financial need who have demonstrated academic excellence.

Dr. J. R. and Mrs. Annettie Judson Brown Scholarship — Established by J. R. and W. C. Brown.

Peter MacCormack Brown Scholarship — Established by Mr. and Mrs. Raymond M. Brown in memory of their son, Class of 1950.

Class of 1928 Scholarship — Established by gifts of class members, for financial need, with a preference for descendants of the Class of 1928.

Class of 1930 Memorial Scholarship — Established by gifts from and in memory of class members.

Class of 1984 Scholarship — Established by this class to encourage international study by students with financial need.

Class of 1986 Summer Abroad Scholarship — Established by this class to encourage international study, work and travel.

James Orr Cobb Scholarship — Established by Elizabeth and James Orr Cobb, Jr. '50 in memory of his father, Class of 1912.

Daniel B. Coltrane Scholarship — Established by Lester D. Coltrane III '40 and Phyllis Crooks Coltrane in memory of their son, Class of 1970.

William B. Crooks, Jr. Service to Mississippi Scholars Program — Established by a grant from the Phil Hardin Foundation, in memory of this member of the Class of 1938, for exceptional students from Mississippi with financial need.

The Hill Parham Cooper and James C. Cooper, Jr. Scholarship — Established by Colonel J. C. Cooper '15 and Mrs. George D. Finch.

The Coslett Scholarship — Established by Edward W. Coslett, Jr. '44.

The Craig-Huske Scholarship — Established by the First Presbyterian Church of Reidsville, North Carolina.

Boyd and Marion Creath Scholarship — Established by Mr. and Mrs. L. Boyd Creath of Davidson, North Carolina.

Dr. John E. S. Davidson Scholarship — Established by a bequest from Lucretia Davidson Beach in memory of her father, for students interested in careers in medicine.

Professor John Leighton Douglas Scholarship — Established by a bequest from Grace Douglas James in memory of her uncle, Class of 1893.

Jessie Ball duPont Scholarship — Established by The Jessie Ball duPont Foundation to honor Mrs. duPont for her generous and unselfish interest in education.

John Calvin Dye Scholarship — Established by a bequest from Lydia Dye McBurney in memory of her father.

Dr. Raleigh Moore Engle Scholarship — Established by Elizabeth Crawford Engle in memory of her husband, a Presbyterian pastor and member of the Class of 1928.

H. M. and Elizabeth C. Epes Scholarship — Established by Professor Hansford Epes, Jr. '61, and his parents, Mr. and Mrs. H. M. Epes.

Charles Fargo Scholarship — Established by a bequest from Colonel Fargo.

W. W. Flowe Scholarship — Established by a bequest from William W. Flowe, Jr. '29 in memory of his father, Class of 1895.

David Follett Scholarship — Established by Helen Long Follett in memory of her husband.

The Foscue Family Scholarship — Established by the Foscue family in memory of A. Lyndon Foscue '20 in Thomas Hyman Foscue, '32.

Dr. Frederick Lybrand Fowler, Jr. Scholarship — Established by Mr. and Mrs. F. L. Fowler in memory of their son, Class of 1964.

Sara Clarkson Fowler Scholarship — Established by H. B. Fowler to honor his wife.

Herbert J. Frensley Scholarship — Established in memory of this Texas businessman and community leader, and philanthropist, by his wife, and by his daughter and son-in-law, Joan and Steve Smith '66, with a preference for students with need from Texas.

Georgia Scholars Fund — Established by an anonymous donor with preference for students from Georgia from middle income families.

Roy W. Gilbert, Sr. Scholarship — Established by Roy W. Gilbert, Jr. '59 in memory of his father with preference for students with financial need.

Goodwin-Exxon Scholarships — Established by Henry S. Goodwin '30 and his wife Claire L. Goodwin and funded in part by the Exxon Education Foundation; two scholarships which give preference respectively to students with interests in (1) track and (2) chemistry or physics.

James Davidson Hall Scholarship — Established by James Bartlett Hall '25, Joseph Kirkland Hall III '56, Robert Davidson Hall, Jr. '61, and Jane Hall Coley in honor of a Belmont, North Carolina, family with long ties to Davidson.

Charles H. and Cornelia D. Hamilton Scholarship — Established by Sarah M. Matheson in memory of her parents, to assist outstanding minority students.

Hand-Freestone-Sime Scholarship — Established by a bequest from Agnes F. Hand in memory of her husband George E. Hand and her brother George D. Freestone, and honoring her pastor, the Rev. Alexander Sime '43.

C.R. Harding Scholarship — Established by Mrs. Curtis B. Johnson in memory of her father, Class of 1880, who taught at Davidson for 57 years.

William Heston Scholarship — Established by a gift from Mr. Heston '24.

Dr. Frazier Hood Scholarship — Established by Kalista Wagner Hood, in memory of her father, a long-time Davidson professor.

Joseph and Lois Hopkinson Scholarship — Established by a bequest from Mrs. Hopkinson with preference for student athletes in need of financial assistance.

Gordon Clift Horton Scholarship — Established by a substantial bequest from Florence Clift Horton in memory of her son, Class of 1942.

Jefferson-Pilot Corporation Scholarship — Established by the Jefferson-Pilot Corporation for students with financial need.

Curtis B. Johnson Scholarship — Established by Mrs. Johnson in memory of her husband, longtime publisher of the *Charlotte Observer*, and augmented by a bequest from Melissa N. Lee, widow of his nephew Samuel M. Lee, Jr.

Belle W. Johnston Scholarship — Established by Miss Johnston for students from North Carolina.

J. Edward Johnston Scholarship — Established by Mrs. Willis P. Johnston and Mrs. Fred J. Hay in memory of their son and brother, Class of 1914.

Joseph B. Johnston Scholarship — Established by Rufus K. Long '47, and friends and family of this member of the Class of 1900 who for many years was the warmly respected Superintendent of Barium Springs (NC) Home for Children and a Davidson College Trustee.

Huger S. King Scholarship — Established by family and friends in memory of this Davidson Trustee and father of Huger A. King, Jr. '57 and L. Richardson King '59 with preference for students from the South Carolina lowcountry.

Samuel and Melissa Lee Loan Fund — Established by a bequest from Melissa N. Lee in memory of her husband Samuel McClung Lee, Jr. and his uncle Curtis B. Johnson for students with need.

George S. Leight Family Scholarship — Established in memory of George S. Leight, Sr. by his wife and his son, George S. Leight, Jr. '68 with preference for students from North Carolina.

Lingle Family Scholarship — Established by John Lingle '66 and his wife, Nancy, with preference for students with financial need who possess exceptional academic ability.

Henry H. Massey Scholarship — Established by a bequest from this member of the Class of 1922, for rising seniors active in community service.

Joseph Moore McConnell Scholarship — Established in memory of this member of the Class of 1899, a distinguished educator, leader, and a Davidson faculty member for 32 years who served seven years as Dean of the Faculty.

W.E. McElroy Scholarship — Established by a bequest from Mr. McElroy.

William G. McGawock Scholarship — Established by family and friends in memory of this member of the Class of 1930, one of Davidson's outstanding professors.

William B. McGuire Scholarship — Established by friends and by a grant from The Duke Endowment to honor Mr. McGuire '30 and his legacy of service to the Endowment and to the community.

Dr. Hamilton Witherspoon McKay, Sr. Scholarship — Established by a friend of this member of the Class of 1906.

W. A. Leland McKeithen Scholarship — Established by family and friends in memory of this member of the Class of 1933.

The McPheeters Family Scholarship — Established by Mrs. Lois A. McPheeters.

Stewart-McRae Scholarship — Established by Sara E. Stewart and her sister Addie S. McRae.

Henrietta Breese Melick Scholarship — Established by George W. Melick to provide financial assistance.

William A. Merchant Scholarship — Established by Mrs. William A. Merchant in memory of her husband.

Lemuel Edwin Messick Scholarship — Established by a bequest from Mr. Messick.

Oscar Lee Miller Scholarship — Established by a bequest from the estate of Rose Miller Evans in memory of her husband and by Mr. and Mrs. B. Gales McClintock, with preference for students with financial need.

R. M. Miller, Jr. Scholarship — Established by a bequest from this member of the Class of 1876 in memory of his classmates.

Dr. Samuel W. Moore — Established by family and friends of this member of the Class of 1893.

Myers Park Presbyterian Church Scholarship — Established by gifts from members of this Charlotte, North Carolina, church.

Dr. James Douglas Nisbet Scholarship — Established by a bequest from Mrs. Beulah W. Nisbet in memory of this member of the Class of 1881.

Charles M. Norfleet, Jr. Scholarship — Established by a bequest from this member of the Class of 1933, a Winston-Salem, North Carolina physician.

Isaac Raymond and Anne Withers Oeland Science Scholarship — Established by Raymond W. Oeland '24 in memory of his aunt and uncle, for a rising sophomore science student with financial need.

Christopher Dudley Peirce Scholarship — Established by Ura B. Peirce in memory of her husband, Colonel Peirce '06.

Thomas Buckner Peirce Scholarship — Established by Anna Peirce Shewbrooks Stafford in memory of her father.

John K. Pepper Scholarship — Established in honor of this 1931 graduate by his wife and sons George W. '63, James G. '65, and J. Kent Pepper.

William G. Perry Scholarship — Established by a bequest from Mr. Perry.

Walter Springs and Janet Secord Pharr Scholarship — Established by this member of the Class of 1938 and his wife, with preference for students from central Florida.

Robert F. Phifer Scholarship — Established by a bequest from Mr. Phifer.

William Y. Preyer Scholarship — Established by this member of the Class of 1940 with preference for gifted student athletes with financial need who compete in non-revenue sports.

Fred A. Ratchford Scholarship — Established in memory of this member of the Class of 1929 by his wife Louise and children, Andy '69, Sylvia, and Rosalind, and Rosalind's husband Henry Thomason.

Richard S. Reynolds Scholarship — Established by a grant from the Richard S. Reynolds Foundation in Virginia with preference for students from Virginia with financial need.

Walter Alan Richards Scholarship — Established by Mr. and Mrs. James W. Knox '36 in memory of her father.

B. D. Rodgers Scholarship — Established by Mr. and Mrs. B. D. Rodgers with preference for students from the Charlotte/Mecklenburg, North Carolina, school system with financial need.

Charles B. Ross III Scholarship — Established by Charles B. Ross, Jr. '37 in memory of his son.

Royster Scholarship — Established by members of a distinguished Virginia family, honoring two brothers: William S. Royster, Class of 1899, and Frank S. Royster, Jr.

Stephen H. and Marcy Sands Scholarship — Established by gifts from this Davidson Trustee and member of the Class of 1968 and his wife.

Lewis B. and Betty M. Schenck Scholarship — Established by his brother Alexander Schenck '34 and by Dr. Charles L. Cooke '59 to honor Dr. Schenck '21, longtime professor of Bible at Davidson, and his wife.

- Neal Scott Scholarship* — Established by family and friends.
- Henry C. Shapard Scholarship* — Established by a bequest from Mr. Shapard '34.
- The Melba Yount Simmons Scholarship* — Established by Thomas D. Simmons, Jr. '66 in memory of his mother, with preference for students from Texas and Piedmont, North Carolina.
- James C. and Florence P. Smith Scholarship* — Established by their son and daughter-in-law, Dr. James C. Smith, Jr. '61 and Linda F. Smith, and their granddaughters Stacy Pannill Smith '90 and Mary Hunter Smith Goss, with preference for students interested in careers in mathematics or the physical sciences.
- James Sprunt Scholarship* — Established by Dr. James Sprunt.
- Steele-Reese Scholarship* — Established by a grant from the Steele-Reese Foundation of New York City with preference for students from Appalachia, especially eastern Kentucky.
- A. H. Stone Scholarship* — Established by a bequest from Mr. Stone, for students interested in the ministry.
- Robert Strickland Scholarship* — Established by gifts from Robert Strickland '48, Trust Company Bank of Atlanta, Georgia, and his friends, with preference for students from Georgia.
- J. B. Stroud Scholarship* — Established by the family of Robert F. Vagt '69 to honor Davidson professor J. B. Stroud '51, with preference for students interested in mathematics who possess a broad intellectual curiosity and evident compassion for the less fortunate.
- Thatcher Scholarship* — Established by John West Thatcher '48, in support of the Bonner Scholars Program, to provide financial aid for students who are interested in community service.
- Oscar Julius Thies, Jr., Chemistry Scholarship* — Established in honor of this member of the Class of 1918 who served as a member of the college faculty from 1919 to 1964, for rising juniors studying chemistry who show promise of great usefulness in the field of science.
- Jennings Bryan Thompson Scholarship* — Established by Virginia Thompson in memory of her brother, Class of 1926.
- Henry McDaniel Tichenor Scholarship* — Established by a bequest from Emily Burney Tichenor in memory of her late husband with preference for students from Walton County, Georgia.
- E. Daymond Turner Scholarship* — Established by family and friends of Dr. Turner '37, outstanding teacher and administrator, with preference for students whose parents are teachers or ministers.
- Wachovia Scholarship* — Established by Wachovia Corporation with preference for students with financial need from North Carolina, South Carolina, and Georgia.
- Homer D. and Oda Bankston Waters Scholarship* — Established by a bequest from Mrs. Waters of Charlotte, North Carolina.
- The Locke White Family Scholarship* — Established by the family in memory of Locke White, Sr. '13, and in honor of his wife Emma Edmunds White, and in memory of their son Locke White, Jr. '39, Charles A. Dana Professor of Physics at Davidson College 1961-1982.
- Mary Lincoln Wilkes Scholarship* — Established by a distribution from the Wilkes Trust with preference for students from Mississippi.
- George Richardson Wilkinson Scholarship* — Established by a bequest from Homozel Mickel Daniel to honor this member of the Class of 1912, with preference for students interested in the study of biology.
- Louise Murphy Williams Scholarship* — Established by Charles J. '49 and Pat M. Williams, Jr. '47 and through gifts from the Charles J. Williams Foundation.
- The Reverend Samuel McKiever Wolfe Scholarship* — Established by the family of this member of the Class of 1913 to honor his lifework as a mission pastor in the mountains of East Tennessee.
- W. A. Wood Scholarship* — Established by John Marshall Knox in memory of this member of the Class of 1852.
- Hugh Yelverton, Jr. Scholarship*—Established by this member of the Class of 1935 in memory of his wife Virginia Turner Yelverton and of his classmates.
- Alfred B. Young and Mary Elizabeth Young Scholarship*—Established by a bequest from Mary Erwin Young in memory of her parents.

ANNUALLY EXPENDABLE FINANCIAL ASSISTANCE FUNDS

Each of the following named funds to provide need-based student assistance is supported by annual gifts.

- Annual Fund Scholarship* — Financed by annual contributions to the Living Endowment from Davidson alumni, parents and friends, to provide financial assistance for students with good academic records, character, and integrity.
- American Schlafhorst Foundation Scholarship* — Established by a grant from this foundation with a preference for students with financial need who have strong interest and ability in the physical sciences and mathematics.
- Richard and Annamarie Burts Scholarship* — Established by Mr. and Mrs. David M. Cline for a student with financial need who demonstrates a commitment both to the Church and to service through example and outright deed.

Harold F. Coffey Scholarship — Established annually by gifts from the Coffey Foundation in memory of Mr. Coffey of Lenoir, North Carolina, a member of the Class of 1920.

Dr. Isaac Shepherd Funderburk Scholarship — Established in memory of Dr. Funderburk, a physician from Cheraw, South Carolina, with preference for students from Cheraw, South Carolina, and Alexandria, Virginia.

Henry Lee Harkey Scholarship — Established by his wife Elizabeth and sons Averill and Henry in memory of this *cum laude* 1938 graduate, for exceptional students with with financial need who participate in approved work/study programs.

James J. and Angelia M. Harris Scholarship — Funded annually by distributions from the Harris Foundation of Charlotte, North Carolina, with preference for students with financial need from Mecklenburg County.

Hugh F. MacMillan Scholarship — Established by this member of the Class of 1931 with preference for students with financial need from Georgia.

Harold Ellis Shaw Scholarship — Established by his son, a member of the Class of 1969, for students in the pre-medical program.

Lettie Pate Whitehead Scholarship — Established by a grant from the Lettie Pate Whitehead Foundation of Atlanta, Georgia, for women students with financial need from the southeastern United States.

STUDENT AID FUNDS

Each of these endowments provides funds for student assistance.

Arrowood Family — Established by bequests from Sylvia A. Latshaw and Julia A. Mason, M.D., to honor the memory of their father Robert S. Arrowood, Class of 1877, and their brothers Charles Flinn Arrowood '09, R. S. Arrowood, Jr '13, and John B. Arrowood '16.

Jefferson Davis Scholarship — Established by Desiree L. Franklin in honor of this 19th century American leader.

George Warren Gignilliat, Jr. Scholarship — Established by Thomas M. Gignilliat '32 in memory of his uncle, Class of 1915.

Robert Hagood Gambrell — Established by E. Smythe Gambrell in memory of his son, Class of 1948.

Samuel Spahr and Ann Maria Laws Scholarship — Established under the will of Dr. Laws.

The McPhaul Fund — Established by Mrs. Isobel McPhaul in memory of her husband John Archibald McPhaul '26 and the McPhauls of Norfolk, Virginia.

Annie S. Wiley Preston Scholarship — Established by a bequest from Mrs. Preston.

DeWitt Wallace Scholarship — Established by DeWitt Wallace and E. H. Little.

STUDENT AID POOL

Over the years more than 170 other bequests and gifts, earmarked to help Davidson students receive an education, have built up a permanent fund from which additional student aid is derived annually. Named units honor the following:

Robert E. Abell, Jr.
W. D. Alexander
Annie Phifer Allison
John Phifer Allison
R. W. Allison
Thomas Payne Bagley
Sarah and Evelyn Bailey
Holt Barnwell
Norman King Barton
W. H. Belk
Charles H. Belvin
G. L. Bernhardt
J. M. Bernhardt
The Blue Family
Maggie Blue
George Bower

Elliott M. Braxton, Jr.
The Brookshire Family
Rufus D. Brown
T. I. Brown and J. M. Rogers
Thomas Brown
W. Frank Brown
W. T. Brown
I. I. Brunner
Cannon-Borden Fund
The Carr Family
John S. Carson
W. F. Carter
Maxwell Chambers
Class of 1893
The Conklin Family
Helen M. Cooke

John M. Cooper
Martin Phifer Crawford
Daniel J. Currie, Sr.
Daniel J. Currie, Jr.
A. B. Davidson
Mary Springs Davidson
A. J. Davis
D. A. Davis
R. A. Dunn
Mary Sampson Dupuy
John J. Eagan
The Eskridge Family
Silas Ardie Ewart
David Fairley
The Finley Family
George R. French

H. E. Fulcher, Jr.
 William Arnett Gamble III
 J. F. Gilmore
 George and Monrovia Goudy
 C. E. Graham
 Herbert and Gertrude
 Halverstadt
 Porter A. Halyburton
 Howard Melville Hannah
 E. H. and Mary R. Harding
 Isaac Harris
 S. J. Harris
 John H. Harrison
 John Frederick Richards Hay
 John L. Henry
 The Hicks-Faison Families
 The Hobbs-Yonan Families
 The Hollingsworth Family
 Julia M. Holt
 David H. Howard, Jr.
 George A. Hudson, Jr.
 May Anderson Hyslop
 Henderson Irwin
 Joseph Cowan Irwin
 J. F. Jackson
 Annie B. Jarvis
 Charles W. Johnston
 The Rev. Frontis H. Johnston
 Ralph Balfour Johnston
 The Knox-Johnstone Families
 A. M. Kistler
 H. P. King, Jr.
 J. M. Knox
 R. H. Lafferty
 Merle Dupuy Lingle
 Katherine Livingston
 Herbert A. Love
 Conant S. Lyon
 Alexander McArthur
 Daniel and Margaree McBryde

M. H. McBryde
 Brown & Kate
 Newell McCallum
 Mr. and Mrs. D. A. McCallum
 James McDowell
 Robert Irwin McDowell
 A. R. McEachern
 Harriet S. McIlwain
 Neill McKay
 John W. McLaughlin
 Marianne Watt McLean
 Mary Jane McNair
 John McSween
 Joseph Bingham Mack
 Henry Winthrop Malloy
 Colonel W. J. Martin
 Francis Wharton Medearis
 Dr. Oscar L. Miller
 James Edward Mills
 Jack T. Moore
 John Wilson and Margaret
 Gibbon Moore
 Thomas B. Moore
 C. M. Morris
 Marion and Milton Morris
 Robert Hall Morrison
 Mrs. N. T. Murphy
 William Murdock
 The Oates Family
 J. Bailey Owen
 Kate Parrott
 William S. and Rosa
 W. Patterson
 John L. Payne
 Mr. and Mrs. J. S. Phillips
 Jean Garretson Pittman
 A. K. Pool
 Melinda B. Ray
 Neil W. Ray
 R. P. Richardson

W. J. Roddey
 F. Preston St. Clair
 The Schoenith Family
 William M. Scruggs
 M. E. Sentelle
 J. E. Sherrill
 Karl and Emma Sherrill
 William Marion Sikes
 E. B. Simpson
 Sterling Smith
 William H. Sprunt
 Lola E. Stone
 J. J. Summerell
 T. W. Swan
 J. D. Swinson
 Samuel McDowell Tate
 Frances Taylor
 W. B. and J. P. Taylor
 Rose Totino
 The Turner Family
 Cassanda J. Vaughan
 John M. Vereen
 John H. West
 T. F. West
 W. A. West
 John Whitehead
 S. H. Wiley
 Josiah J. Willard
 George W. Williams
 Kate Williams
 L. Banks Williamson
 Sue Willis
 The Wilson &
 Barringer Families
 George E. Wilson, Sr.
 The Worth Family
 A. J. Yorke
 Robert Simonton Young

CURRICULAR ENRICHMENT

In addition to classroom and laboratory instruction, Davidson faculty and students have a variety of opportunities to enrich their academic environment and experience. Some of these include support for research and internships both on and away from campus. Others include support for special projects, visiting speakers, awards, seminars, and instructional materials.

The endowed funds listed below have been established to enhance the academic curriculum in specific ways.

Barron Fund — Established by Dr. F. Hutton Barron '61 to support meritorious faculty projects, providing opportunities for personal and professional growth.

Richard R. Bernard Society for Mathematics — Honoring Professor Emeritus Bernard, membership in the Bernard Society is extended to mathematics majors. The Bernard Society supports the traditional Math Coffees, visiting speakers, and other special projects to enhance the study and teaching of mathematics.

Embry-Ghigo-Meeks Memorial Fund — For added cultural opportunities for participants in the Davidson at University of Montpellier program in France; established in memory of French professors J.O. Embry, Francis Ghigo '29, and Walter E. Meeks, Jr., arden supporters and early faculty directors of the program.

Ken Kelley Program in Historical Studies — Created by alumni, family and friends in memory of this member of the Class of 1963, the fund supports Kelley Scholars, the Kelley Lecture Series, and the Kelley Award, annually presented to the senior history major who best exemplifies the personal qualities of Ken Kelley.

Malcolm Lester Endowment for the Teaching of History — Created through gifts from colleagues, alumni, parents and friends in honor of Dr. Lester, Davidson History Department chairman for twenty-five years, this fund provides resources to supplement classroom teaching in history.

Henry Lilly Endowment for the Study of English — This fund memorializing Dr. Lilly '18, a legendary Davidson English professor, provides resources to supplement classroom instruction with a variety of opportunities for advanced study in English.

Charles E. Ratliff, Jr. Endowment in Economics — Established in honor of Dr. Ratliff '47, Kenan Professor Emeritus of Economics, this fund provides resources for economics programs that reflect his concerns and commitments. Programming includes faculty-student projects in public policy, international summer study or research, faculty development, and visiting professorships.



ENDOWED BOOK FUNDS

The income from these funds established by family and friends of the honorees, is used to purchase books for the library each year. All of the funds are open-ended. The total of all endowed book funds in the library is now more than \$1,300,000.

The Henry B. Abrahams Fund — Established by bequest of Mr. Abrahams of New York City, longtime friend of Davidson College.

The Atwell Alexander and Pauline Hill Alexander Fund — Established by Mr. and Mrs. Alexander, Stony Point, North Carolina. Mr. Alexander is a 1929 Davidson graduate.

The Jean Elizabeth Alexander Fund — Established by members of the Hawley Memorial Presbyterian Church, Polkton, N.C.

The Alumni Association/Wildcat Club Fund — Established by a gift from these two Davidson organizations.

The Alumni Travel Fund — Established by participants in travel programs sponsored by the Alumni Association.

The Nancy Rodden Arnette Fund — Established by family and friends in memory of the Administrative Secretary to the Vice President for Academic Affairs, 1974-1985.

The Joseph Abrams Bailey Fund — Established by his daughter, Mrs. Helen Bailey Obering of Oklahoma City. Mr. Bailey, a native of Clinton, South Carolina, was a member of the Class of 1883.

The Carrie Harper Barnhardt Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in memory of his mother.

The Deborah Kinley Barnhardt Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt, Sr. in honor of their daughter-in-law, Mrs. Sadler H. Barnhardt of Charlotte, North Carolina.

The Dorothy McDougale Barnhardt Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt, Sr. in honor of their daughter-in-law, Mrs. James H. Barnhardt, Jr., of Charlotte, North Carolina

The James H. Barnhardt Fund — Established in honor of Davidson Trustee Barnhardt by Dr. Warner L. Hall, Chairman-emeritus of the Davidson Board of Trustees.

The Mr. and Mrs. Thomas M. Barnhardt Fund — Established by their children.

The Lucille Hunter Beall Fund — Established by McPherson Scott Beall '25, in memory of his wife.

The Mary Davis Beatty Fund — Established by family and friends in memory of Dr. Beatty, Assistant Director and Reference Coordinator of the E.H. Little Library, 1973-1992.

The Robert B. Bennett, Jr. Endowed Fund — Established by Robert B. Bennett, Jr., Class of 1977.

The Thomas M. Bernhardt Fund — Established by family and friends of this 1974 graduate, Director of the Living Endowment from 1975-1978.

The Anna Augusta Sutton Bledsoe Fund — Established by Dana Professor of History Emeritus Malcolm Lester in memory of his grandmother.

The Francis Marion Bledsoe, M.D. Fund — Established by Dana Professor of History Emeritus Malcolm Lester in memory of his grandfather.

The David B. Bostian, Sr. Fund — Established by David B. Bostian, Jr. '64 and Mrs. Clara K. Bostian.

The Royal L. Branton Fund — Established by W. Coleman Branton '36 in memory of his brother, a 1941 graduate.

The William Coleman Branton Fund — Established in memory of this member of the Class of 1936 by his wife.

The Jerrold L. Brooks, Ph.D. Fund — Established in memory of this 1957 Davidson graduate and former Trustee by his friends.

The Hattie Stephenson Buffaloe Fund — Established by Mr. Robert J. Stephenson, Director of Administrative Services, and Mrs. Stephenson in memory of his aunt.

The Herman Spencer Caldwell, Sr. and Richard Earl Caldwell Fund — Established by family and friends of Herman S. '33 and Richard E. '37. Herman S., Jr. is a 1967 graduate.

The Lillie Haltiwanger Caldwell Fund — Established by R. S. Haltiwanger '14 in memory of his sister.

The Preston Banks Carwile Fund — Established by a bequest of Mrs. Lois C.K. Carwile in memory of her husband, a 1920 graduate.

The Hugh D. Cashion, Sr. Fund — Established by family and friends in memory of this 1933 graduate.

The Carleton Burke Chapman, M.D. Fund — Established in honor of 1936 alumnus and Davidson Rhodes Scholar by John E. Craig, Jr., Class of 1966.

The Chatham Calhoun Clark - Frank Robert and Belle Marks Hyman Fund — Established by a bequest of Mr. Clark '29, in memory of Mr. Hyman '97, and his wife.

The Sidney Cohen Fund — Established by family and friends of Dr. Cohen of New York City.

The Monna D. Conn Fund — Established by Dr. Cynthia L. Lewis, Davidson English professor, in honor of her grandmother.

The James Robert Covington Fund — Established in memory of this 1929 graduate by his brother, William T. Covington, Jr., Class of 1927, through a charitable gift annuity.

The Ben T. Craig Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt in memory of the Chairman of the Davidson Board of Trustees, a member of the Class of 1954.

The William Patterson Cumming Fund — Established in memory of this 1921 graduate who was the Virginia Lasaster Irvin Professor of English, 1927-1968, noted cartographer, and donor of the Cumming Map Collection which is located in the Library.

The Gladys Potts Cunningham Fund — Established by bequest of Mrs. Cunningham. Her son, John Rood Cunningham III, was a member of the Class of 1979.

The W. Ray Cunningham Fund — Established in honor of this member of the Class of 1951 by Harriet C. Inscow, Margaret C. Mackersie, William C. Cunningham '57, and John R. Cunningham III '79.

The Henry Fitzhugh Dade Fund — Established by bequest of Mr. Dade, Class of 1938, of Greenville, North Carolina

The Chalmers Gaston Davidson Fund — Established by classmates of Dr. Davidson '28 in appreciation of his many services to the college and the Class of 1928.

The Charles A. Dixon Fund — Established by Mrs. James G. Paschal in memory of her father, a 1918 graduate.

The Fay Ross Dwelle Fund — Established by the late Mr. and Mrs. Edward C. Dwelle, Jr. of Jacksonville, Florida, in memory of his mother. Mr. Dwelle was a 1932 graduate; his son, Edward C. Dwelle III, graduated in 1967.

The Margaret Walker Freel Fund — Established by Guy Walker '17 in honor of his cousin.

The Dirk French Fund — Established by Richard P. Wharton, Class of 1994, in honor of Dr. French, Chairman of the Department of Classical Studies.

The Harry L. and Frances Ford Fry Fund — Established by Dr. Henry F. Fry, Class of 1964, in memory of his parents.

The Wilbur L. Fugate Fund — Established by the Beckett Charitable Foundation of Alexandria, Virginia, in honor of Dr. Fugate, Class of 1934, an attorney, legal scholar, author, and donor of the "Fugate Collection of 100 First Editions" to the E.H. Little Library.

The John Bryant Gallent and Louise C. Gallent Fund — Established by friends in memory of Dr. Gallent, Class of 1925, Department Chairman and Professor of Chemistry, 1942-1972, and his wife, and educator in the town of Davidson.

The Connie Williamson Gamble Endowed Book Fund — Established in memory of Mrs. Gamble, a longtime Davidson resident, by her family.

The Harry Goodwin Gaw and Lois Boyd Gaw Fund — Established by Mrs. Elizabeth W. Gaw, honoring the parents of alumni John G. Gaw '37 and Warren Boyd Gaw '39.

The Francis Ghigo Fund — Established by friends in memory of Dr. Ghigo '29, Professor of French, 1959-1974.

The A. V. Goldiere Fund — Established in memory of Davidson Professor of French (1922-1963) by his wife.

The Gorham Fund — Established by Edwin L., Jr. '32 and his sons, Edwin L., III '63 and Charles B. '68 of Texas.

The Lucile S. Gudger and James R. Gudger, M.D. Fund — Established by bequest of Mrs. Gudger. Dr. Gudger, Class of 1925, is a native of Davidson.

The William Joseph Haley III Fund — Established by his friends in the Class of 1980. Mr. Haley was from New Providence, New Jersey.

The Lucy Farrow Hall Fund — Established by the Reverend Warner L. Hall, Sr., in honor of his wife. Dr. Hall was chairman of the Trustees of Davidson College, 1970-1980.

The Warner Leander Hall, Sr. Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of Davidson Board of Trustee Chairman-emeritus (1970-1980).

The Brevard Ervin Harris Fund — Established by Mrs. Jane H. Nierenberg in memory of her grandfather, Class of 1886.

The Janie Murray Harris Fund — Established by H. H. Harris '32, in memory of his mother.

The Madge Sadler Hayes Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in memory of her mother.

The Dr. James P. Hendrix, Sr. Fund — Established in memory of this member of the Class of 1925 by Davidson Board Chairman Ben T. Craig and his wife.

The William Blainne Hight, Jr. Fund — Established by Mrs. William B. Hight, Jr., Eric Hight, and Chris Hight, in memory of their husband and father, who was Professor of Education and department chairman from 1962-1986.

The James Henry and James Lolo Hill Fund — Established by a bequest from Henry Harrington Hill, Class of 1914 and LL.D., 1948, in memory of his father, Class of 1854 and his half-brother, Class of 1884.

The William Mayhew Hunter, Jr. Fund — Established by Mr. Hunter, a Davidson resident and graduate of the Class of 1931.

The General T. J. "Stonewall" Jackson Fund — Established by John H. Arial '64 of Lorton, Virginia, in memory of General Thomas Jonathan "Stonewall" Jackson, CSA, son-in-law of Davidson's first president, the Reverend Robert Hall Morrison.

The William Howard Jetton Fund — Established by Mrs. William Howard Jetton in memory of her husband, a 1930 Davidson graduate.

The Frontis Withers Johnston Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of Kenan Professor Emeritus of History (1935-1977), Dean of the Faculty (1958-1970, 1975-1977), Acting President (1968), and Interim President (1983-1984), a 1930 graduate.

The Keiser Family Fund — Established by Albert Keiser, Jr., Class of 1966, in honor of members of the Keiser Family.

The Kendrick K. Kelley III Fund — Established by Mr. and Mrs. Kendrick K. Kelley, Jr. of Jacksonville, Florida, and the Campbell Soup Company Matching Fund Program in memory of their son, a 1963 graduate.

The Sandor Kiss Fund — Established in memory of the father of Elizabeth E. Kiss '83, Davidson's first woman Rhodes Scholar.

The Peter S. Knox, Jr. Fund — Established in memory of this 1932 graduate by his friends, Dr. and Mrs. Samuel R. Spencer, Jr.

The James Bell Kuykendall, Jr. Fund — Established by friends in memory of Mr. Kuykendall '27, who was president of Davidson College Alumni Association, 1963-1964 and father of two Davidson sons, John W. Kuykendall '59 and William H. F. Kuykendall '56.

The John Wells Kuykendall Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of Davidson's president, a 1959 graduate.

The Emmie Frances Bledsoe Lester Fund — Established by Dana Professor of History Emeritus Malcolm Lester in memory of his mother.

The Malcolm Nicholson Lester Fund — Established by Dana Professor of History Emeritus Malcolm Lester in memory of his father.

The Pauline Domingos Lester Fund — Established by Dana Professor of History Emeritus Malcolm Lester in honor of his wife.

The Collier Cobb Lilly Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt, Sr. in memory of Collier Cobb Lilly, Class of 1989.

The Henry T. Lilly Fund — Established by Mrs. Henry T. Lilly in memory of her husband, a 1918 graduate, who was Professor of English, 1926-1965, and Chairman of the Faculty Library Committee, 1935-1965.

The Charles Edward Lloyd Fund — Established by friends in memory of Davidson English Professor, 1956-1980, and Coach of the 1969 and 1979 Champion College Bowl Teams.

The Fay Cox Long and Zachary F. Long, M.D. Fund — Established by their son, Zachary F., Jr., a 1965 graduate.

The Steven H. Lonsdale, Ph.D. Fund — Established in honor of Dr. Stephen H. Lonsdale, Associate Professor of Classical Studies and Humanities, 1986-1994, by his faculty colleagues.

The Gail Yarsley Lowery Fund — Established by Richard C. Lowery, Class of 1963, in memory of his wife.

The Harvey Edward McConnell, M.D., Fund — Established in honor of 1936 alumnus of Lancaster, South Carolina.

The Marjorie M. McCutchan Fund — Established by Marjorie M. McCutchan, who was acting head of the Reference Department in the Library from 1972-1974.

The Mary Wettling McGaw Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt, Sr., in memory of the mother of Davidson Trustee James D. Vail, III.

The John Alexander McGeachy, Jr. Fund — Established by family and friends of Dr. McGeachy, Class of 1934, Mary Reynolds Babcock Professor of History, 1938-1977.

The Gordon E. McMMain Fund — Established by Herman S. Caldwell, Jr., Class of 1967, in memory of his long-time friend of Little Silver, New Jersey.

The Robert D. Margolis, M.D., D.M.D., M.S. Fund — Established in memory of this 1975 Davidson graduate by family and friends.

The J. Chalmers Marrow Fund — Established by Dr. Chalmers G. Davidson in memory of his 1928 classmate.

The Mary Elizabeth Mayhew Fund — Established by family and friends in memory of Miss Mayhew, a native of Mooresville, North Carolina, who was head of the library Acquisitions Department, 1957-1976.

The William Melvin Means Fund — Established in honor of 1940 alumnus of Concord, North Carolina by Jane H. Nierenberg.

The William Lauder Morgan Fund — Established in memory of Mr. Morgan '20, by his family. His nephew, James L. Morgan '45, was a Davidson trustee.

The Harvey L. Morrison Fund — Established by Mrs. Harvey L. Morrison in memory of her husband, Class of 1933, Davidson College Instructor, 1942-1944.

The Matthew Edward Morrow Fund — Established by family and friends in memory of Matthew Edward Morrow and his son, Matthew Edward Morrow, Jr., M.D., Class of 1939.

The William Frederick Mulliss Fund — Established by William M. Barnhardt in memory of this Davidson graduate, Class of 1933, LL.D., 1975, and member of the Davidson Board of Trustees (1960-75; Secretary, 1963-75).

The Myers Park Presbyterian Church Fund — Established by the congregation of this Charlotte, North Carolina church.

The C. Louise Nelson Fund — Established in honor of Davidson Economics professor by John E. Craig, Jr., Class of 1966.

The Samuel William Newell, Sr. Fund — Established by members of the family which includes his alumni sons, Samuel W., Jr. '39, C. Morris '49, granddaughter Virginia E. '78, son-in-law John L. Newton '35, and grandson, Charles L. Newton, II '70.

The Richard E. Offutt, Jr. Fund — Established by Dr. Offutt, a 1976 graduate from Charlotte, North Carolina.

The Paddison - Cunningham Fund — Established by Ruth Paddison of Asheville, North Carolina, in memory of her friend, Gladys Potts Cunningham.

The Leland Madison Park Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of the Davidson Library Director, Class of 1963.

The Rebecca Leland Park and Arthur Harris Park Fund — Established by family and friends in memory of the parents of Dr. Leland M. Park, Class of 1963, Director of E.H. Little Library.

The Charles W. Parker Fund — Established by the Scandling family of Alexandria, Virginia, including Mark W. '77 and John D. '74, in memory of Davidson wrestling coach Charles W. Parker '38.

The Kenneth F. Parks Fund — Established by this 1973 graduate to purchase books to support the French Department.

The Ernest Finney Patterson Fund — Established by family and friends in memory of Dr. Patterson, Professor of Economics, 1957-1979.

The William Clayton Patton, M.D. Fund — Established by Mr. and Mrs. Charles L. Nance, Jr. of Wilmington, North Carolina, in memory of her brother, a 1958 Davidson graduate.

The Robert Rudolph Perz, M.D. Fund — Established in memory of this 1979 graduate by his classmates.

The Edward William Phifer, M.D. Fund — Established by Mrs. Susan Phifer Johnson of Spartanburg, South Carolina, in memory of her father, a 1932 Davidson graduate and 1961-1972 Trustee.

The Thomas Bryan Phillips Fund — Established in memory of this alumnus of the Class of 1980 by his classmates and friends, Mr. and Mrs. Francis W. Allen, Jr., Mr. David G. Lenox, Dr. Douglas A. Holt, and Mr. and Mrs. J. J. Summerell, Jr.

The James Faulkner Pinkney Fund — Established by family and friends of 1927 alumnus of Alexandria, Virginia.

The James S. Purcell, Jr. Fund — Established by family and friends in memory of Dr. James S. Purcell, Jr., Professor of English, 1948-1977, English Department Chairman, 1966-1977.

The Charles Edward Ratliff, Sr. Fund — Established in honor of the great-grandson of Vincent Parsons, Class of 1840, by his son, Davidson Economics Professor, Charles E., Jr., Class of 1947, and his grandson, John Charles, Class of 1979.

The William McClintock Reid, Jr. Fund — Established in memory of this 1934 graduate of Louisville, Kentucky, by his wife, Mrs. William M. McClintock, Jr., and his children, Ms. Barbara P. Reid, Mrs. Hensley Reid Peterson, and William M., III.

The William T. Reilly III Fund — Established by classmates and friends in memory of this 1980 Davidson graduate.

The Virgil O. Roberson, Jr. Fund — Established by family and friends in memory of the father of two graduates, Virgil O. III '62 and W. Earl '62.

The Martha Byrd Roberts Fund — Established by family and friends in memory of this Davidson College Director of Communications, 1974-1979, and wife of Davidson professor, Dr. Jerry A. Roberts.

The William Cumming Rose Fund — Established by a bequest of Dr. William Cumming Rose, B.S., 1907; Sc.D., 1947.

The Margaret Salter Fund — Established by J. Carl Salter, Class of 1970, in honor of his mother.

The John D. Scandling Fund — Established in memory of the father of two Davidson graduates, Mark W. '77 and John D., Jr. '74 by his family.

The Lewis Bevins Schenck Fund — Established by friends and former students of Dr. Schenck '21, J. W. Cannon Professor of Bible 1927-1966.

The J. Alexander Shaw, M.D. Fund — Established in memory of this 1918 Davidson graduate by his sons, Frank S. Shaw, M.D., Class of 1955, and John G. Shaw, Class of 1958.

The Sigma Alpha Epsilon Fraternity Fund — Established by the North Carolina Theta Chapter of SAE Fraternity of Davidson College.

The Virginia Hauser Snider Fund — Established by V. Reitzel Snider, Class of 1957, in honor of his mother.

The John Raymond Snyder Fund — Established in memory by his grandson, Donald H. Caldwell, Jr., a 1981 Davidson graduate.

The Samuel Reid Spencer, Jr. Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of Davidson President Emeritus (1968-1983), a 1940 graduate.

The Archibald Boggs Taylor and Margaret Louise Webb Taylor Williams Fund — Established by their children. Mr. Taylor was a 1911 graduate.

The Isabelle White Trexler Fund — Established by Charles B. Trexler of Charlotte, North Carolina, in memory of his wife.

The William Waugh Turner Fund — Established in memory of her father, Class of 1899, by Elizabeth Turner Clark.

The Mary Jane McGee Vernon Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in memory of Mrs. Ben T. Vernon of Charlotte. Mr. Vernon is a 1950 graduate.

The William Wallace Wade Fund — Established in memory of this longtime Head Football Coach at Duke University by his namesake, Wade Gunnar Anderson, Class of 1983.

The K. D. Weeks, M.D. Fund — Established to honor the "Davidson/Duke Connection" between K.D. Weeks, Sr., M.D., Class of 1935 and K.D. Weeks, Jr., M.D., Class of 1969.

The Lacy Donnell Wharton, Jr. Fund — Established by this member of the Class of 1927.

The Jack Williams, Jr. Fund — Established by Mrs. Jack Williams, Jr., in honor of her husband, Class of 1934.

The Edward Lee Willingham III Fund — Established by family and friends of the late Executive Director of the Living Endowment/Constituent Program, a 1948 graduate.

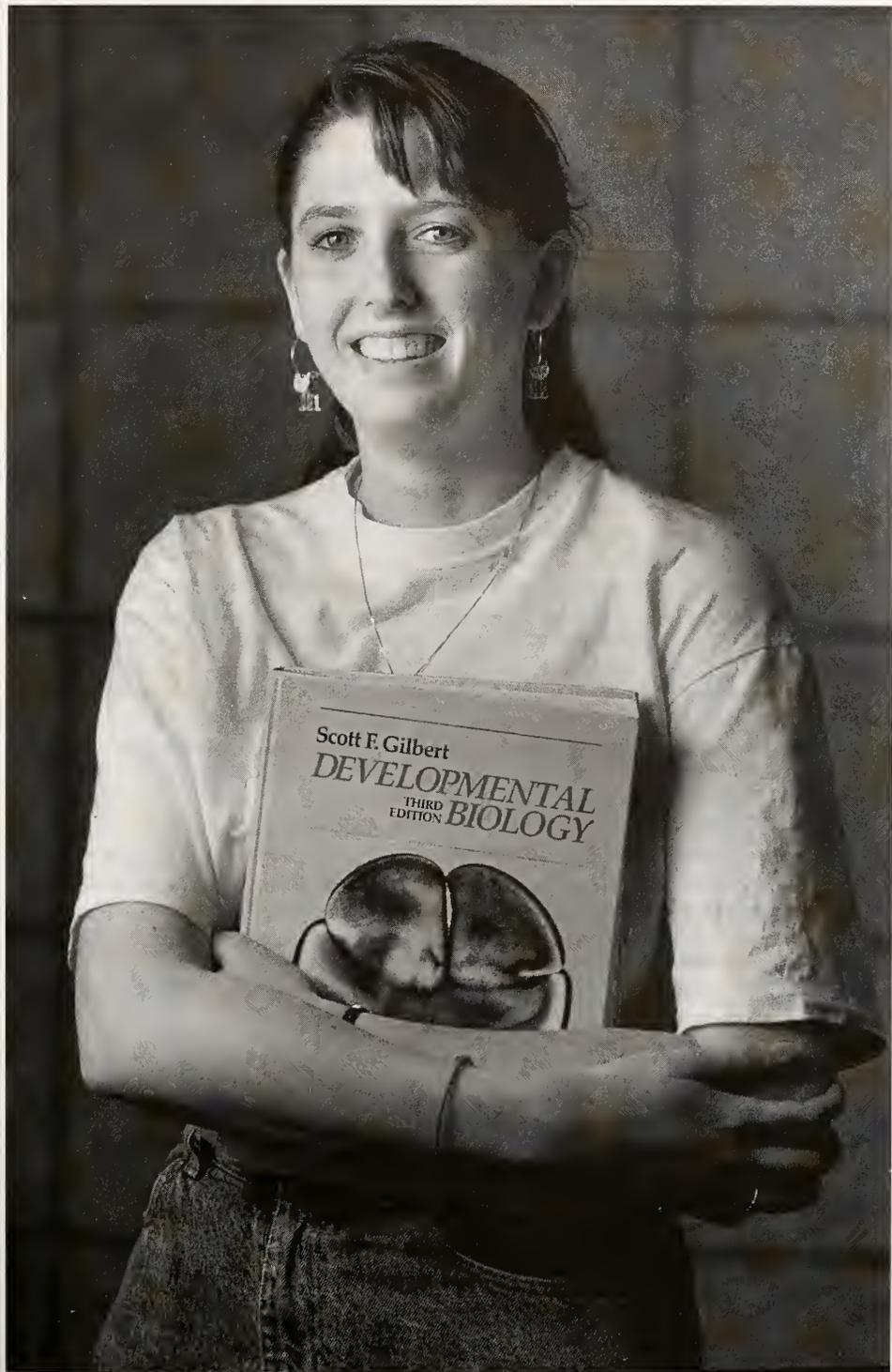
The Walter L. and Carolyn Cooner Withers Fund — Established by Mrs. Gladys D. Cooner.

The Robert Davidson Woodward, Jr. Fund — Established in memory of Mr. Woodward by his wife and recalling family ties with the college through his son, Dr. Pat M. Woodward '58, and grandchildren Katherine L. Woodward '79, Pat M. Woodward, Jr. '84, Dr. John Woodward McNeill '87, Mary Virginia McNeill '92, Mary Katherine Gregory '93, and Marjorie Elizabeth Gregory '95.

The John T. Zaharov, Jr. Fund — Established by friends in memory of this 1970 graduate.

The T.C. Price Zimmermann Fund — Established by Davidson Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of Davidson Vice President for Academic Affairs/Dean of Faculty (1977-1986).

The Rosemary Lévy Zumwalt Fund — Established by Richard P. Wharton, Class of 1994, in honor of Dr. Zumwalt, Associate Professor of Anthropology.



HONOR SOCIETIES

Phi Beta Kappa — The Davidson College Chapter of Phi Beta Kappa received its charter as Gamma of North Carolina from the United Chapters of Phi Beta Kappa on March 1, 1923. Phi Beta Kappa, established nationally in 1776 at the College of William and Mary, is the oldest of the American Greek-letter societies. Election to membership in Phi Beta Kappa is the highest recognition of excellence in scholarship that an undergraduate can achieve in the United States. During the more than fifty years of its existence at Davidson, Phi Beta Kappa has elected more than 800 students to membership in course. Students at Davidson who maintain a general average of 3.6 or above on courses counted by Phi Beta Kappa are ordinarily considered for election, which is by ballot of faculty members of Phi Beta Kappa. Election to membership, however, is not automatic on the attainment of a certain grade average. In accordance with the Constitution of the United Chapters, students elected to membership must have qualifications of "high scholarship, liberal culture, and good character." Not more than 12 1/2 percent of the senior class may be elected. Elections are held during the spring term and at commencement.

Omicron Delta Kappa — This national leadership society recognizes eminence in five phases of campus life: scholarship; athletics; social and religious activities; publications; and forensics, dramatics, music, and other cultural activities. O.D.K. has three purposes: (1) to recognize persons who have attained a high standard of efficiency in college and collegiate activities, and to inspire others to strive for conspicuous attainment along similar lines; (2) to bring together the most representative men and women in all phases of collegiate life and thus to mold the sentiment of the institution on questions of local and intercollegiate interest; and (3) to bring together members of the faculty and student body on a basis of mutual interest and understanding.

Omicron Delta Epsilon — The economics honorary society has as its objective the promotion of scholarly achievement in economics, fellowship among those in the profession, and understanding of key economic issues and problems.

Alpha Epsilon Delta — The Davidson chapter of this national honorary premedical fraternity is North Carolina Alpha.

Delta Phi Alpha — A nationally organized honorary fraternity that recognizes achievement in German. The society seeks to promote greater understanding of German life, culture, and language. Students are selected upon completion of German 20.

Alpha Phi Omega — This national service fraternity is composed of students who wish to carry through college days the ideal of service to college, community, and nation.

Alpha Psi Omega — A national honorary dramatic fraternity restricted to juniors and seniors who have demonstrated a particular interest in theater through participation in the college drama program.

Delta Sigma Rho - Tau Kappa Alpha — A national honorary forensic fraternity recognizing excellence in academic achievement, debating, and public speaking.

Gamma Sigma Epsilon — A national fraternity recognizing excellence in chemistry. The chapter at Davidson, founded in 1919, is the mother chapter.

Scabbard and Blade — A national military honor society designed to recognize excellence in the study of military affairs and to promote interest in military education. Lifetime membership is by election as an outstanding ROTC student in the junior or senior year. The Davidson chapter, B Company, 5th Regiment, has been in continuous existence since 1923.

Sigma Delta Psi — An honorary athletic fraternity open to all students who can perform all 14 prescribed athletic feats.

Sigma Pi Sigma — The national Physics Honor Society. Founded in 1921, the chapter at Davidson is the mother chapter.

AWARDS

Alumni Medal — For the freshman with the highest academic average; given by the alumni Association.

Vereen Bell Award — For the student submitting the best piece of creative writing; given in memory of author Vereen M. Bell '32.

Sandy Black Memorial Award — For the rising senior premedical student judged most outstanding in academic record and who gives promise of an outstanding contribution in the field of medicine; established by Mrs. Sam Orr Black in memory of her grandson, Sandy Black '66.

Bremer German Language Award — For excellence in the study of the German language; established by C. Christopher Bremer, M.D., '60.

Agnes Sentelle Brown Award — For a sophomore, junior, or senior, chosen for outstanding promise as indicated by character, personality, and academic ability; established by Davidson's late Professor and Dean of Students Dr. Mark Edgar Sentelle in memory of his sister.

William Scott Bryant Memorial Award — Established by family and friends to increase understanding of our national government by helping outstanding students participate in work and study programs in Washington, D.C.

James A. Chapman, Jr. Annual Award — For a promising student interested in a career in commerce. Established by the Textile Veterans Association in memory of a 1943 alumnus who was a leader in that industry.

Jefferson Davis Award — For a deserving student interested in and excelling in the study of constitutional law.

Department of The Army Superior Cadet Award — For the outstanding cadet in each year's group of Military Studies students based on scholastic excellence and demonstrated leadership ability.

Alberta Smith De Vane Religion Award — To a senior religion major whose overall excellence promises outstanding contributions in ministry, medicine, the study of religion, or other service; established by Mrs. Helen De Vane Carnegie in memory of her mother.

Eumenean Literary Society Award — For a member who best exemplifies society's motto: Pulchrum est colere mentem, "It is beautiful to cultivate the mind."

Gladstone Memorial Award — For a rising senior with high potential for future service to mankind as indicated by leadership, service, and academic record; established by family and friends of George L. Gladstone, Jr., '60.

Leona M. Goodell Memorial Award — Established by friends and family of this career government servant to help students explore careers in government.

Goodwin-Exxon Award — For a sophomore, a junior, and a senior judged to exemplify the highest standards of character, good sportsmanship, and consideration of others; established by Henry S. Goodwin '30 and his wife Claire L. Goodwin and funded in part by the Exxon Education Foundation.

Greek Prize — Occasional award of books to a student with the greatest ability and promise in the study of Greek; presented by the class of 1922.

R. Windley Hall Fund — A freshman writing award which also provides for a visiting lecturer on campus; honors the memory of a member of the class of 1963.

Douglas Houchens Studio Art Award — For the studio art major in the junior class who made most progress during the previous year; honoring the professor who founded Davidson's Art Department in 1953.

Howard Chemistry Award — For a rising senior studying chemistry who gives promise of the largest degree of usefulness in a related field of service; established by the mother and sister of David Howard '28, who died while a chemistry professor at Davidson in 1936.

Kendrick Kelley Award in History — To a senior history major who exemplifies qualities displayed by Ken Kelley '63: distinguished academic performance, self-effacing leadership and personal integrity. Established by family and friends in memory of Ken Kelley.

Charles E. Lloyd Award — For the student submitting the best piece of nonfiction writing; established in memory of English professor (1956-80) Charles E. Lloyd.

Long Music Award — Established by Zachary F. Long, Jr., Class of 1965, for the rising senior music major whose performance and ability promise outstanding contributions in the field of music.

William G. McGavock Mathematics Award — For the member of the senior class who has demonstrated the greatest promise and accomplishment in mathematics while at Davidson; honors the memory of W. G. McGavock '30, longtime professor of mathematics.

Phifer Economics Award — For an upperclassman who has made a distinguished record in the study of economics; established by A. K. Phifer.

Harris Proctor Award — Created through gifts from colleagues to honor Professor Emeritus J. Harris Proctor, this is awarded annually to the outstanding senior political science major.

Charles Malone Richards Award — For a rising senior, ordinarily preparing for the ministry, who has made the most significant contribution to the religious life of the college community; established by family and friends of Dr. Richards, class of 1892, Davidson pastor and professor.

Richard Ross Memorial Music Award — For a graduating senior music major who during four years of study has demonstrated the greatest achievement in the three areas for which Ross was known: musical artistry, academic excellence, and Christian character.

Dean Rusk Program Award — For the student who has contributed most to international studies at Davidson.

The C. Shaw Smith Award — Presented annually to a rising junior or senior who has made outstanding contributions to the life of the college community through service at the College Union; honors C. Shaw Smith '39, College Union Director, 1952-1983.

Algernon Sydney Sullivan Award — Two medallions presented annually, one to a member of the senior class and the other to a person outside the student body, recognizing fine spiritual qualities practically applied to daily living, usually going to persons who have given unselfish service without due recognition; established in 1926 by the New York Southern Society in memory of its founder.

Theatre Award — For the senior who has contributed most to better theatre at Davidson College during four years on campus.

Porter P. Vinson Chemistry Award — For a rising junior, recognizing unusual mastery of the field and significant promise for further study; established by family in memory of Porter Paisley Vinson, M.D., Class of 1909, Davidson M.A. in Chemistry 1910.

William D. Vinson Mathematics Award — For a rising junior, recognizing unusual mastery of the field and significant promise for further study; established by family in memory of Davidson mathematics professor (1883-97) William Daniel Vinson, LL.D.

Daniel Blain Woods Award — For the rising senior premedical student who best exhibits the qualities of a good doctor — wisdom, compassion, the desire to serve, the ability to analyze problems, integrity, and academic excellence; established by Dr. James B. Woods, Jr. '18 and his wife in memory of their son.

James Baker Woods III Memorial Award — For a rising senior military science cadet who has displayed outstanding qualities of leadership, moral character, academic achievement, and aptitude for military service; established by Dr. James B. Woods, Jr., '18 and his wife in memory of their son, Class of 1962, who gave his life in defense of his country.

William Gatewood Workman Psychology Award — For the senior judged to have come closest to attaining Dr. Workman's extraordinary standards of scholarship, character and service; established in honor of this long-time professor of psychology by psychology faculty and alumni.

ATHLETIC SCHOLARSHIPS AND AWARDS

W. Olin Nisbet, Jr., Scholarship — A scholarship of approximately \$1,000 awarded to a football player who demonstrates the qualities of team spirit and devotion to the college demonstrated by the late W. Olin Nisbet, Jr., Class of 1928.

Thomas D. Sparrow Scholarship — Established in memory of Dr. Thomas D. Sparrow of Charlotte, this scholarship of \$500 goes annually to an outstanding member of the Davidson football team.

C. T. Stowe Scholarship — Established by the S. P. Stowe, Sr., Foundation, this scholarship of approximately \$450 per year goes annually to a student, usually a junior, who is an excellent student and whose conduct and attitude are in keeping with the Davidson tradition.

May Ervin Wall Scholarship — A scholarship of at least \$300 awarded annually to a Davidson football player selected by the head coach.

Tommy Peters Memorial — The student who best exemplifies the Davidson spirit in intercollegiate athletic competition.

Helen DeVane Carnegie Award — Given annually by her family in loving memory of a beloved wife, mother and grandmother, the Carnegie Award is presented to the freshman athlete who demonstrates the highest level of courage and mental toughness.

Susan K. Roberts Award — Presented to a woman athlete in recognition of outstanding dedication and contribution to intercollegiate athletics.

Thomas D. Sparrow Award — Presented in recognition of outstanding dedication and contribution to intercollegiate athletics.

Rebecca E. Stimson Award — The woman athlete best exemplifying the Davidson spirit in intercollegiate athletics and campus leadership.

David Parrott Memorial Award — Established by Dr. Larry H. Parrott, Class of 1956, to go to the rising senior who has shown outstanding sportsmanship and participation in the intramural athletic program.

Edward M. Armfield Scholarship — Established by Edward M. Armfield, Sr., Class of 1937, member of the Davidson College Athletic Hall of Fame, for student athletes with a special ability in tennis.

INDIVIDUAL SPORTS AWARDS

Baseball:

Rick Smyre Award — Given to the baseball player who demonstrates highest level of dedication and hustle.

Fielding Clark Award — Given to the most valuable baseball player. Determined by athletic excellence, skill and leadership.

George Weicker Award — Given to the most outstanding freshman baseball player.

Basketball:

John Belk — Most valuable player.

D. G. Martin — Presented to the player who demonstrates the highest level of dedication and hustle.

Dr. Robert M. McLeod — Best defensive player.

Vernon Nelson Memorial — To a basketball player who puts forth unusual effort, hustle, and leadership to help achieve for Davidson a national basketball championship. The recipient's career interest is business and he never quits, regardless of the odds against success.

Football:

Fuller Memorial — Presented to the football player who demonstrates highest level of dedication.

George M. King — The senior football player who best combines outstanding play on the football field and maintains the highest grade point average.

W. Lewis McColgan Award — Given to the most valuable football player. Determined by athletic excellence, skill, and leadership.

C. T. Stowe Scholarship — Awarded to a student, usually a junior, who is an excellent student and whose conduct and attitude are in keeping with the Davidson tradition.

Tennis:

Harry Fogleman — The varsity tennis player who exemplifies those qualities fostered by Coach Harry Fogleman.

Rob Palmer — Most valuable player as voted by teammates for biggest contribution to the team through hard work and dedication.

Track:

The Fred Borch Cross Country Award — To recognize the male cross country runner who has made the most positive contribution to the team and has shown the most positive improvement in his own running.

R. A. Fetzer — Excellence.

William A. Merchant III — The student making the highest number of points in intercollegiate track competition.

John F. Patterson Cross Country Award — To recognize the female cross country runner who has made the most positive contribution to the team and has shown the most positive improvement in her own running.

Wrestling:

Charles W. Parker Award — Presented annually to the most valuable wrestler who exhibits character, dedication and spirit.



SCHOLARSHIP HOLDERS, 1993-94

SAMUEL H. BELL HONOR SCHOLARS

William Stephen Aldridge III '96
 Henry William West Allen IV '94
 Robert Bryan Allison Jr. '95
 Michael Paul Amaditz '95
 Kelly S. Ammann '97
 Rachel Hope Anderson '97
 George Andrew Antonelli '95
 Irena Arsov '94
 Arul Isaac Baskaran '95
 James Robert Bavis, Jr. '94
 Joseph Watkins Beach '95
 Brian Eugene Bentley '95
 Lori Lynn Bramblett '97
 Kristi Ann Borwn '94
 Letitia Marie Campbell '96
 Christopher Michael Carrigan '94
 Shayna Bat Heses Chazin '96
 Emily Elizabeth Coleman '94
 Laura Aylett Colston '94
 Jessica Anne Coltrane '94
 Kathleen Elizabeth Cook '97
 Mary Elizabeth Crawford '95
 Emily Louise Davis '96
 Mary Catherine Dawson '94
 Spencer Brian Dennison '97
 Kelly Michele Dixon '95
 Cheryl Lynn Dunbar '94
 Rachel Elizabeth Dunifon '94
 Christopher Sture Edwards '95
 Stephen Carroll Elliott '97
 Stephen Dwight Faller '94
 Rebekah Ashley Fanning '94
 Gregory Scott Fisher '94
 Heather Elaine Flint '94
 Sean Langridge Fortier '94
 Elizabeth Bailey Foster '94
 Kristen Lynn Grady '95
 Sarah Elizabeth Graham '95
 Sarah Beth Grant '94
 Thomas Hays Guthrie '97
 Andrew John Haile '94
 Meredith Burke Hammons '94
 Carolyn Joyce Hanson '94
 Jeffrey Cain Hart '94
 Mery Perrin Johnson '94
 Robert Bradley Johnson '94
 Margaret Dee Kendall '94
 Hayden Odell Kepley III '95
 Robert Joseph King '94
 Christopher Thomas Kip '95
 Martha Middleton Knight '94
 Erin Elizabeth Lang '94
 Matthew Maxwell Laughon '94
 Carmen Hope Limburg '94
 Robert Andrew Malinzak '94

William Franklin Mansell III '94
 Karen Ann Marshall '94
 Sara Elizabeth McNally '94
 Carolyn Ann Meadows '95
 Catherine Lena Morton '94
 Margaret Shields Murphey '94
 Mary Elizabeth Murphy '94
 Timothy Norwood Ogden '95
 Lara Michelle Onkey '95
 Richard Gregory Padrick '95
 Jennifer Michelle Palazzolo '95
 Matthew Dean Pearson '97
 Susan Elizabeth Pharr '96
 Robert Lowell Phillips '94
 Jonathan Thaddeus Reece '95
 Jennifer Leigh Romm '94
 Morgan Whitney Savage '94
 Alice Christine Schoo '94
 Lisa Jane Sitek '94
 Duncan Thomas Spears '94
 Sinda Kalin Speer '95
 Alice Louise Spivey '94
 Gautam Srinivasan '95
 Ginger Forlaw Surratt '94
 Krisztina Zita Tihanyi '96
 David Andrew Tweedie '94
 David Randall White '94
 Valerie Ross Whitlock '95
 Rachel Doryce Worlds '95
 Scott Graves Yarborough '95
 Anne Kathren Zirkle '94

CHARLES A. DANA HONOR SCHOLARS

Shelly Louise Baker '95
 Jason Wayne Abraham Bertsch '94
 Rima Chakrabarti '94
 Mira Ann Eklund '95
 Christopher Lippitt Hood '95
 Amy Lynne Howard '94
 Li Lin Lee '95
 Lisa Anandi Lyons '95
 Lauren Anne McCutcheon '94
 Elizabeth Bethea McRee '95
 Shane Jefferson Mills '95
 Mary Laura Moretz '96
 Amy Alyssa Morrison '95
 Shelly Elizabeth Mott '95
 Dhruv Mubayi '95
 Kelly Jeanne Murray '95
 Danny Allen Newman Jr. '95
 Jeremy McCune Potter '95
 Casey Matthew Rogers '95
 Audrey Nina Schuetz '94
 Kristin Ann Solsrud '95
 Thomas Andrew Suter '95

STELLA AND CHARLES GUTTMAN
HONOR SCHOLARS

Kristin Gabrielle Garris '94
Don Gehantha Jayasinghe '94
Kyle Stacy Wilson '94

HUGER S. KING HONOR SCHOLARS

Tiara Trachey Able '97
Reeshemah Denice Harrison '94
Seth Blue Huckabee '95
Richard Joseph Rotunda '94
David Mark Wittschen '96

D. GRIER MARTIN HONOR SCHOLARS

William Edwin Baldwin IV '97
Ann Burns Dunaway '96
Sarah Elizabeth Embry '96
Susan Lynn Fischer '95
Mary Amanda Lesesne '95
Jennifer James Reinhoehl '96
William Martin Young '97

CHARLES F. MYERS-BURLINGTON HONOR
SCHOLARS

Elizabeth Lynn Anderson '96
Elena S. Franklin '97
Kathleen Elise Gordon '94
Amy Lynne Howard '94
Brett Edmund Marston '94
Jonathan Andrew Smith '97

W. OLIN PUCKETT HONOR SCHOLARS

Daniel David Bahmiller '94
William Edwin Baldwin IV '97
Timothy Shawn Carrigan '94
Mary Rachel Chamberlain '94
Heather Rose Galano '94
Richard Hugh Onkey '96
Audrey Nina Schuetz '94
Janet Carson Steven '96
Linda Lee Thompson '94
Carla Claire Walker '94

LUNSFORD RICHARDSON HONOR SCHOLAR

Jill Elizabeth Reger '97

DR. AND MRS. THOMAS F. STALEY
HONOR SCHOLARS

Emily Adair Ackles '96
Julia Corine Barnes '95
Joseph William Buff '96
Ned Sarchet Erickson '97
Meredith Burke Hammons '94
Carrie Ruth Waggoner Harris '96
Ravi Scott Jain '97
Timothy Norwood Ogden '95
David Gore Speakman '96

Jon Dwight Weddell '94
Scarlet Lee Wynns '96

W. M. AND W. T. THOMPSON HONOR SCHOLAR

Joanne Virginia Austin '95
Mary Rachel Chamberlain '94
Ross McCain Sloop '94

JOHN I. SMITH HONOR SCHOLARS

Theodore Edward Curey '96
Phiderika Donnese Foust '94
Kathleen Elise Gordon '94
Meredith Ellen Hayden '96
Max Thomas Hyde, Jr. '95
Anna Mary Amanda Kemp '96
Kenneth Michael Lane '94
Ethan Fraser McCutchen '97
Matthew Arthur Rich '97

FRANK S. HOLT FAMILY HONOR SCHOLARS

William Lee Coble, Jr. '94
Margaret Edwards Hines '95

JAMES C. HARPER MUSIC SCHOLARS

Kristen Lynn Grady '95
Jennifer Lynn Guise '94
Frank Stuart Guzek '94

THE McALISTER SCHOLARS

Kathryn Noble McDaniel '94
James Gerard McDermott II '95
Jill Elizabeth Reger '97
Christine Post Roberts '96

E. ERWIN MADDREY II SCHOLARS

Christopher Sture Edwards '95
John Madison Gilbert III '97

DAVIDSON HONOR SCHOLARS

Christa Ann Abbott '96
Jacob Abraham '97
William Albert Abrams '97
William Edwin Baldwin IV '97
Brandon O'Neill Barrett '94
Sarah Elizabeth Brewer '96
Lori Dawn Brown '94
Amy Boynton Burrows '96
Roderick Davis Carter '94
Thomas Heyward Carter III '97
David Victor Christopherson '96
Brandon Holmes Clarke '96
John H. Copenhaver '97
Bowen Butler Craig '97
Ann Burns Dunaway '96
Elena S. Franklin '97
Melinda Diane Fritz '96
Emily Jane Giacomini '96

Kathleen Elise Gordon '94
 William Chapman Grant '97
 Margaret Rebecca Graves '96
 Elizabeth Dare Grier '96
 Suneya Gupta '94
 Andrew John Haile '94
 Jennifer Ann Hankins '96
 William Michael Hart '97
 Katherine Merritt Hash '96
 Amy Elizabeth Hawfield '96
 Meredith Ellen Hayden '96
 Churchill Houston Dunn Hooff '96
 Marie Buffington Huntington '94
 Max Thomas Hyde Jr. '95
 William Franklin Ingram III '95
 Daniel Sloan Johnson '95
 Wendy Jane Johnson '96
 Laura Ann Jones '96
 David Byron Kraybill '94
 Laura Susan Leibfreid '96
 Kathryn Noble McDaniel '94
 James Gerard McDermott II '95
 Margaret Thomas McGehee '97
 Jennifer Kenny McGillan '97
 Sean Eric McMillan '94
 Katherine Ann Meisky '97
 Kerry Lynne Monaghan '95
 Stephanie Michelle Morgan '96
 Jon Langdon Morris '94
 Stephanie Catherine Moses '97
 Elizabeth Kristina Nevius '96
 Rachel Claire Newcomb '95
 Timothy Norwood Ogden '95
 John Samuel Patterson '96
 Bretton Perry '96
 Robert McLester Ramsay III '96
 Christine Post Roberts '96
 Lillian Marie Roe '95
 John Crudup Rogers III '95
 Jennifer Jane Rose '96
 Karl David Ruch '96
 Margaret Blackwell Scott '96
 Alden Hitchcock Smith II '94
 Eythan Matthew Sontag '94
 Shannon Elizabeth Stitzel '97
 Leigh Anne Strong '97
 Robin Elaine Taylor '94
 Sarah Jane Terry '97
 Jennifer Diann Tracy '96
 Peter Marshall Varney '96
 Carla Claire Walker '94
 Adam Burton Ziegler '97
 Tracy Eileen Zinn '97

THE DONALD PLOTT MEMORIAL
 MUSIC SCHOLARS
 Eric Christian Hall '95

Melissa Aileen Ream '95
 Karl David Ruch '96
 Vidalia Vera Scrivano '97
 Heather Alden West '94

THE ROTC SCHOLARSHIP CADETS

Jacob Benjamin Balsley IV '95
 Samuel W. Bartholonev III '96
 Joseph Watkins Beach '95
 Julia Adrienne Brown '96
 Jeffrey Ian Crain '94
 Christian L. Deichert '97
 Spencer Brian Dennison '97
 Thomas David Greene '96
 Sean Redmond Harvey '96
 George W.K. Hiatt '95
 Samuel Smith Jones '97
 Virginia Caroline Lemley '94
 Dennis Patrick Malcor, Jr. '95
 Glen Alan McClung II '95
 Stephen Matthew McKinney '95
 Shane Jefferson Mills '95
 Darren Carroll Moore '95
 Jason Theodore Morris '94
 Joseua Alexander Norris '97
 Jonathan Matthew Peters '95
 William Loomis Pomeroy III '94
 Richard Joseph Rivera '94
 Michael Richard Rogerson '96
 Eric Brien Rosenbach '95
 David Matthew Rozelle '95
 Telisha Ann Ruddick '95
 Michael Thomas Ruff '97
 Thomas David Shelburne Jr. '95
 Eythan Matthew Sontag '94
 Anthony Richard Wagner '97
 Patrick Burton White '95
 Jeffrey Bryan Whitson '97
 David Mark Wittschen '96

THE SAMUEL R. SPENCER JR. SCHOLARS

Stephanie Nicole Davis '96
 Edwin Franklin Holcombe III '94
 Susannah Margaret Rawl '97
 Julie Marie Timmons '96

STUART SCHOLARS

George W. K. Hiatt '95
 Beth Ann Jayne '94
 Robert Joseph King '94
 Lisa Anandi Lyons '95
 William Loomis Pomeroy III '94
 Leigh Taylor Rawdon '95
 Joseph David Rogers '95
 Duncan Thomas Spears '94

GREENVILLE ALUMNI SCHOLARS

Amy Dene Cohan '94
Mary D'Oyley Gilreath '96

THE ARTHUR AND MARY MARTIN SCHOLARS

Laura Aylett Colston '94
Meredith Burke Hammons '94
Anne Elizabeth Lindsey '96
Jennifer Michelle Palazzolo '95⁵⁰
Jonathan Thaddeus Reece '95
Matthew Arthur Rich '97
David Gore Speakman '96

NATIONSBANK SCHOLARS

William McKamie Caldwell Jr. '94
Leigh Taylor Rawdon '95
Joseph David Rogers '95

JOHN O. REYNOLDS SCHOLARS

Stacey Elizabeth Carter '96
Stacy Carol Cristman '95
Christopher Joseph Dunn '97
Jonathan Andrew Smith '97
John Cornelison Webb '97
William Whitaker Webb III '94

R. J. REYNOLDS INDUSTRIES SCHOLAR

William DeVane Tidwell '94

DAVIDSON SCHOLARS

Issac Jerome Bailey '95
Charlie James Blake Jr. '96
Sean Christopher Callahan '95
Fernando Arturo Campos '97
Amia Dionne Canada '96
Jin Hyuk Chang '96
Lora Marie Chavis '97
Vila Ardell Cobb '97
Aimee Cronfel '94
Brad Edwards '96
Gene Andre Ferree '95
Phiderika Donnese Foust '94
Jennifer Lynne Garciga '94
Sandra Patricia Guzman '95
Reeshemah Denice Harrison '94
Richard Donald Howell '94
Latasha Ann Jenkins '96
Angela Renee Jones '96
Joshua Michael Larned '94
David Lee '94
Anzela Nicole Liverman '95
Deborah Lynn Liverman '96
Julian Martin Lloyd '94
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ENROLLMENT 1993-1994

	FALL			SPRING		
	WOMEN	MEN	TOTAL	WOMEN	MEN	TOTAL
Freshmen	196	257	453	193	251	444
Sophomores	213	191	404	208	188	396
Juniors*	141	195	336	148	181	329
Seniors	172	221	393	168	219	387
TOTALS	724	864	1586	717	839	1556
International Students	6	1	7	5	2	7
Special Students	3	1	4	2	2	4
Visiting Students/ Montpellier	4	0	4	4	0	4
Würzburg	3	1	4	2	0	2
Davidson	2	0	2			
TOTALS	18	3	21	16	5	21
Total Headcount			1607			1577
FTE			1603			1571

* Included in the Junior numbers:

In Montpellier	5	1	6	5	1	6
In Würzburg	3	3	6	3	3	6
In Russia	0	1	1	0	1	1
TOTALS	8	5	13	8	5	13

GEOGRAPHICAL DISTRIBUTION (FALL 1993)

Alabama	36
Arizona	2
Arkansas	8
California	11
Colorado	10
Connecticut	41
Delaware	9
District of Columbia	8
Florida	111
Georgia	145
Hawaii	1
Idaho	3
Illinois	14
Indiana	5
Iowa	1
Kansas	3
Kentucky	27
Louisiana	9
Maine.....	12
Maryland	37
Massachusetts	22
Michigan	5
Minnesota	4
Mississippi.....	15
Missouri	11
Montana.....	1
Nebraska.....	1
Nevada.....	1
New Hampshire	4
New Jersey.....	34
New Mexico	5
New York.....	46
North Carolina	385
Ohio	41
Oklahoma	6
Oregon.....	4
Pennsylvania.....	52
Puerto Rico	1
Rhode Island	6
South Carolina	130
Tennessee.....	50
Texas	79
Utah	2
Vermont	3

Virginia	111
Washington	3
West Virginia	24
Wisconsin.....	4
Australia.....	1
Bermuda.....	1
Bulgaria.....	1
Canada	2
China	2
Colombia.....	1
Croatia.....	1
Czechoslovakia.....	1
Denmark.....	1
Egypt.....	1
Ethiopia.....	2
France.....	3
Germany.....	2
Greece.....	1
Guatemala.....	1
Hungary.....	1
India.....	6
Ireland.....	1
Korea.....	7
Malaysia.....	3
Mexico.....	1
Pakistan.....	1
Peru.....	1
Russia.....	4
Singapore.....	1
Slovenia.....	2
South Africa.....	1
Sri Lanka.....	1
Taiwan.....	2
Thailand.....	1
Turkey.....	1
Uganda.....	2
Ukraine.....	2
United Kingdom.....	1
Venezuela.....	2
Yugoslavia.....	1
Zaire.....	1
TOTAL	1,607

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Regional alumni chapters are ready to be of service to prospective students, local schools and churches, and other individuals who desire more information about Davidson College. Below the listing of national officers is a roster of those chapters, with the name of each chapter's president. Davidson Alumni Admissions Program (DAAP) team leaders or liaisons are also listed in those cities or regions where the program operates. DAAP contacts are denoted by an asterisk.

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DAVIDSON COLLEGE CAPSULE INFORMATION

- Founded: By Presbyterians in 1837.
- Campus: 450 acres with 60 buildings in Davidson, N.C., 19 miles north of Charlotte, plus 106 acres on Lake Norman offering water sports.
- Calendar: Two 15-week semesters (fall and spring).
- Enrollment (fall, 1993): 1,607 (867 men, 740 women).
- Comprehensive Fee: \$22,534 (1994-95)
- Full-time Faculty: 130, of whom 97 percent hold earned doctoral degrees.
- Student-Faculty Ratio: 11.7:1
- Library: More than 396,454 volumes; 153,272 government documents; and 3,099 periodical subscriptions.
- Computer: High-speed, interactive Digital VAX 3400 and 4600 are devoted to academic computing, a Digital VAX 4300 for library automation, a PRIME 7363 and a Hewlett Packard 9000-G50 for administrative computing, and networked PC Labs with IBM PCs and Apple Macintoshes available to all students for general use.
- Degrees Offered: A.B., B.S. in 20 majors.
- Off-Campus Programs: Junior Year Abroad in Montpellier, France; Junior Year Abroad in Würzburg, Germany; Fall Semester in India (1994, 1996); Spring Semester in Classics Abroad in Greece and Italy (1996); Spring Semester in Art History in France (1996); Spring Semester in Art History in Rome (1995); Spring Semester in England (1995, 1997); Summer Program in Mexico (1996); Summer Program in Cambridge, England; Summer Political Science Program in Washington, D.C.; Biology Fall Semester at Duke University Marine Laboratory at Beaufort, N.C.; Summer Program at Broughton in abnormal psychology at Morganton, N.C.
- Athletics: 21 intercollegiate teams — eleven men's, and ten women's. Eleven club sports and numerous intramural sports.
- As of September 1993 the five-year graduation rate for students entering in the Fall of 1987 is 86 percent. Detailed information on graduation rates categorized by

gender, ethnicity, and athletic participation is available in the Office of Registrar and the E.H. Little Library.

Main Switchboard: 704/892-2000
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DAVIDSON

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