



DAVIDSON

*Catalog of Announcements
for the Academic Year*

2001-2002



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**CATALOG OF
ANNOUNCEMENTS
FOR THE
ACADEMIC YEAR 2001-2002**

**OFFICIAL RECORD
FOR THE YEAR 2000-2001**

DAVIDSON



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ACADEMIC CALENDAR 2001–2002**Fall Semester 2001**

August 16–19	Orientation
August 20	Classes begin 8:30 a.m.
September 14–16	Homecoming
October 12	Fall Break begins after last class
October 18	Classes resume 8:30 a.m.
October 26–28	Family Weekend
October 27	Fall Convocation
November 20	Thanksgiving Break begins after last class
November 26	Classes resume 8:30 a.m.
December 5	Fall Semester classes end
December 6	Reading Day
December 7	Exams begin
December 13	Exams end 12:15 p.m. and Semester Break begins

Spring Semester 2002

January 14	Classes begin 8:30 a.m.
January 21	Martin Luther King Day
March 1	Spring Break begins after last class
March 11	Classes resume 8:30 a.m.
March 29	Easter Break begins after last class
April 2	Classes resume 8:30 a.m.
April 17	Spring Convocation
May 8	Spring Semester classes end
May 9	Reading Day
May 10	Exams begin
May 15	Exams end 12:15 p.m.
May 19	Commencement

IMPORTANT NOTE

This catalog describes an academic calendar for Davidson College which consists of two 15-week semesters. The requirements in this catalog apply to students entering Davidson in the 2001–02 academic year.

Information in this catalog 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 regardless of race, color, sex, national origin, religion, age, sexual orientation, or disability unless allowed by law and deemed necessary to the administration of the educational programs. In addition, the college complies with all applicable federal, state, and local laws governing non-discrimination.

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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, who died at the nearby Revolutionary War battle of Cowan's Ford in 1781. General Davidson's son provided the initial acreage for the campus.

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' 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 included 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.

In 1911, the college offered the A.B. and the B.S. degrees, with the former requiring study of Greek and Latin, the latter allowing substitution of a modern foreign language in place of Latin. There were fifteen departments, though majors were not a feature of the curriculum until the 1920s. A strengthened financial base was augmented by the generosity of the Rockefellers, who provided funds for replacing the original Chambers building destroyed by fire in 1921 and by annual support from the Duke Endowment which continues today.

The 1920s and 1930s saw courses in accounting, business, economics, and music added to the curriculum, as well as honors programs and seminars. In 1923, Davidson was selected as the third college in North Carolina to be chartered for a chapter of Phi Beta Kappa. Curricular revisions in the 1960s and 1980s altered the academic calendar and degree requirements, but retained Davidson's emphasis on breadth of education along with increasing opportunities for specialization, independent academic work, study abroad, and interdisciplinary programs.

First admitting women as degree candidates in 1973, the college has grown to approximately 1,600 students on campus, the limit established by the current strategic plan. The teaching faculty numbers approximately 150. Changes in physical plant during the 1990s have supported the college's growth with new and renovated facilities for athletics, the visual arts, the sciences, residential housing, and community interactions.

Recent academic program changes include the expansion of concentrations and the options for a second major or minor in many departments. Attention given to writing across the curriculum includes small classes designed to help first-year students make the transition to college-level work and writing.

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

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 (1984–1997); Robert Fredrick Vagt (1997–).



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, every application is reviewed with care. Admission to Davidson is highly selective. Decisions are based on many factors, with evaluation in three general areas: (1) academic achievement as indicated by secondary school curriculum, grades and standardized test scores; (2) personal characteristics as evidenced in personal statements 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 *secondary school* graduation requirements before enrolling at Davidson. Excluding consideration for exceptional circumstances, at least 16 high school units are required, although the student accepted at Davidson usually has taken 20 units. These units should include the following: 4 units of English, 3 units of mathematics, 2 units of the same foreign language, 2 units of science, and 2 units of history/social studies. *It is strongly recommended that high school students continue for the third and fourth years in science and in the same foreign language, continue mathematics through calculus, and take additional courses in history.*

Candidates considering Davidson should take at least five academic subjects each year in secondary school, unless the school curriculum is structured around four. It is important that a challenging academic program be taken each year, but especially 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 to 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 Test Dates

October 13, 2001	SAT I and SAT II
November 3, 2001	SAT I and SAT II
December 1, 2001	SAT I and SAT II
January 26, 2002	SAT I and SAT II
March 16, 2002	SAT I only
May 4, 2002	SAT I and SAT II
June 1, 2002	SAT I and SAT II

ACT Test Dates

September 22, 2001
October 27, 2001
December 8, 2001
February 9, 2002
April 6, 2002
June 8, 2002

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 Plans. Those interested in the Regular Plan must take the test no later than December 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 the December test date of the senior year. The Writing and a mathematics test 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.

HOW TO APPLY

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

The preliminary application should be completed and returned to the Admission Office with a \$50 nonrefundable application fee. All applicants will then receive application essay questions, a transcript form, and recommendation forms. When *all* forms are completed and returned, and the results of the SAT I or ACT and SAT II tests are received, the applicant will be notified that the application is complete. All admission decisions will be sent by letter.

Davidson College subscribes to **The Common Application**, a copy of which may be obtained from the High School Guidance Office. A student who intends to use The Common Application should call the Admission Office (1/800/768-0380) before submitting the application to request our Common Application Supplement. A Common Application to Davidson is not complete without the Supplement.

Application deadline dates may vary from year to year. To determine the exact application deadline, please consult either a current copy of the Application for Admission or call the Office of Admission and Financial Aid at 1/800/768-0380. Current admission information may also be obtained from www.davidson.edu.

The **Early Decision Plan** is binding and is for applicants who are certain they want to attend Davidson College. Early decision applications will be accepted, denied, or deferred into the Regular Decision Plan pool of applicants. Those candidates who are deferred will be re-evaluated during the regular decision selection process. To apply through the Early Decision Plan, 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. Complete all application requirements by the stated deadlines.
3. Submit the *Early Decision Candidate's Agreement*, which states that Davidson is definitely his/her first choice; and that if accepted, he/she will enroll and withdraw all applications pending elsewhere.

For those applying under the **Regular Plan**, letters informing applicants of the decision on their applications will be mailed prior to April 1. Applicants who are accepted under the Regular Plan are required to make a \$300 nonrefundable enrollment deposit by May 1.

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 or a Senior

Admission Fellow. The format of the session may be a group setting or an individual conversation; neither is evaluative. 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 1/704/894-2127.

High school seniors can make arrangements to spend a night (Monday through Thursday) in a residence hall by contacting the campus visit coordinator two weeks in advance.

The Office of Admission and Financial Aid is open all year and appointments should be made by writing or telephoning 1/704/894-2230 at least two weeks before the proposed visit. The TDD Relay Service available through Southern Bell is 1/800/735-2962. Campus tours and information sessions are scheduled daily and available on Saturday mornings during peak visitation periods (spring and fall). Please call the Admission Office to confirm the time. Detailed visit information is available at www.davidson.edu.

CREDIT EARNED PRIOR TO GRADUATION FROM HIGH SCHOOL

First-year students may transfer a maximum of four credits from courses taken prior to graduation from high school. This includes AP, IB, and joint enrollment credits.

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 1/609/771-7300.

Academic credit will normally be granted for a score of 4 or 5, for a maximum of four course credits. Davidson does not award sophomore class standing for AP, IB, or joint enrollment credit.

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.

Joint Enrollment

Students may receive credit for a maximum of two courses taken in joint enrollment programs if the courses are equivalent courses and meet all transfer requirements and if they are not used for admission to Davidson College. Transfer evaluation of courses taken prior to graduation from high school requires:

1. An official transcript from the college or university attended;
2. An official letter from the college or university confirming that the courses were:

- a. taught on its campus;
 - b. taught by a regular member of its faculty;
 - c. taken in competition with degree candidates of that institution who constitute a majority in those courses; and
 - d. a regular part of the curriculum of the institution.
3. An official letter from the high school principal or guidance counselor confirming that the courses were not used to satisfy high school graduation requirements.
- Each joint enrollment program is evaluated on an individual basis after matriculation.

TRANSFER

Students interested in transferring 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 as a Visiting or Special Student, please contact the Office of Admission.

NON-TRADITIONAL APPLICANTS

Non-traditional applicants such as home-schooled students or those seeking early admission to college should contact the Office of Admission prior to submitting an application. Non-traditional applicants should anticipate additional application requirements such as subject level testing in 3-5 areas (SAT II) and/or an evaluative on-campus interview with the Dean of Admission and the Dean of Students.

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/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 substantial financial assistance to 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/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 admission application material.

STUDENT FINANCIAL ASSISTANCE AND SCHOLARSHIPS

Early decision or regular decision admission to Davidson is offered without regard to financial circumstances except in the case of international students. In 2001–02 Davidson students will receive over \$10 million in financial assistance from college sources. These funds are combined with grants, loans, and employment funds from federal, state, and other outside sources to form aid “packages” for Davidson students. While most financial aid is designated for students with demonstrated financial need, Davidson sets aside over \$1,000,000 in merit-based scholarships. Students receiving need-based packages are eligible for merit-based aid.

Prospective students who wish to be considered for need-based financial aid must submit a completed PROFILE application to the College Scholarship Service (CSS) and the Free Application for Federal Student Aid (FAFSA). Forms are available in high school guidance offices and on the internet.

Financial Aid 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. Determination 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 Davidson's own financial aid funds.

Merit-based scholarships are offered to a small number of entering students. 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/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 Work-Study; Federal Perkins Loan; Federal Stafford Loan; Federal PLUS loan; North Carolina Student Incentive Grant; North Carolina State Contractual Scholarship Fund; 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 also will meet the standards of academic progress for financial aid. First-year students, all of whom are required 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 first year.

Need-based grant support is available for a maximum of eight semesters (pro-rated for transfer students). A student may not receive Federal Title IV assistance for more than twelve semesters.

In cases where a student may be allowed to continue at Davidson even though academic standards have not been met, financial aid may be offered on a probationary basis for one semester if mitigating circumstances so warrant. 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 Senior Associate Dean of Admission and Financial Aid. Appeals should include an explanation of 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 grade point average 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 also must 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

A limited number of first-year students are awarded merit-based scholarships. Selection criteria generally are based on scholastic promise, ability, character, leadership, and promise of contribution to society, as evaluated in the application for admission by the admission staff and the Faculty Committee on Admission and Financial Aid. In the case of area or talent specific scholarships, selection also may be based on the outcome of an audition, interview, portfolio review, or writing sample. **Scholarship specific application deadlines may apply.** Please refer to the application for admission for details.

General Scholarship Awards

Every admitted student is considered for general scholarships. Selection is made by the scholarship coordinator and the admission staff 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 Competition Scholarships

Each admitted student is considered for the scholarships described below; *no separate scholarship application is required*. Nominees are selected by the Davidson College admission staff, the Dean of Admission and Financial Aid, and the scholarship coordinator. Finalists will be required to participate in a scholarship interview. The scholarships are renewable, providing the recipients meet grade point average requirements, make standard progress toward their degree, and are significantly involved in the life of the college community.

Thompson S. and Sarah S. Baker Scholarships: These two awards, valued annually at the level of comprehensive fees, were established by this Class of 1926 alumnus whose prominence at Davidson foreshadowed his later civic and business leadership, and by his wife. They are offered to first-year students whose accomplishments, purposefulness, service, and maturity mark them as capable of the highest achievement.

John Montgomery Belk Scholarships: These six awards were established by John Montgomery Belk, a member of the Class of 1943, whose career has been marked by extraordinary leadership and service in business, civic affairs, and the church. They are for students from the southeast whose leadership in academics, student government, athletics, or service distinguish them as capable of the highest achievement; and are valued annually at the level of the college's comprehensive fees.

Lowell L. Bryan Scholarships: Two \$25,000 scholarships are offered to first-year students who have the capacity and ability to contribute in a superlative manner to their sport and to the academic and co-curricular life at Davidson. The scholarships were established by Lowell L. Bryan, Class of 1968.

Erwin Scholarship: This tuition award (not to include fees) is offered to a first-year student on the basis of leadership, academic excellence, and integrity. The scholarship was established by Goudyloch Erwin Dyer and her husband Robert C. Dyer, in memory of her brothers George Phiifer Erwin and Edward Jones Erwin, Jr.; her father, Davidson professor of English Edward Jones Erwin; and her grandfather George Phiifer Erwin. (Not awarded every year.)

Missy and John Kuykendall Scholarships: Three awards are offered annually in each first-year class. Established by the college family in honor of Davidson's fifteenth president, John Kuykendall and his wife Missy, the Kuykendall Scholarships are for students who, through their habits of mind, leadership, and character, offer the potential to provide the college community the kind of servant leadership that characterized the thirteen-year presidency (1984–1997) of John Kuykendall, Davidson Class of 1959. Scholars are chosen for their personal character, academic accomplishments, generosity, thoughtful leadership, humane interests, and sense of kindness. The scholarships are valued at \$7,500 each.

Amos Norris Scholarship: This full cost award has been created by Robert Norris, Davidson Class of 1972, in honor of his father, Amos Norris. The award is offered to an outstanding first-year student athlete with integrity, a strong work ethic, and excellent leadership qualities. Nominees are identified by the Dean of Admission and Financial Aid and the Director of Athletics. (Not awarded every year.)

John I. Smith Scholars Program: These two full tuition awards, established by the John I. Smith Charities, Inc. of Greenville, S.C., in honor and memory of College Trustee John I. Smith, Davidson Class of 1924, are offered annually to first-year students on the basis of leadership, academic excellence, and a commitment to community service.

William Holt Terry Scholarships: These two full-tuition awards, created to honor Dean Terry (Davidson Class of 1954 and Dean of Students for 23 years), are offered annually to first-year students who have demonstrated exemplary leadership skills and personal qualities through student government, athletics, service, or other activities.

Special Application Scholarships

These scholarships are defined with specific reference to particular areas of study or talent and **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.

The BB&T Scholarships: Two \$5,000 scholarships are awarded each year to first-year students from BB&T's service area who express a strong interest in a business-related career and who demonstrate academic and personal excellence. Selection of the recipients is made on the basis of a written scholarship application and a competitive interview with officers of the BB&T Corporation. In addition, BB&T Scholars will be offered a summer internship opportunity in BB&T's offices, for which the student will earn \$2,750.

Romare Howard Bearden Scholarship: This \$10,000 award is offered to a student with exceptional ability and promise as a studio artist. Preference is given to African-American students. The recipient must declare a major in art (either studio or history) to retain the award for all four years. (Not awarded every year.)

Patricia Cornwell Scholarships in Writing: These \$10,000 awards were established by Patricia Cornwell, award-winning novelist and member of the Class of 1979. Offered to first-year students, the Cornwell Scholarships recognize students with exceptional ability and promise in writing. Cornwell Scholars may be creative writers of poetry or fiction, drama or film; writers who combine creativity with a knowledge of science or technology; journalists; or other writers who demonstrate extraordinary talent. Cornwell Scholars are expected to be actively involved in the writing community.

Julius Dobson Neely and Joseph Dobson Scholarship: \$3,000 is awarded to one student in each first-year 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: This award is offered annually to exceptional first-year students interested in pursuing a career in teaching. The number and size of awards will vary.

Music Scholarships: The music department offers many scholarships, which are provided through the Vail Family, Donald B. Plott, Zachary F. Long, Jr., J. Estes Millner, and James C. Harper Endowments. The scholarships are awarded on the basis of auditions which are held on specific weekends during the year. The scholarships are renewable subject to annual evaluation. In addition, music majors are eligible to apply for grants to study away from campus.

Pepper Visual Arts Scholarship: One \$5,000 award is given each year to a first-year student. 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.

W. Olin Puckett Scholarship: One \$10,000 award is offered in each first-year class to a student leader with academic distinction who is preparing for a career in medicine or the sciences.

Dr. and Mrs. Thomas F. Staley Scholarship: One \$5,000 award is offered each year to a first-year student interested in pursuing a career in the ministry.

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

National Merit Scholarships

Three awards are offered annually to first-year students selected from among those who have been identified as National Merit finalists and who have designated Davidson as their first choice college. In compliance with National Merit directives, the size of the award is linked to established financial need: the minimum award is \$750; the maximum award is \$2,000.

International Scholarships

A limited number of students who are nationals of countries other than the United States receive financial assistance each year. These funds vary in amount and are based on a combination of need and merit. The International Student Financial Aid Application of the College Scholarship Service should be submitted to the Office of Admission and Financial Aid along with Davidson's application for admission.

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 grants 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.

The Julian and Robert Lake Scholarship is a \$15,000 merit-based scholarship awarded to a member of each first-year class who is the child of a minister in the Presbyterian Church (U.S.A.). Selection is made by the Dean of Admission and Financial Aid and the scholarship coordinator based upon the student's application for admission.

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 (U.S.A.), 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 up to \$20,000 for Davidson's tuition, plus a \$600/year allowance for books, and a personal expense allowance of \$250-\$400/month, depending on the cadet's class status, for up to ten months per school year. Applications for a four-year scholarship under the early decision program must be completed by July 15. (Note: This is the summer between the junior and senior year of high school). Regular decision applications must be received by November 15 of the senior year of high school. Two- and three-year scholarships are available to enrolled Davidson students. Students interested in either the two-, three-, or four-year scholarships may obtain an application by contacting the Davidson College Department of Military Studies.

Federal and State Grant 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 ranged in value up to \$3,300 for 2000-01. Information is available in high school guidance offices, college financial aid offices, and from the U.S. Department of Education.

Federal Supplemental Educational 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 PROFILE.

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 2000-01, this grant was \$1,800.

North Carolina State Contractual Scholarship Fund: These grants of up to \$5,000 per year are available to residents of North Carolina who demonstrate financial need according to Davidson's analysis of the FAFSA and the PROFILE.

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: 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 \$4,000 for each year of college and a maximum of \$20,000 total for undergraduate study 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: Through this federal program, participating banks and other lenders 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. Additional information is available from the Office of Admission and Financial Aid.

Federal PLUS Loans: Through this federally guaranteed loan program, parents may borrow up to the cost of attendance minus other aid. The variable interest rate is adjusted

annually. Monthly repayment begins within 60 days of disbursement. Applications and more information are available in Davidson's Financial Aid Office.

Other Loan Programs: Students and/or parents may wish to pursue loans through First Marblehead Corporation. Additional information about the GATE Family Loan and the GATE Student Loan is available from the Office of Admission and Financial Aid.

Employment

More than 400 Davidson students have on-campus jobs awarded as part of the need-based financial aid package. 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. A portion of federal work-study funds is earmarked for students employed in community service activities. Campus work opportunities for students who may not have financial aid eligibility are available in several departments. Students are urged to contact departments directly. Off-campus employment opportunities may be explored through various college publications.

Student employees are paid monthly by direct deposit on the 15th of the month following the pay period.

TUITION AND FEES

During the summer preceding the academic year, each student receives a complete bill for tuition and fees. Scholarship and grant awards from Davidson College, loans for which the parent or student have applied, and federal and state sources are noted on college bills. Outside awards, campus jobs, and loans which have been offered but have not been applied for are not shown as credits. Advance payment by mail is required, as it is easier for both the student and the college.

The fees for the 2001-2002 academic year are as follows:

Required Student Charges (tuition,	
student activity fee, laundry	\$23,995
Room (double)	3,605
Meals (full board)	3,223
	<hr/>
	\$30,823

Fees are payable in two installments (August 15 and January 3). Please note that Davidson College does not accept credit card payments for tuition, room, meal plans, and fees. An orientation fee for new students (first-year students \$100 and transfers \$50) is included in the fall semester billing. Other fees may also be required. See "*Additional fees.*"

A student who is unable to pay fees in full by the installment due date must contact the Business Services Office prior to that date. No student will be allowed to return for any semester if his/her account is not paid in full or if arrangements to use the college approved payment plan have not been made prior to the due date. There is a \$25 penalty charge for late payment. Interest charges at 18 percent per annum are also assessed on late payments.

In order to graduate and receive a diploma, all financial obligations to Davidson College must be paid in full. Furthermore, no official transcripts will be released until a student has met all financial obligations to the college.

Students who enter at the beginning of the spring semester will be billed one-half of the required student charges, room, and meal fees listed above.

After the tenth day of classes, no refunds on tuition or room rent will be made. Fees paid in advance for subsequent semesters for which a student does not register will be refunded in full. Fees for meals are refunded on a pro-rata basis determined by the week of withdrawal.

The usual fee includes:

1. Room rent is \$3,605 for double occupancy. Single suites cost \$4,355. Senior Apartments are \$4,514. 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 is required for all first-year students during the fall semester. The second semester, first-year students may choose from the 19-meal plan or an identically priced 16-meal plan. The 16-meal plan provides additional food points (Bonus Bucks) to be used in any of the campus food locations (Commons, Union Café, Outpost, and Wildcat Den). Upperclass students may choose from a variety of meal plan options each semester. The college does not provide meals during semester or holiday recess periods. Meal plans may be changed without penalty during the first week of classes. After that time, a student incurs a 15 percent charge when changing to a lower meal plan or canceling a meal plan altogether.
3. Routine medical care (not full health service) is available at the Student Health Facility. The college contracts with a nearby medical group for provision of part-time medical services at the Student Health Facility. Male and female physicians rotate scheduled appointments during “sick call” on weekday afternoons. They also provide after-hours emergency consultation to our nurses. The college’s professional staff of registered nurses (RNs) are on duty at the Student Health Facility on weekdays from 7:30 a.m. until 9:30 p.m. Overnights and weekends, an on-call nurse is accessible to students by pager (704/337-7047) to assess the need for immediate face-to-face evaluation, regular sick call assessment, or referral to a local hospital emergency room. Outpatient services provided at the Student Health Facility are free of charge, with the exception of laboratory tests and for supplies and medications costing more than \$10. Students are also financially responsible for any additional medical services, such as X-rays, performed at other medical facilities. When observational or recuperative needs of an ill student render residence hall housing inadequate, the Student Health Facility has the capacity to accommodate overnight/weekend inpatient (“infirmary”) students. For this, there is a comprehensive charge of \$25 per day, which covers meals, routine medications, bandages, and other supplies. All Student Health Facility charges are billed directly to the student’s college account.
4. *Laundry*: The college laundry furnishes bed linens to students, and provides wash, dry and fold services of everyday laundry. Washing and pressing of shirts and blouses is included in this service. Students who fail to return their bed linens directly to the front counter at year’s end will be charged replacement cost. Dry cleaning, pressing, alterations and the laundering of large pieces (sleeping bags, blankets, quilts, etc.) are available at competitive prices.

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 are: one-hour lesson per week \$600 and one half-hour lesson per week \$340. Charges are \$20 per semester for use of practice facilities and \$15 per semester for use of orchestral instruments.
2. *Student accident and sickness insurance*: All students attending Davidson are automatically enrolled in the insurance plan. The \$285 fee is charged to each student's account. Students covered by comparable insurance may be exempted from the student insurance program by submitting a signed waiver request form on or before August 15th.
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 fees and fines following graduation. A student must maintain the \$300 enrollment deposit in order to be granted on-leave status.
4. *Study abroad administrative fee*: A student studying abroad on a non-Davidson program for a semester, or year is charged a non-refundable \$350 administrative fee. This amount is billed to the student's account when the completed "leave" request form is submitted to the Registrar and Business Services.

Academic and Personal Leave

A student who wishes to take academic or personal leave from Davidson College may do so upon approval from the Registrar. Guidelines are available from the Registrar. After April 1, a penalty of \$250 is charged if a student receives approval for academic or personal leave beginning the following fall semester. A \$500 penalty applies after June 15. In like manner, a penalty of \$250 is charged if a student notifies the Registrar after November 15 that he/she does not intend to enroll for the spring semester, and a \$500 penalty applies after January 1.

A student studying abroad on a non-Davidson program must pay the non-refundable \$350 administrative fee. (See 4 above.) A student must pay his/her account in full and maintain the \$300 enrollment deposit in order to be granted on-leave status.

Withdrawal

A student is charged \$250 if the student notifies the Registrar after April 1 that he/she plans to withdraw from the college. After June 15, the charge is \$500. If during the fall semester a student notifies the Registrar after November 15 that he/she plans to withdraw from the college there is a \$250 charge. After January 1, the charge is \$500.

In order to receive a refund of the \$300 enrollment deposit, a student's account balance must be paid in full.

REFUND POLICY

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

Return of Title IV Funds

In accordance with federal law, if a student who is a recipient of Title IV grant and/or loan funds (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Stafford Loan, Federal PLUS Loan) withdraws during a payment period, Davidson College must determine the amount of Title IV funds the student has earned. That amount is determined by a formula established by federal law.

If a student has received less Title IV funds than the student has earned, the student may receive the additional earned funds. If the student has received more assistance than he or she earned, the excess funds must be returned.

If the student withdraws before completing 60 percent of the payment period, the amount of assistance that a student has earned is determined on a pro-rata basis. For example, if a student completes 30 percent of the payment period, the student has earned 30 percent of the assistance he or she originally was scheduled to receive. Once a student completes more than 60 percent of the payment period, the student has earned all of the assistance.

If a student has received excess funds, Davidson College must return a portion of those funds equal to the lesser of (1) the institutional charges multiplied by the unearned percentage of the student's funds, or (2) the entire amount of the excess funds. After Davidson has allocated the funds for which it is responsible, the student must return the remaining amount.

Unearned Title IV funds returned by the institution and/or student must be returned in the following order: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal PLUS loans received on behalf of the student, Federal Pell Grants, Federal Supplemental Educational Opportunity grants, other grant or loan assistance authorized by Title IV.

Detailed rules and laws related to these calculations are available upon request from the Office of Admission and Financial Aid.

Credit Balances

A student generally may receive a distribution of a credit balance from his/her account only once during each semester. After the conclusion of the late drop/add period, a student may request a refund in the Business Services Office. Refund checks are issued within two weeks of the request date. Refunds for Federal Title IV recipients are made in accordance with the refund policy specified by the U.S. Department of Education.

GENERAL STUDENT ACCOUNT INFORMATION

Insurance: All currently enrolled students are required to purchase student health insurance or provide a written waiver verifying adequate coverage by August 15.

Books: Books and other supplies are available at the Davidson College Bookstore. Purchases may be made with cash, VISA, or MasterCard, or through the CatCard Services Office declining balance charge system. The cost of books varies with the course of study and ranges from \$900 – \$1,000 per year.

CatCard: The 'CatCard' is an all-purpose identification card that can be utilized throughout campus. A magnetic stripe on the CatCard provides access to the residence halls, the Library, Baker Sports Complex (recreation and spectator uses), and several academic buildings. The CatCard also holds meal plan information and declining balance funds. Students and parents may deposit money at the CatCard Services Office (or via phone with a credit card) into a declining balance account that allows students to make purchases without using cash at all on-campus dining and retail locations and also in some vending areas. **An upcharge fee of \$10 is taken from the first deposit of each school year.** Because federal and state banking regulations govern card transactions, students or parents may only withdraw funds from the declining balance account for two reasons:

1. Graduation or withdrawal of student from Davidson College.
2. For year end refunds (requested during the last 15 days of the academic year).

Lost or damaged cards are replaced for a fee at the CatCard Services Office in the lower level of Belk Residence Hall during regular business hours Monday–Friday.

Miscellaneous fees: Students pay fees for late registration, late Drop/Add, library fines, damaged property, parking fines, etc., when incurred. A penalty of \$20 will be charged on all returned checks.

Parking fees: A fee of \$40.00 will be charged to register each vehicle kept on campus.

Transcripts: Each student is entitled to one transcript of his/her record free of charge. There is a fee of \$3 for each additional transcript. An additional fee will be assessed if special (express) mailing costs are necessitated by last-minute requests.

Fire or theft: The college assumes no responsibility for damages or loss of personal property due to fire, theft, or other casualties. The student's personal or family property and casualty insurance will normally provide limited coverage for such a 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. *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 at 800/635-0120.



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 for a period.”

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 Procedures. 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 sanctions as applied under the Code of Disciplinary Procedures.

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 four-year residential college community, Davidson houses approximately 95 percent of its student body. Students grow emotionally, spiritually, and mentally in

residence hall settings. Daily interaction of students within the residence halls has helped to build campus traditions unique to Davidson.

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

Upperclass students participate each spring in a lottery process to select rooms from among ten traditional residence halls and six apartment-style residence halls. 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, chest, 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 or building to promote cooperation and accountability on each hall. 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 in the residence halls, most students are required to live on campus all four years. Upperclass students may live off campus only with the permission of the Residence Life Office. However, fluctuating demand for housing from year to year means that the college cannot guarantee on-campus housing to every student desiring it. In the event students cannot be accommodated, there are apartments and houses for rent in the Davidson community. The Residence Life Office maintains a current listing of off-campus properties for students.

FOOD SERVICES

The college operates three food service facilities on campus which are open during the academic year. Vail Commons is the main dining service on campus; the Union Café and Baker Wildcat Den provide snack, grocery, and late night service.

Vail Commons offers three meals a day, seven days a week with cafeteria-style service. First-year students are required to participate in a full-meal plan for the entire year; upperclass students are invited to sign up for a range of meal plan offerings. The Commons offers a wide range of food items from which students can build a balanced diet. Choices include several entrées, vegetables, vegetarian entrées, a pizza bar, a sandwich bar, and a salad bar. A variety of desserts are baked and prepared in the Commons kitchen. Beverages include juices, soft drinks, milk, usual hot beverages, and

International Coffee selections. Soft serve ice cream, yogurt, or sorbet is also available. The Commons is an “all you can eat” facility during the meal period. A registered dietitian is on staff and is available to all students for nutritional counseling.

“Bonus Bucks” are part of all meal plans. These may be exchanged for meals or snacks in all the dining service locations.

The Commons also operates a catering program out of the Vail facility for college activities and some community events. The catering program and the other dining programs offer excellent employment opportunities for Davidson students.

The Café, located in the College Union, is a snack bar with a small convenience store. It is open seven days a week with varied hours.

The Wildcat Den is located in Baker Sports Complex and offers snacks and sandwiches during the lunch period five days a week.

LAUNDRY

The college operates a central laundry facility where students may drop off laundry and pick it up clean, folded, wrapped, or in the case of dress shirts, pressed and returned on hangers. This service is included in the tuition and fees which all students are required to pay. Large items like blankets, quilts, and sleeping bags can also be laundered for an additional charge. The laundry facility is located behind Cannon and Sentelle Residence Halls and is open five and one-half days a week. Dry cleaning services are also available for an additional charge payable by cash or against the declining balance account on the CatCard. During the summer prior to the first year, each student receives a laundry number to place in each piece of clothing and on the student’s laundry bag. This number is retained throughout the student’s career at Davidson. At the opening of school, the laundry provides residential students with bed linens which may be exchanged for clean linens as necessary during the year.

PATTERSON COURT

The Patterson Court system provides an outlet for leadership, social, service, athletic, and community-based interaction in a small-group setting. About sixty-five percent of the Davidson population self-selects to participate in one of the twelve organizations that make up Patterson Court Council: seven fraternities (Kappa Alpha, Kappa Sigma, Phi Delta Theta, Phi Gamma Delta, Pi Kappa Alpha, Sigma Alpha Epsilon, and Sigma Phi Epsilon); four women’s eating houses (Connor, Rusk, Turner, and Warner Hall); and a co-ed eating house (CoHo). Phi Gamma Delta is housed at an off-campus location while the remaining organizations rent facilities from the college around the area designated as Patterson Court. All organizations situated on Patterson Court provide meal plan options for upperclass members.

Every first-year student in good academic standing is invited to participate in the membership process known as self-selection. In January, first-year students (and interested, unaffiliated upperclass students) may complete a membership form on which they indicate an interest in joining one of the eleven single-gender organizations or the co-ed house. Students may join any organization. Each national fraternity reserves the right to restrict its membership based on its selected criteria. Organizations

may orally encourage students to join. This may or may not include the opportunity for national affiliation.

Participation in Patterson Court events is open to those students who have an investment in the risk management obligations of the organizations as demonstrated by the Patterson Court sticker on the student ID. Stickers may be obtained by independents each semester for a nominal fee. System-wide activities, policies, and initiatives are coordinated by the Patterson Court Council. The organizations are accountable for their individual and collective actions to the Patterson Court Judicial Board. Members of Patterson Court organizations who excel in leadership, scholarship, and community involvement are recognized by the Order of Omega National Honor Society.

ART

The Katherine and Tom Belk Visual Arts Center houses two galleries, the William H. Van Every, Jr. Gallery and the Edward M. Smith Gallery. Throughout the year the galleries feature both one-person and group exhibitions and explore a wide range of media and cultural issues. The work of internationally renowned, nationally recognized, emerging, and regional artists are presented in a series of exhibitions that focuses on contemporary art and ideas. Aspects of the broader range of the history of art and a variety of cultural and societal disciplines are addressed as well. Selections from the Davidson College Art Collection of over 2,600 prints, drawings, photographs, paintings, and sculpture that range from old masters to modern and contemporary ones also are exhibited regularly. There is an annual group exhibition featuring student work in the spring and an exhibition of the studio art faculty held traditionally in the fall.

In keeping with the educational mission of Davidson College and the galleries, a series of related programs accompanies the yearly exhibitions and includes individual speakers, panels, or forums. These comprise artists, art historians, critical thinkers, and experts in various disciplines who bring unique perspectives to the understanding and appreciation of each exhibition. The programs usually are held in the Visual Art Center's Semans Auditorium, followed by a reception for the artist or speaker in the atrium.

Every spring senior studio art majors present solo exhibitions in the Smith Gallery. Throughout the year students are encouraged to interact on an informal, elective basis with the professional artists working on gallery installations and to seek the input of visiting artists and critics available for individual critiques. In addition, visiting art historians give free public lectures and special seminars singularly designed for art majors. The visits by these artists and art historians are co-sponsored with the Friends of the Arts at Davidson.

MUSIC

The Music Department offers many performing opportunities through various ensembles, several of which tour. Vocal groups include the Concert Choir, Chamber Singers, and the Opera Workshop. Instrumentalists may join the Symphony Orchestra, Wind Ensemble, and Jazz Ensemble. The Chamber Music program involves various student ensembles coached by the faculty. Private instruction in voice and all instruments is available. *See details under Applied Music.*

Campus musical events include the Concert Series, Artists Series, and frequent

recitals by visiting artists, faculty, vocal and instrumental ensembles, and students. 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 scholarships provided through the Vail Family, Donald B. Plott, Zachary F. Long, Jr., Estes Millner, and James C. Harper Endowments. *See details under Admission and Financial Aid.*

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 the Cunningham Fine Arts Center with a 289-seat mainstage theatre and a smaller black box facility and the Duke Performing Center opening in the fall of 2001 in the new Knobloch Campus 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.

ATHLETICS AND PHYSICAL EDUCATION

Davidson College is an excellent liberal arts college with a unique tradition of intercollegiate athletic competition. The college considers physical education, recreational sports, and intercollegiate athletics an integral part of every student's education. Davidson supports a competitive athletics program with equal opportunity for participation of men and women. Davidson fields eleven men's and ten women's intercollegiate teams at the NCAA Division I varsity level. Both men and women play varsity basketball, tennis, and soccer; run indoor/outdoor track and cross country; and participate in swimming and diving. Men's sports include wrestling, golf, football, and baseball. Women's teams include field hockey, lacrosse, and volleyball. The college strives to provide keen competition at a realistic level for every sport and offers a limited number of athletic scholarships in both men's and women's sports.

Davidson students aspire to excellence in athletics, as in academics. The college seeks

to maximize opportunities for student participation as athletes and spectators in a variety of sports. A remarkable 80 percent of students participate in the intramural sports program. One-day intramural events are planned throughout the year. Residence halls, fraternities, eating houses, faculty, and staff field teams in six sports including flickerball, three-on-three and five-on-five basketball, softball, small-field soccer, and volleyball. Eleven club sports pit Davidson teams against club teams of other colleges. Students are responsible for organizing, regulating, and scheduling activities for these club teams. Clubs include men's lacrosse, soccer, and rugby; women's soccer and tennis; and open clubs for men and women in sailing, fencing, water skiing, crew, canoeing, and ultimate frisbee.

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. The more than 50 courses offered in the physical education curriculum range from aerobics and archery to racquetball and scuba. For additional information see Physical Education in the section: Courses of Instruction.

Davidson athletic and physical education facilities are outstanding. The Baker 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 John M. Belk Arena, featuring a main varsity court with a hardwood floor. For athletic events, the Belk Arena seats nearly 6,000. When the bleacher seating is retracted, two additional hardwood basketball courts and two volleyball courts are available.

The Charles A. Cannon Pool 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.

The Louis and Carl Knobloch Indoor Tennis Center features a durable acrylic-based hard-court surface covering four courts. They are lit with indirect lighting and have movable screens between them. The center also has 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 athletic medical facility, a wrestling room, and a dance studio. The center also has locker rooms for student/faculty/staff use and for sports teams, one additional racquetball court, a classroom, and office space.

RELIGIOUS AND SPIRITUAL LIFE

Davidson encourages students of all faiths to affirm their spirituality through personal meditation and community worship, explore their convictions by asking searching questions, and live out their beliefs in service to others. Some students participate in one of the many area churches within walking distance of the campus, others become active in faith-centered student groups, while still others express their spirituality apart from religious institutions.

The college Chaplain and Assistant Chaplain coordinate a number of activities, including weekly worship services, international service/mission trips, programs on social justice, and interfaith dialogue. With the help of students, faculty and staff, the Chaplain brings nationally-known speakers to campus, leads retreats, and offers times of spiritual reflection and Bible study.

Four area churches, all within walking distance of the college, have active campus ministries. Through the *Catholic Campus Ministry* Mass is celebrated weekly in Lingle Chapel and a weekly Renew fellowship meets with the Catholic Campus Minister. The local Episcopal Church sponsors a *Canterbury Fellowship* on campus, the *Methodist Church Fellowship* meets weekly in the pastor's home for discussion of faith and current issues, and the Davidson College Presbyterian Church hosts the *Westminster Fellowship*, where students gather for a meal and a program on Sunday afternoons.

Several campus-based groups also flourish. *InterVarsity Christian Fellowship*, *Campus Outreach*, and the *Fellowship of Christian Athletes* offer small group Bible studies, a weekly large group meeting, and occasional retreats. Integrating faith with social justice and service is the goal of *Sanctuary*, a student group which sponsors projects such as housing the homeless on campus throughout the winter, as well as weekly discussions on peace and justice themes in the Bible. The *Gospel Choir*, rooted in the African-American tradition, offers fellowship and the development of musical talents under the direction of Assistant Dean of Students Ernest Jeffries. *Interfaith Fellowship* brings together Jewish, Muslim, Christian, Hindu, and Buddhist students, along with those of no specific tradition who are spiritual seekers, for conversation, retreats, and visits to area houses of worship from many traditions.

The Davidson area has a growing Jewish community. Monthly Sabbath services are held on the college campus with a rabbi from one of the two synagogues in near-by Charlotte conducting the service. These synagogues, one Conservative and one Reform, encourage Davidson students' participation in their community life and worship, especially during the High Holy Days. With the support of the Chaplain's office, Buddhist, Muslim, and Hindu students, occasionally hold informal gatherings for meditation, study and support.

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, entertainment in the Campus Center, going to Charlotte for dinner and other entertainment, bowling in Huntersville, 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. These events are often sponsored by the College Union Board, the Patterson Court Council, the Residence Life Office, and other student organizations. Student groups work cooperatively to sponsor campus events.

THE KNOBLOCH CAMPUS CENTER

The brand new Knobloch Campus Center is the center of college community life. The Center combines the Alvarez College Union and the Duke Family Performance Hall. Knobloch is the gathering place for students, faculty, staff, and visitors. It provides countless opportunities for involvement in formal and informal activities.

Special features abound including the Café in a three-story atrium with skylight, a 600-seat state-of-the-art performance hall, a fitness center, climbing wall, outdoor center, information desk, post office, copy center, meeting rooms, bookstore, student organization offices, and offices for the Chaplain, Career Services, Student Activities, and Community Services. Outdoor features include an amphitheater on the west side of the building and a patio overlooking the football field to the south.

A planned program of social and co-curricular activities is initiated by the College Union Board and provided in collaboration with a host of other student organizations and departments. Student committees are responsible for presenting films, speakers, dancers, artists, poets, and musicians of all types. Recent performers and speakers include the Indigo Girls, Jars of Clay, Bela Fleck and the Flecktones, George Clinton and the P-Funk All-Stars, and the Second City Touring Company. Recent Public Lectures Committee speakers have included Marian Wright Edelman, Erskine Bowles, Jane Goodall, Clifford Will, James Billington, Tim O'Brien, and Gloria Steinem.

The Davidson Outdoors Center, another feature of the Campus Center, invites students to get away from campus on 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 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 Pilobolus, Rennie Harris PureMovement, Leahy, Ladysmith Black Mambazo, and the Acting Company.

Through its programs, facilities, and services, the Campus Center is the heartbeat of the college and the focal point of out-of-class activity.

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 and trustee committees.

LEADERSHIP DEVELOPMENT OPPORTUNITIES

Leadership Davidson—Designed to improve students' overall leadership skill and enable them to use these skills beyond Davidson, Leadership Davidson provides a year-long opportunity for participants to identify, acquire and hone the skills necessary to lead effectively. Through experiential learning—learning by doing—students build skills in communication, listening, motivation, value clarification, exploring self-identity, and critical thinking. Students are matched one to one with local and Charlotte area professional business and community leaders in mentoring relationships.

SAIL—Students Active in Leadership—Students Active in Leadership is a workshop series designed for students currently active in campus organizations. Special attention is given to the needs and issues faced by students in leadership roles: running a meeting, budget planning, financial management, conflict resolution, motivation, and recruitment of volunteers.

Emerging Leaders Program—This six-week session prepares students for future leadership positions on the Davidson campus and in the surrounding community by teaching basic leadership skills and principles.

Leadership Retreat—Held annually at the end of classes in May, this gathering of student leaders addresses issues facing Davidson College and how individuals can impact them. Key administrators and faculty join in the discussion.

Leadership Resource Center—Located in the College Union, the Leadership Resource Center includes books, magazines, videos, interactive exercises and structured experiences designed to assist and enhance development as a leader and a citizen.

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; or establish new groups according to their interests.

MINORITY STUDENT PROGRAMS AND SERVICES

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

Asia 3D (Asian American Association)—Asia 3D is a student-led organization for all members of the Davidson community interested in the Asian American culture. They sponsor a variety of social and cultural activities throughout the year.

Black Student Coalition—The BSC is a student run organization 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 Davidson College students are eligible to be members of the BSC.

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.

OLAS (Organization of Latin American Students)—OLAS is a student-led organization for all members of the Davidson Community interested in the Latin American culture. They sponsor a variety of social and cultural events throughout the year.

Pre-Orientation—Prior to New Student Orientation, African American and Hispanic students are invited to campus for a special orientation program. Participants are involved in an assortment of activities designed to facilitate their adjustment to college life.

Second Family Program—African American and Hispanic, first- and second-year students have the option 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.

INTERNATIONAL STUDENTS

Davidson College defines international students broadly to include dural citizens, Americans living abroad, foreign nationals, and permanent residents. This broad definition capitalizes on the diversity and wealth of experiences international students bring to campus. The International Student Office provides assistance on immigration and work permits, coordinates international student orientation, aids with student advocacy, and promotes interaction among foreign students, the college, and local communities. Also available is guidance on cultural adjustments as well as academic, personal, and financial concerns. Services offered are as diverse as the students and meant to encourage a meaningful educational experience while students achieve personal and academic goals.

The campus also hosts the Davidson International Association, an organization composed of foreign and American students who are interested in international issues and programming. The group holds weekly meetings, organizes excursions in the surrounding area, and represents international interests on campus.

COMMUNITY SERVICE AT DAVIDSON

Davidson College believes that education should encompass more than academic excellence. Because meaningful and challenging experiences often contribute profoundly to individual development, Davidson aims to incorporate community service into the lives of its students, faculty, and staff.

The increasing need for volunteers in the surrounding community invites student participation at many levels. Students often engage in community service work inside and outside the classroom. Students may enroll in courses which include a community service component; courses of this kind exist in political science, foreign language, economics, English, sociology, and psychology. In addition, students may pursue independent study work addressing community concerns. Outside the classroom, United Community Action (UCA), a student-run organization, coordinates all student community service efforts and works to address community needs. In addition to this (UCA), the college employs three staff members who work with students on a regular basis to coordinate and initiate community service efforts or projects. The UCA works closely with the staff in the Community Service Office to discuss developments in the community, to plan activities that build self- and community- awareness, and to coordinate on-campus programming related to community service. Projects such as service trips over student breaks, the annual Project Life Bone Marrow Typing Drive, the Ada Jenkins After School Program, tutoring, and weekend construction work with Habitat for Humanity are some examples of the UCA's work. Overall, Davidson provides a wealth of one-time and on-going opportunities for students to work directly in the community in meaningful ways.

Bonner Scholarship Program—The Bonner Scholars Program offers four-year, developmental, field-based community service scholarships as an alternative to Federal Workstudy Placements. The program's mission is to provide opportunities for students with financial need to use their talents in the surrounding community. The program integrates individual initiative and leadership with intellectual, spiritual, and emotional growth. The ultimate goal of this program is to prepare students for lives of leadership and service.

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 numerous times since 1951.

Libertas: a biweekly news and arts magazine written, edited, managed, and produced by students. *Libertas*, established by students in 1996, emphasizes student issues as well as Davidson's place in the larger community.

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

The Wildcat Handbook: a guide designed to acquaint first-year students 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. The station is a project of the College Union and welcomes all interested students.

WALT-AM: the student, local-band radio station. WALT has a varied musical format and is entirely student operated.

The Office of College Communications depends upon student employees as writers, designers, and photographers.

CAREER SERVICES

The Office of Career Services exists to aid students in the ongoing and lifelong process of career development. The staff helps students individually to explore their interests and the work around them, define their unique niche, and take meaningful steps toward career preparation. This may include vocational assessment, community service, travel and study abroad, internships, graduate school, or a successful job search.

From their first semester at Davidson, students are encouraged to think about plans for the future, especially summer options and semester internships. An information sheet is kept on each student to help guide the career counseling process.

Exploration of Interests: Davidson students are encouraged to explore their options to discover areas of true interest. Self-assessment—through personality and interest inventories, one-on-one career counseling with staff, and a computerized self-assessment program—helps students discover where their career interests lie. Students are then coached to explore these interests through informational interviews, mentorships, and internships.

Seminars and workshops on resumes, cover letter writing, internship and job search techniques, networking, interviewing, and industry panels of alumni prepare students to make career decisions.

Internships and Summer Jobs: All students are encouraged to participate in summer jobs and internships to explore career interests, to gain experience, and to enhance personal development. Through Davidson's relationship with a consortium of leading colleges and universities (including Dartmouth, Yale, University of Pennsylvania, University of Chicago, and Johns Hopkins), Career Services provides an online database of community service and personal development opportunities. Summer experiences include internships in virtually every career field imaginable.

Alumni and Parent Resources: Students are encouraged to seek information and advice on careers from alumni and parents. An interactive web database contains information on nearly 1,000 alumni and parents who have volunteered to help Davidson students explore career interests. Indexes of all alumni are available in the office, citing type and place of employment, to help students understand the range of personal resources available to them.

Career Resources Library: Organized by vocational clusters, the library provides specific career planning and job search resources. These include information on various career fields; 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.

Campus Recruiting: Seniors are offered a variety of structured experiences designed to assist with a job search. Alumni and employers offer resume critiques and mock interviews based on students' needs. Over 150 recruiters either visited campus or requested formal resume referral through this office in the past year. Through a partnership with Monster TRAK, Davidson provides extensive online job search and campus recruiting support to students.

Graduate School Guidance: In close partnership with faculty, Career Services supports students in selecting and applying to graduate and professional programs, and researching sources of financial aid. Each year graduate school recruiters from across the country visit campus to talk with interested students.

Pre-Law, Pre-Medical, Pre-Management and Pre-Ministerial societies are headed by Davidson faculty and supported by a member of the Career Services staff. In addition, an extensive graduate fellowship file is maintained for opportunities in a variety of fields.

Taking Time Off: Students may wish to spend a semester away from campus to go abroad or enhance their professional development. The career counselors are available to provide counseling and assist with planning.

HEALTH AND SAFETY

The college provides for the health and safety of students through professional services and institutional policies. A few are described below. Complete information is available from the Office of the Dean of Students.

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 death of a family member. Students with a learning disability or Attention Deficit Disorder also benefit from counseling services. Eating disorders, anxiety, depression, or substance abuse can also be addressed at the SCC.

The SCC is located in the same building as the Student Health Service. 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 additional charge. (Arrangements can be made for students needing additional sessions.) The relationship between student and counselor is professional and is fully confidential within the confines of safety of self and others. A counselor is "on call" by pager (704-356-2118) after-hours and weekends for psychological emergencies.

The SCC has established referral relationships with excellent nearby private psychiatrists. Students who need psychiatric services can obtain accelerated referral through the SCC. Students are financially responsible for such private services.

Entering students who are already receiving counseling or psychiatric services and wish to continue at Davidson are encouraged to contact the director (Dr. David Staton at P.O. Box 7188 or at dastaton@davidson.edu) in the summer before arriving on campus.

The SCC provides for education/prevention by presenting talks and workshops to student groups and staff/faculty during the academic year.

Student Health Service—The Davidson College Student Health Service provides routine health care with the services of a full-time nursing staff and part-time staff of physicians contracted with nearby medical groups. The staff also includes a full-time health educator who is available for individual consultation in addition to extensive health-related programming. A nutritionist is also accessible for individual consultation in Vail Commons.

The Student Health facility is open weekdays 7:30 a.m. to 9:30 p.m., with a registered nurse on duty. Nurses provide routine screening and lab services and run an allergy clinic for students requiring allergy shots. The services of physicians are provided on an appointment basis during “sick call,” weekday afternoons. Same day appointments are available for urgent problems.

After-hours and weekends, the nursing staff provides an “on-call nurse,” who is available by pager (704-337-7047), to consult with students by phone about health concerns. The nurse can determine if the student needs to be seen immediately at the Student Health facility, referred to a local emergency room, or seen at the next “sick call.”

All outpatient services are available to students at no additional charge, with the exception of labwork, medical supplies, and medication, which are billed to the student’s college account.

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 short-term orthopedic needs, and for others whose illness calls for time away from the residence hall setting. (It is not a hospital; care is similar to what would be received at home.) There is a \$25 fee per night for an overnight stay which covers meals, bandages, and other routine medical supplies.

When students require medical care beyond the scope of the Student Health Service, the staff can assist in making arrangements for appropriate care at 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 own 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 Cornelius (4 miles), Mooresville (7 miles), and Charlotte (19 miles). A private physical therapist is available in Davidson.

Services for Disabled Students—The college does not discriminate on the basis of disability in the admission or education of students. The Associate Dean of Students serves 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 Associate Dean of Students assists disabled students in locating available resources in the college community and ensures 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, strategies are developed to enhance learning strengths and compensate for learning difficulties.

If any adjustments to academic requirements are recommended, they are considered by the Curriculum Requirements Committee. The result may be approval of the recommendations or a substitution for the academic requirement.

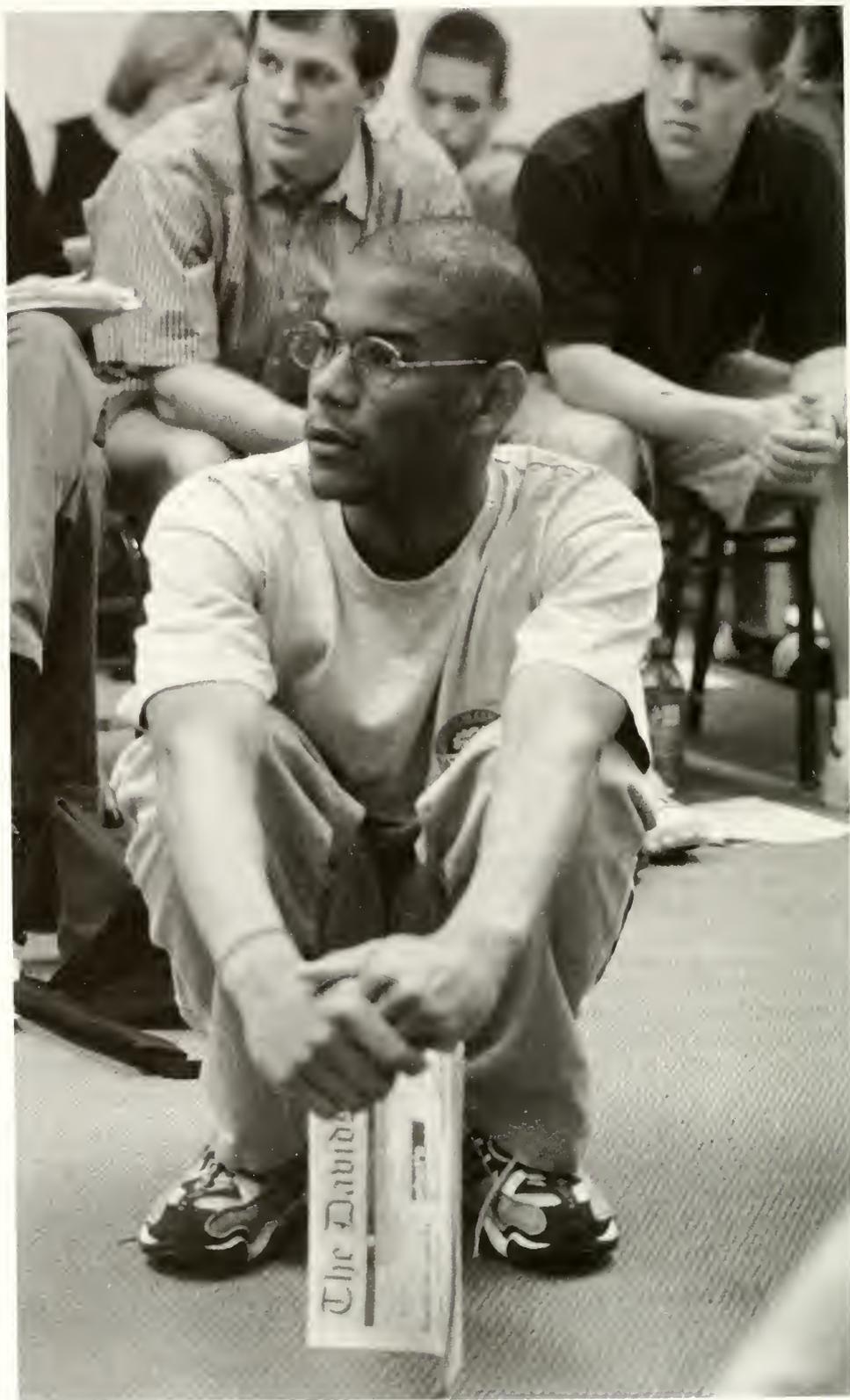
A copy of the Policy for Disabled Students at Davidson College and additional information regarding services provided by the college to disabled students are available in the Office of the Dean of Students. Hearing impaired students may contact the office via the TDD Relay Services through Southern Bell at 1-800-735-2962.

Weapons—Davidson strictly prohibits possession of weapons of any type by students, employees, and visitors on all college property, including roadways and parking lots. Weapons include guns, both concealed and visible, and without regard to the validity of any permits. Also included are knives, explosives or any other deadly objects. Violators are subject to expulsion, termination, criminal prosecution, or any combination of sanctions. Any violation of this policy should be reported immediately to the Office of Public Safety.

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, or 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 the student's condition has improved and after consultation with the care provider.



ACADEMIC PROGRAMS AND POLICIES

Note: Every effort is made to keep the information in this section current. Changes are sometimes made after the catalog 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	French	Political Science
Art	German	Psychology
Biology	History	Religion
Chemistry	Mathematics	Sociology
Classics	Music	Spanish
Economics	Philosophy	Theatre
English	Physics	

Students also may develop an interdisciplinary major through the Center for Interdisciplinary Studies. Davidson allows double majors.

In order to make connections among courses and disciplines, the curriculum includes opportunities for students to pursue a concentration or a minor 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, Asian Studies, Computer Science, Education, Ethnic Studies, Gender Studies, International Studies, Medical Humanities, Neuroscience, and Southern Studies. Requirements for concentrations are described in a section following the Theatre and Speech Department course listings. Students pursuing a concentration may not pursue a double major or a minor.

Some departments offer a minor, a designated set of five or six courses. Students are allowed to declare one, and only one minor to the appropriate academic department by no

later than October 1 of their senior year. Students declaring a minor may not also declare a concentration or a second major. Courses counted toward a minor may not be counted toward a major. A minimum overall 2.0 cumulative grade point average and a minimum 2.0 average on all courses counted toward the minor are required. Specific requirements for minors are listed after major requirements in the departments where they are offered.

The college offers courses but no major in Chinese, Computer Science, Humanities, Military Studies, Russian, Physical Education, Pre-medicine, South Asian Studies, and Education, although students may obtain a teaching license through the Teacher Education Program. Students have various opportunities for independent and interdisciplinary studies, for study abroad, and for participation in off-campus programs.

The Davidson curriculum stresses competence in reading, writing, fundamental mathematical skills, oral communication, and use of computers. Students develop oral communication skills through class discussion, seminar presentations, and formal speech courses. To develop their skills in writing and analysis, students may select one of the following options to satisfy the college composition requirement: English 100W or 101W, the entire four-course humanities sequence, or a departmental 100W (COMP) First-year Seminar. Departmental first-year seminars (100W) are discussion-based, writing-intensive courses rooted in a discipline. The courses normally require completion of five to seven shorter writing assignments and a longer research paper. Readings for each course span and exemplify different approaches to writing. The courses address elements of style and revision, processes of peer review, word-processing skills, library-based and web-based research techniques, and conventions of documentation. Some 100W sections may also satisfy a core requirement in the departmental area. Students should check the departmental listing for the core area satisfied. The class schedule for each semester lists current offerings.

Computers are used in most laboratory science courses, mathematics courses, and in individual courses in the social sciences and the humanities. Students interested in the degree of competence expected in individual courses may consult the instructor or the course syllabi located in the Office of the Vice President for Academic Affairs and the library.

STANDARDS OF PROGRESS

Davidson measures satisfactory academic progress annually prior to the beginning of the fall semester. In order to be eligible for enrollment in the fall semester, students in the class of 1999 and following must meet the requirements in courses, grade point average, and distribution of courses outlined below:

- 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 (W-course) 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;
 5. declaration of a major.
- 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 who do not meet the minimum Standards of Progress are ineligible to return for the fall semester. Some course 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 college or university that is regionally accredited for a “liberal arts and general” curriculum.

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 two weeks prior to the beginning of the fall semester 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.

REQUIREMENTS FOR GRADUATION

Davidson offers a Bachelor of Arts and a Bachelor of Science degree. To receive a bachelor’s degree 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 (16) in residence at Davidson College. Any officially approved course taught by a Davidson professor shall count toward fulfillment of the residence requirements.
3. 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. An international student for whom English is the second language may complete the foreign language requirement by satisfying the composition requirement.
4. Complete the composition requirement. Courses that fulfill the composition

requirement have a designation of “W” following the course number. Students may not fulfill the composition requirement with AP or IB credits in English.

5. Complete all requirements for a major field of study, including an average of 2.0 on all courses in the major. 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, a major or minor requirement, and the cultural diversity requirement.
6. Complete Core Curriculum requirements:
 - a. Literature: one course. Departments of Classics, English, French, German/Russian, and Spanish offer courses that meet this requirement.
 - b. Fine Arts: one course. Departments of Art, Music, and Theatre offer courses that meet this requirement.
 - c. History: one course in the Department of History.
 - d. Religion and Philosophy: two courses, at least one in religion. Departments of Religion and Philosophy offer courses that meet this requirement.
 - e. Natural Science and Mathematics: three courses, at least one in mathematics and one science course with a laboratory. Departments of Biology, Chemistry, Mathematics, and Physics offer courses that meet this requirement.
 - f. Social Sciences: two courses. Departments of Anthropology, Economics, Education, Political Science, Psychology, and Sociology offer courses that meet this requirement.

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).

7. Complete the Cultural Diversity requirement: an approved course exploring societies or cultures that differ from those of the United States or Europe.
8. Satisfy the requirements in physical education (unless excused by the college physician) as follows: PE 101, 1 lifetime credit, 1 team credit and 1 water credit.
9. 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.
10. Remove all incomplete grades.

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.

DEPARTMENTAL AND GRADUATION 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.

Latin degree honors are awarded based on cumulative grade point average at graduation:

3.50 – 3.749	cum laude
3.75 – 3.999	magna cum laude
4.00	summa cum laude

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 that differ from those 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 understanding the world at large and preparing students for the challenges of national and international leadership. Recognizing that international awareness is critical in today’s interdependent world, the college inaugurated the Dean Rusk Program in 1985 to provide a cornerstone for 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 organizing mechanism for expanding internationalism across the Davidson experience, rather than as a separate department or major.

The Dean Rusk Program fosters initiatives designed to ensure 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 on international issues,

hosts conferences and cultural events, and counsels students about international travel, internships, and careers. It encourages pursuit of an international curriculum through the college's concentration in International Studies, major at the Center for Interdisciplinary Studies, area studies, or courses in various academic departments. The Rusk Program coordinates Davidson's chapter of the Phi Beta Delta Honor Society for international scholars. In support of international experience, the program provides grants for student and faculty research, study, or service abroad, including medical volunteer work in developing countries. The Dean Rusk Program serves as a catalyst for dialogue on world issues in the greater Charlotte business, professional, cultural, and educational communities through its Corporate Affiliates program and endeavors such as collaboration with the Charlotte World Affairs Council and a speakers program in local schools. It also promotes cultural interaction between American students and foreign nationals studying at the college.

Student and Faculty Advisory Committees help ensure that the Dean Rusk Program is attuned to student interests and serves the college's educational objectives. Members of the Student Advisory Committee also organize a number of international activities on campus and in the community.

South Asian Studies Program

The 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 cultural expressions.

More than fifteen courses on the region are taught by faculty members representing the academic perspectives of art, history, religion and sociology. Instruction is available in Hindi and Urdu. Davidson offers a Semester-in-India and Nepal Program based in the Chennai 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, semester, or summer in Tours, France; the junior year at Julius-Maximilians-Universität in Würzburg, Germany; a summer program at Magdalene College at Cambridge University, England; a summer program in Mexico; a summer program in Ghana; a summer archaeological dig in Cyprus; a summer experience in Zambia; a one-semester program in India and Nepal; and a one-semester program 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 part or all of 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. There is an additional non-refundable administrative fee of \$350 for students taking part in a non-Davidson program for a semester or year.

DAVIDSON IN TOURS (FRANCE): Davidson students may study for an academic year as fully matriculated students at the Université François Rabelais, or for a semester or the month of June at the Institut de Touraine in Tours.

Tours, a city of 250,000, is the cultural capital of the Loire Valley, known for the remarkable châteaux of the region. Tours is regularly ranked by French university students as one of the most enjoyable cities in France. “Le Vieux Tours” has recently been renovated, and the Place Plumereau is a favorite meeting place for students. Paris is only fifty-five minutes away by TGV (high speed train). Chartres, Orléans, Versailles, and Angers are a few of the other nearby centers of cultural and historical interest, as well as the famous pre-historic cave paintings in the grottos of the Dordogne region directly to the south.

The program starts in September for academic year and fall semester students with a four week language course in Paris, after which students go to Tours, where they enroll in classes. The program ends around December 20th for fall semester students. Spring semester students are in France from January until April including a two-week stay in Paris. The academic year program ends around mid-June. Students may earn up to four course credits for a semester and up to eight course credits for the academic year. A member of the Davidson faculty serves as resident director to assist with academic and personal matters and to teach one course per semester. All students live with families where they have two meals a day. Applications from non-Davidson students are welcome.

JUNE IN TOURS: This four-week program is offered at the Institut de Touraine for French language study. The morning language program is enriched by afternoon content courses and cultural activities, plus excursions on Saturday. Students live with families. A member of the Davidson faculty serves as resident director.

DAVIDSON AT THE JULIUS-MAXIMILIANS-UNIVERSITÄT ZU WÜRZBURG (GERMANY): 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 fortress 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 early August with a three-week-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 director to assist with academic and personal matters and to teach one course during the fall semester. Students live in dormitories. Numerous group activities and excursions are included in the program. The program ends at the end of July. Applications from non-Davidson students are welcome.

DAVIDSON IN BERLIN: During this four-week summer program in Berlin, students receive one course credit for a course taught in English by the Davidson faculty member in residence with the students. The course treats four major historical periods in the history of Berlin. The program is designed for students with interests in history, politics, economics, the

arts and letters who have not studied German or German culture. Students are lodged in a centrally located hotel. The program is open to all classes. It is offered every summer.

DAVIDSON IN ENGLAND (THE CAMBRIDGE PROGRAM): A six-week summer program at Magdalene 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 early nineteenth century. The curriculum emphasizes topics that take advantage of the students' presence in Britain and ability to experience their subjects first-hand, encouraging them to visit the sites of poets' inspiration, novels' settings, and history's memorable events.

Participants in the program earn one course credit, awarded for either English 370 or History 390, 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.

DAVIDSON IN MEXICO: In the summer of even-numbered years, the college sponsors a summer program in Monterrey, Mexico. Rising sophomores, juniors, and seniors 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 or in a university dormitory with international students. Each student may earn up to two course credits.

DAVIDSON IN CYPRUS: Most summers Davidson sponsors a multidisciplinary archaeological project on the island of Cyprus. The program includes hands-on training in the field (excavation and survey), lectures given by the project director and other visiting or resident specialists, visits to archaeological or historical sites and museums on weekends, and extensive interaction with the local residents of Athienou. The seven-week program is open to all classes and carries one course credit. Applications from non-Davidson students are welcome.

DAVIDSON IN GHANA, WEST AFRICA: This six-week program is designed to immerse students in modern and traditional Ghanaian life. The program includes one course credit, a non-credit performing arts class, a service project, and excursions into other regions of Ghana. The classes are taught by University of Cape Coast professors and artists. The program is limited to fifteen participants and is offered in summers of odd-numbered years.

DAVIDSON IN INDIA: The South Asian Studies Program offers an opportunity to study and travel in India and Nepal during the fall semester of even-numbered years. Following a one-week orientation session at Davidson, students travel to India and Nepal with the 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 Chennai, they travel together for two weeks visiting important historical, archaeological, and religious sites in other parts of India. Students may earn four course credits. The program is intended for juniors and seniors; occasionally sophomores have been included. Applications from non-Davidson students are welcome.

DAVIDSON IN LANDS OF CLASSICAL ANTIQUITY: The Department of Classics conducts a traveling program devoted to the study of classical antiquity. Second-year students, juniors, and seniors are eligible regardless of major. The program is normally limited to a maximum of sixteen participants. This program is under review and will not be offered in 2001-2002.

DAVIDSON IN ZAMBIA: This three-week summer experience offers students an opportunity for field research in Mwandi, Zambia. Mwandi, a community of about 6,000 located on the northern fringes of the Kalahari Desert along the Zambezi River, is approximately 150 miles west of Livingstone, Zambia and Victoria Falls, Zimbabwe.

In the spring semester before the summer field research, students enroll in a biology course on the Davidson campus. Readings and lectures on Zambian society, culture, religion, politics, and health care practices in Africa enhance the student's learning and appreciation of Zambia in general and Mwandi in particular. Topics for research range across disciplines such as sociology, anthropology, medicine, biology, history, theology, economics, and education. Students create projects combining medical and teaching internships and community service. Results are presented in a research paper. Housing at Mwandi is in the facilities of the Mwandi Mission Hospital compound, an affiliate of the Presbyterian Church (U.S.A.). Wildlife refuges in Zambia, Zimbabwe, and Botswana provide exciting experiences during students' free time.

SEMESTER IN SPAIN: A spring semester program in Alcalá, Spain, is conducted in affiliation with the University of Maryland. Students take courses at the Universidad de Alcalá as well as special program courses. Students live in residence halls or with families. A University of Maryland resident director provides orientation as well as academic and personal support for student participants.

See also: The School for Field Studies under the Department of Biology.

Self-Instructional Language Program

Competence in a foreign language is essential to international mobility and understanding. While Davidson maintains strong programs in French, German, Spanish, Russian, and Chinese, it also offers a Self-Instructional Language Program that enables qualified students to study other languages for which classroom instruction is unavailable. Each offering is an intensive audio-lingual course utilizing self-instructional texts, tapes, and in some cases videos, combined with three hours of small group work per week with a native speaker. The emphasis is on the spoken language with basic reading and writing 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 and appropriate materials. The Self-Instructional Language Program does not satisfy the language requirement; and, under normal circumstances, participants have had previous work in the 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. Some medical schools require Mathematics 130 and 135. 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 spring and summer of each year. This exam, which should not be attempted before all introductory science courses are completed, is typically taken in the spring of the junior year. If not satisfied with their results, students may retake the MCAT in the summer of the rising senior year without delaying application to medical school. Dental students take the Dental Admissions Test (DAT) which is offered year round and is self-scheduled by the student.
3. **Premedical Advisory Committee (PAC) Recommendation**—The Committee, which is chaired by the Premedical Director, evaluates premedical and pre-dental students. It is highly recommended that all of these students take advantage of the PAC evaluation process. 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, Chemistry, 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 “Issues in Medicine” and “Health Care Ethics,” each for one course credit. Included in this course are internships at Charlotte area hospitals and clinics. Physicians in the Charlotte area also provide shadowing opportunities on a volunteer basis. 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

- 1. **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.
- 2. **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 SOCIETY: The Pre-Law Society provides guidance to students interested in pursuing a legal career. Membership in the Pre-Law Society offers students information on legal careers, the law school admission process, and LSAT prep courses; and legal careers; sample LSAT tests; the opportunity to interview with law school admission representatives; access to the Davidson Alumni Attorney Network; the chance to make contacts in the Charlotte legal community; exposure to legal issues through speakers, panel discussions, and other programs on campus; and feedback on drafts of personal statements. Society materials include Davidson Pre-Law Handouts, guides to law schools, law school catalogs, books on legal issues, and preparation manuals for the LSAT.

TEACHER EDUCATION: In its mission to prepare successful facilitators of learning, the Department of Education embraces the primary purpose of Davidson College, which is “to assist students in developing humane instincts and disciplined and creative minds for leadership and service.” Further, the Department of Education exults in the choice of the college “to emphasize the teaching responsibility of all professors” and actively recruit

faculty “whose interest in students and teaching is unfeigned and profound.” The endorsement that quality teaching is the foundation of a strong liberal arts institution informs the threefold mission of the Department of Education: (1) to provide a course of study leading to a Licensure Concentration in Education, resulting in the attainment of a North Carolina teaching license; (2) to provide a course of study leading to an Interdisciplinary Concentration in the study of Education as a liberal art; and (3) to provide courses that meet the Core Curriculum requirements in the Social Sciences.

Teacher Licensure: Davidson College is approved by the National Council for Accreditation of Teacher Education (NCATE) and by the North Carolina Department of Public Instruction to grant North Carolina initial licensure at the secondary level in the fields of English, French (K–12), Latin, Mathematics, Spanish (K–12), and Social Studies (which includes majors in Anthropology, Economics, History, Political Science, Psychology, Sociology, and Religion). Through reciprocity agreements, North Carolina certificates are accepted in 36 additional states. For more detailed information, interested students should contact the Chair of the Department of Education during their first or second year. *The Teacher Education Handbook* is available on the Education Department Web site and in the Education Department and provides all details related to licensing procedures.

ENGINEERING 3/2 PROGRAM: 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 cooperative engineering programs with Columbia University in New York and Washington University in St. Louis and close relationships with North Carolina State University, Georgia Institute of Technology and Duke University. The student attends Davidson for three years and then applies to and, if accepted, 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 24 courses including all core requirements with at least a “C” average;
2. Choose a Davidson major and complete an abbreviated course of study for that major;
3. demonstrate the required proficiency in foreign language, composition, and physical education; and
4. graduate from one of the cooperating schools in an approved engineering curriculum.

Since many of the required 3/2 preparatory 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 3/2 engineering advisor, Dr. Wolfgang Christian.

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 second 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 first and second 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 allowance of \$350 for up to ten months of the school year. Advanced Course students must attend the six-week ROTC Advanced Camp at Fort Lewis, Washington, 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. The deadline to apply for a four-year Army ROTC scholarship is November 15. Davidson College students may apply for two- and three-year scholarships. Deadline for two- and three-year scholarships is March 1 of the first or second year at Davidson. Army scholarships provide up to \$20,000 toward tuition, an allowance for books, and a personal expense stipend.

SPECIAL STUDY OPTIONS

ACCELERATED PROGRESS: 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 (CAEC), Davidson students may cross-enroll at other institutions 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 23 colleges and universities in the greater Charlotte area. Additional information is available in the Registrar's Office.

CONTRACT COURSES: Students may arrange with individual professors to take specific courses on a contract basis during the summer. Tuition for contract courses is announced annually. 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 at Broughton Hospital in Morganton, N.C. Students receive credit for two of the following courses: Psychology 231, 290, or 330. The program includes supervised work in the service units of the hospital.

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

DAVIDSON-MOREHOUSE COLLEGE EXCHANGE PROGRAM: This program provides an opportunity for students to matriculate at an institution which is culturally and racially different from their home institutions. 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 symposium 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.

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.

MEDICAL INTERNSHIPS: Davidson College has a cooperative arrangement with the Carolinas Medical Center that provides students interested in medicine or medical research with internship and independent study opportunities in a clinical hospital environment. These experiences are normally arranged through the Premedical Studies or Medical Humanities Programs.

OFF-CAMPUS BIOLOGY SEMESTER: Students may spend a semester at a research facility away from Davidson taught by a member of the Biology Department faculty. Students are accepted for the program upon application to the professor in charge and register for Biology 314, 351, 361, and 371. The program is offered in the fall semester of odd-numbered years. The first three courses are taught at the Duke University Marine Laboratory during the first ten weeks and the last course is taught in a series of one week stays at each of three marine laboratories between Beaufort, N.C., and Key West, Florida.

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 Office of Career Services.

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 and summer programs concentrate on international environmental issues at one of six SFS research centers: Pacific Northwest, Canada; British West Indies; Baja, Mexico; Costa Rica; Australia; or Kenya. Accepted students register for Biology 381, 382, 383, and 384 for semester programs and for Biology 105 or 385 (for summer programs).

EARTH SEMESTER: Davidson College is a partner school with Biosphere2 located near Phoenix, Arizona. Davidson students may participate in this sixteen-week semester program and gain a better understanding of this planet and its environment. Students apply for acceptance to Biosphere2 through Davidson College's biology department. Students may also participate in a one-month program at Biosphere2 during the summer. Earth Semester students receive course credit for Biology 386, 387, 388 and 389. Summer program students receive course credit for Biology 105 or 385.

SUMMER RESEARCH OPPORTUNITIES: Advanced students may apply for summer research opportunities with faculty who receive Davidson College Faculty Study and Research Funds. Some research projects result in collaborative papers that are presented at professional conferences. Students may receive a stipend as a research assistant and are also eligible to apply for a limited number of "Summer Campus Housing Grants" which help defray the expense of remaining on campus for eight to ten weeks.

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 new student center and 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. For security reasons, entry is by card access only.

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 475,000 volumes, mostly selected by the faculty. The resulting collection is one carefully evaluated by scholars for appropriate use at Davidson. Approximately 2,000 periodicals are received along with 600 serial publications and many 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 available. Evans' *Bibliography of Books Printed in America from 1639-1800*, and Shaw & Shoemaker's *Checklist of American Imprints, 1801-1819* contain on microfiche every book printed during that time period. There are also many microfiche readers and printers.

Over 1,000 students and faculty members come to the building each day, checking out about 80,000 items a year. A professional librarian is on duty most hours the library is open to help students or faculty members find needed materials. 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.

The library employs a sophisticated, integrated computer system including access to the World Wide Web (WWW). From the library's home page it is easy to search the book catalog. Z39.50 standardization now allows for easy searching of other library catalogs. CHAL (Computerized Help at Little Library), named for the late Director Emeritus Dr. Chalmers G. Davidson, 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. Many periodical indexes (e.g. *Readers' Guide to Periodical Literature*) are also on the system. There is on-line access to daily newspapers from around the country and around the world. The library receives many full-text journals on-line via *Project Muse* and *JSTOR*. *NC-Live*, a state-wide access to many data bases and hundreds of full-text journals, is also available.

Many CD-ROM indexes are available for citations to journal articles, and the reference staff will provide computer literature searches on DIALOG for special information needs. Materials 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 is available for student and faculty use. The internet, as well as the telefacsimile, provides fast delivery of requested photocopies of articles from other libraries.

Students have access to the campus academic computer via PC's located on the main floor of the library. 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 *Davidsonianiana 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, *Encyclopédie, ou Dictionnaire raisonné des sciences, des arts et des métiers, par une société de gens de lettres* (1751–1765) by Diderot, and the Cumming Map Collection.

The building is named for E.H. Little of New York and Mecklenburg County, who 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 six million dollars.

A music library is located in the Cunningham Fine Arts Building. All of its 10,000 recordings, scores, videos, and books are listed on CHAL. Listening facilities are provided, and a full-time librarian directs this facility.

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.

INFORMATION TECHNOLOGY 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 to create web pages, submit assignments, and prepare presentations. Many more encourage such use and provide opportunities for student involvement in computing.

Computing and networks for instruction, research, and administration are supported by Information Technology Services (ITS). Separate servers are used for administration and instruction in order that optimal services can be given to each without compromise by the other. The ITS staff includes specialists in programming, personal computing, system management, data communication, and telecommunications. Training and support for students, faculty, and staff using personal computers and other college technology resources are important activities of the department.

All computing services for students are free. Every residence hall room includes ethernet jacks for connecting students' personal computers to the campus network. Every student has an electronic mail account. Public-access personal computers are available in most academic buildings including the library. The Student Computing Center houses the largest personal computer lab which is open more than 100 hours per week. Student assistants are on duty to answer questions, assist new users, and assure proper operation of printers and other equipment. A help desk is also available to troubleshoot student, faculty, and staff 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 the Internet. 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.

A campus-wide ATM network connects all buildings and residence halls. The campus is connected to the global Internet network. Faculty from a variety of departments schedule their classes and laboratory sections in computer classrooms equipped with Macintosh or Windows personal computers, each a node on the campus

network. In addition, there are more than 1000 Windows and Apple Macintosh computers on the campus.

In order to make the academic benefits of personal computing widely available, ITS sells computers to students, faculty, and staff.

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.

ACADEMIC ASSISTANCE

MATH CENTER: Peer tutors are available evenings during the academic year on a drop-in basis to assist students enrolled in Calculus I and II with concepts, applications, and use of the graphing calculator. The Mathematics Department coordinates the Center and supervises the peer tutors.

TUTORING PROGRAM: The Office of the Dean of Students 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 most subject areas. Tutoring costs \$9 per hour and students pay their tutors directly. Grant subsidies are available for students receiving need-based financial aid.

WRITING CENTER: Peer tutors are available to assist any student with both general and discipline-specific writing problems at any stage in the writing process. The Director of the Writing Center, a member of the English Department, teaches writing courses and provides training and supervision for the peer tutors.

LABORATORIES AND STUDIOS

KATHERINE AND TOM BELK VISUAL ARTS CENTER: This 43,000 square foot building, designed by the architect Graham Gund to house classroom facilities for painting, drawing, printmaking, and sculpture, is one of the finest collegiate studio spaces in the country. Art history is taught in a lecture hall equipped with video and sound technology and in a seminar room, which doubles as a study room for art history slides. The Visual Arts Center contains two public galleries, as well as studios and offices for faculty, gallery director, and staff. Declared majors with an emphasis in studio art may apply for one of the eight individual student studios in the building.

CHARLES A. DANA LABORATORIES: The newly renovated Charles A. Dana Building contains classrooms and laboratories for instruction and research on three floors. Two floors house the Physics Department, where there are special facilities for student-faculty research in the areas of atomic and molecular physics, condensed matter physics, laser spectroscopy, theoretical physics, and computational physics. Student laboratories are used for the study of introductory physics, electronics, optics, and advanced physics. All labs contain networked, Pentium-based computers. Major instrumentation includes two Nd/YAG dye laser systems, a CO₂ laser system, a 1.33m spectrometer, liquid helium and nitrogen cryostats, and electromagnets. In addition, equipment to measure the properties of materials, negative ions, and Rydberg atoms is available. Dana also houses the Physics Computation Center, which contains high-end workstations for science computation. A third floor has laboratories for instruction and student-faculty research in biochemistry, genetics, molecular and cell biology, microbiology, and developmental biology. Major instrumentation includes an ultracentrifuge, cryostat, -70° freezer, electrophoresis equipment, spectrophotometers, DNA sequencing setup, DNA and RNA hybridization systems, PCR equipment, autoclave, 96-well microplate reader, tissue culture facilities, inverted microscopes, epifluorescence microscopes, and image analysis work stations.

MARTIN CHEMICAL LABORATORY: This building, which was substantially renovated in 1996-97, has twelve laboratory suites devoted to instruction and to student-faculty research. Major instrumentation includes FT-NMR, FT-IR, AA, UV-Vis, and fluorescence spectrometers; IC, GC, HPLC, and GC-MS chromatography systems; laser systems; electrochemical and electroanalytical instruments; and an inert atmosphere apparatus. The building also contains cold rooms for biochemical research, a chemical stockroom, a chemistry library (4,700 books and 52 journal subscriptions), and computer systems for molecular mechanics, protein structure determination, and quantum mechanical calculations.

WATSON LIFE SCIENCE BUILDING: The Watson Life Science Building houses laboratories for instruction and research in biology and psychology. Special facilities are available for student-faculty research in the areas of anatomy, animal behavior, behavioral neuroscience, botany, cell biology, child development, clinical psychology, ecology, histology, invertebrate and vertebrate zoology, microbiology, physiology, psychopharmacology, sensation-perception, and social psychology. Major instrumentation includes computer stations in teaching laboratories, water purification systems, incubators and growth chambers, standing and countertop centrifuges, phase contrast microscopes, autoclave, a -70° freezer, ecological sampling equipment, global positioning system, and computer based physiology equipment. Watson also houses the animal care facilities.

INSTRUCTIONAL SUPPORT SERVICES: Located on the south “terrace level” of 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. A Windows PC and a MAC are available for use with a data/video projector in Chambers classrooms. Two portable data projectors are also available for short-term loans. The office also provides

off-air and off-satellite recording for academic departments, audio equipment, and video recording and editing equipment. A slide scanner produces 35mm slides or converts digital images to 35mm slides for instructional use. The staff assists in obtaining information on renting or purchasing appropriate educational materials and coordinates the purchase and maintenance of equipment for academic use as well as scheduling of all academic film screenings.

LANGUAGE RESOURCE CENTER: Formerly known as the Raymond W. Oeland Language Center, this entirely renovated, state-of-the-art facility located on the south “terrace level” of Chambers serves Davidson’s foreign language and classics community. The Language Resource Center (LRC) consists of a laboratory classroom equipped with 22 multimedia workstations and projection equipment as well as a faculty development room. All workstations provide fast internet access, a growing number of learning materials related to foreign languages and cultures, and multimedia software and equipment. In addition to hosting language classes, the LRC offers students at all levels the opportunity to listen to, read, write, and produce foreign language materials on their own time.

MUSIC FACILITIES: Performances take place in Hodson Hall in the Cunningham Fine Arts Building, Love Auditorium in Chambers Building, the College Union, and in the sanctuary of the Davidson College Presbyterian Church. The halls feature a Bösendorfer Imperial grand piano, two Steinway concert grands, and a Baldwin Grand. There are three organs, including the recital organ in Davidson College Presbyterian Church, designed in the late-Baroque style of Gottfried Silberman, and a mechanical action organ, built by Martin Ott, in Lingle Chapel.

The Presser Music Library houses approximately 13,000 recordings, scores, and books. It contains seven individual listening stations, each with an entire complement of listening equipment.

The Electronic Music Studio is a complete MIDI recording and production facility. It houses several keyboards, sequencers, synthesizers, samplers, mixing decks and recording decks which interface with a large collection of computer hardware and software. The department’s practice rooms for individuals and groups were renovated in 1999.

THEATRE FACILITIES: Mainstage theatre productions take place in Hodson Hall in the Cunningham Fine Arts Building with seating for 289. Studio productions, including student directed one-acts, are performed in the 100-seat black box theatre.

GENERAL INFORMATION AND REGULATIONS

Admission and Withdrawal

The Admission 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 Enrollments

The Schedule of Courses for each semester lists the course offerings planned at the

time of the publication of the schedule. The document is not a contract; the college reserves the right to alter course offerings if enrollments and/or resources require. Further, the college does not guarantee that a student will be able to enroll in any particular course. Enrollments are guided by stated course ceilings, stated prerequisites, space requirements, a random number registration priority system, and academic quality determinations.

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.

Schedule Adjustment Period

At the beginning of each academic year, the Registrar distributes procedures for Schedule Adjustment 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 no institutional numerical standard or equivalent for the grades issued by individual faculty members; each instructor reports grades at the end of each semester and each summer session. 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/F₁ 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. See Academic Regulations for P/F information.
- LA Laboratory—ungraded, no credit
- WA Authorized Withdrawal; recommended by the Dean of Students or the Dean of the Faculty
- UG Ungraded credit; credit transferred from another institution or Davidson Study Abroad credit
- NG No grade received from the professor

Transfer Credit

The Registrar evaluates 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 catalog 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

evaluates the transferred course for major credit. 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. 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.

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/Readmission

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 an outline of these Standards of Progress.

Some course deficiencies existing at the end of the spring semester of any academic year may be made up through a contract course (see above) 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.

Self-Scheduled Exams

The ultimate expression of Davidson’s Honor Code is the self-scheduling of semester examinations for most classes. The academic calendar provides ten or eleven three-hour examination periods at the end of each semester during which students may take examinations on a self-scheduled basis. The Honor Council and the Office of the Registrar administer self-scheduled exams.



COURSES OF INSTRUCTION

ANTHROPOLOGY

Professors: Jones, Ringle (Chair)

Associate Professor: Fairley

Visiting Assistant Professor: G. Green

Core Requirements: Any course in anthropology numbered 370 or under may be counted toward fulfillment of the core requirements for social sciences. However, first-year students are encouraged to take 100 and 200-level courses rather than more advanced courses.

Cultural Diversity Requirement: Anthropology 220, 221, 222, 232, 242, 251, 253, 257, 340, 350, 352, 354, 356 are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses including Anthropology 101; 102, or 108, or 207, or 208; 370; 371, or 372; 490; and five other courses (two numbered 200 or above, two numbered 300 or above, and one at any level). Normally, seven of the ten major courses should be taken in residence at the college.

No more than two independent research courses may count toward the major. One approved course in another department may substitute for an elective course in the major and will satisfy the "one at any level" requirement. (Majors may find Sociology 269, "Social Analysis," particularly useful.) College policy is that Pass/Fail courses taken at Davidson may not be applied toward the major without departmental approval.

Minor Requirements: Six courses, at least four of which must be taken in residence at Davidson College, including Anthropology 101 or 102 or 108; 370; and four other courses in anthropology, including one numbered 200 or above and one numbered 300 or above. Normally, courses taken on a Pass/Fail basis at Davidson may not be counted toward the minor.

Honors Requirements: A major desiring to become a candidate for honors in anthropology 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 honors thesis (499), as well as departmental recommendation.

101 INTRODUCTORY CULTURAL ANTHROPOLOGY

Ms. Fairley, Mr. Green

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. (Fall; offered in alternating years)

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. (Not offered 2001-02; offered in alternating years)

109 FIRST-YEAR TOPICAL SEMINAR IN ANTHROPOLOGY

Staff

Selected topics in anthropology. This course does not fulfill the core requirement in composition but does count as an elective toward the major. *Open only to first-year students.* (Not offered 2001-02)

205 ETHNIC RELATIONS

Ms. Fairley

(Cross-listed Sociology 205). Comparative and historical study of social processes related to 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. (Spring)

207 FORAGERS, FARMERS, AND CHIEFS OF THE ANCIENT WORLD

Mr. Ringle

The development of human society from the late Ice Age through complex agricultural communities. Hunting and gathering; post-glacial adaptations; world colonization; cause of agriculture; social consequences of food production, including the rise of social inequality. Examples include the Near East, Europe, North America, and Polynesia. (Spring; offered in alternating years)

208 EARLY CITIES AND STATES

Mr. Ringle

Archaeology of prehistoric and early historic complex societies. Early chiefdoms and states of South America, Egypt and Asia. Anthropological theories of state formation, including the roles of ecology, ideology, technology, warfare, and economic organization. (Not offered 2001-02; offered in alternating years)

220 RELIGION, SOCIETY, AND CULTURE

Ms. Fairley

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. (Not offered 2001-02)

221 THE CARIBBEAN EXPERIENCE

Mr. Green

Social and cultural institutions characteristic of Caribbean societies, including historical approaches to the economic and political problems of Caribbean nations. (Spring)

222 AFRICAN CIVILIZATIONS

Ms. Fairley

African civilizations and their influence on the histories of Europe and the Americas. Two major regional civilizations will be examined, including the impact of European colonization in the 19th century. (Spring)

232 CONTEMPORARY GHANAIAN SOCIETY AND CULTURE

Ms. Fairley

Examination of Ghanaian family, gender roles, religious beliefs, social stratification, political economy, and inter-ethnic relations. Special emphasis is placed on understanding the legacy of colonialism and efforts to develop a national culture. Offered in alternate years as part of the Davidson West Africa summer program. (Not offered 2001-02)

240 POPULAR CULTURE AND ANTHROPOLOGY

Mr. Green

The social, economic, and political implications of popular culture. Draws upon major social theorists in examining films, popular music, television, tabloid journalism, and sports for insights into the nature of social relations and the formation of cultural identity. Compares a "textual" approach focusing on the ideological messages implicit in popular culture and a more "consumerist" approach that takes popular culture as a form of resistance. (Spring)

242 GENDER AND POLITICS IN LATIN AMERICA

Mr. Green

How do gender identities and rules affect how political struggles are understood and undertaken in Latin America and the Caribbean? Emphasis on the interaction of gender roles with ideas about race, class, and ethnicity in conflicts over land, labor, and citizenship in the region. (Fall)

251 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. (Not offered 2001-02; offered in alternating years)

253 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. (Not offered 2001-02; offered in alternating years)

257 THE AFRICAN CONTINUUM

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.* (Not offered 2001-02; offered in alternating years)

Ms. Fairley

340 MEDICAL ANTHROPOLOGY

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. (Fall)

Mr. Jones

342 CULTURE AND SEXUALITY

Cross-cultural and historical perspectives on the many meanings assigned to human sexuality and its expressions. Ethnographies of sexuality; theories of the relationship between the "natural" and the culturally constructed sexual body; and the political economy of sexuality. Emphasis on individual student research projects. *Not open to first-year students.* (Spring)

Mr. Jones

350 ART, SOCIETY AND CULTURE

Cross-cultural study of the visual and performing art traditions of selected non-western societies. In addition to examining the major theoretical approaches to the study of art, the course will explore non-western aesthetic systems, relationships between art and social structure, gender and artistic production, and art as mediator between the sacred and the secular. *Prerequisite: Anthropology 101 or 222.* (Not offered 2001-02)

Ms. Fairley

352 THE HERITAGE OF CONQUEST IN MESOAMERICA

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. (Spring; offered in alternating years)

Mr. Jones

354 ART AND WRITING OF THE ANCIENT MAYA

The sculpture and painting of the ancient Maya, including an introduction to hieroglyphic decipherments concerning Maya dynastic history, warfare, and political organization. Other topics include Maya myth, ritual, and astronomical knowledge. (Not offered 2001-02; offered in alternating years)

Mr. Ringle

356 ART, MYTH, AND HISTORY OF ANCIENT CENTRAL MEXICO

Study of Aztec and Mixtec religion, ritual, and philosophy as exemplified in works of art, architecture and civic planning, literary works, and painted books (codices). Case studies include the Aztec Great Temple, the Codex of Borgia, and the Codex Nuttall, as well as the art of the ancestral city of Teotihuacan. (Spring; offered in alternating years)

Mr. Ringle

370 THEORY IN ANTHROPOLOGY

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)

Mr. Jones

371 ETHNOGRAPHIC WRITING AND RESEARCH

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: Anthropology 101 or permission of the instructor.* (Spring)

Ms. Fairley

372 METHOD AND THEORY IN ARCHAEOLOGY

Advanced study of current issues in archaeological analysis. Introduction to problem formation, methodologies of analysis. Independent library or field research projects. An approved off-campus archaeological field school course may be substituted for students applying this course to a major in the department. *Prerequisite: Anthropology 108 or permission of the instructor.* (Spring; offered in alternating years)

Mr. Ringle

380–385 SEMINARS IN ANTHROPOLOGY

Staff

Topics announced in advance. *Not open to first-year students.***381 IMAGING THE EARTH**

Mr. Ringle/Mr. Dorcas

(Cross-listed Biology 352) The use of geographical information systems (GIS) to analyze, model, and present spatial relationships in the biological and social sciences. Course will be computer-based and will emphasize individual research projects. Does not satisfy social science core requirement. (Fall)

384 FILM AND FOOD

Ms. Zumwalt, Ms. Gibson

(Spring, cross-listed English 382)

395–396 INDEPENDENT RESEARCH IN ANTHROPOLOGY

Staff

Independent research under the direction of a faculty member who reviews and approves the topic(s) of the research and determines the means of evaluation. *Prerequisites: Sophomore or junior standing, two courses in anthropology, and permission of the instructor.* (Fall and Spring)

410–419 ADVANCED SEMINARS IN ANTHROPOLOGY

Staff

Topics announced in advance. *Prerequisites: Junior or senior standing and permission of the instructor.***490 SENIOR COLLOQUIUM IN ANTHROPOLOGY**

Mr. Jones

Advanced seminar for all majors, exploring in depth an anthropological issue of critical importance. Students choose a topic related to this issue and prepare seminar presentations and a major research paper. *Required of senior majors.* (Fall)

495–496 INDEPENDENT RESEARCH IN ANTHROPOLOGY

Staff

Independent research under the direction of a faculty member who reviews and approves the topic(s) of the research and determines the means of evaluation. *Prerequisites: Senior standing, two courses in anthropology, and permission of the instructor.* (Fall and Spring)

499 HONORS THESIS

Staff

Research and writing of the honor thesis; departmental oral examination. Open to qualifying senior majors. *Prerequisite: Departmental permission.* (Fall)

ART

 Professors: Jackson, Ligo, Serebrennikov (Chair), S. Smith, Warren

Associate Professor: Savage

Visiting Assistant Professor: Richards

Department Adjunct-Professors: Thomas, Toumazou

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

Cultural Diversity Requirement: Art 102, 226, 228, and 332 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: Two courses in art history, one of which must be Art 100, and nine studio courses, including Art 397 in the junior year and Art 401 in the senior year.

Emphasis in Art History: Two courses in studio below the 300-level, and nine art history courses, including 100, 400, and 402.

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 Art 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.

The department maintains a web site which introduces the art major, as well as web resources useful for each art history course and other sites of interest to the student of art history. Follow the Academics art link from the Davidson homepage.

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. (Fall and Spring)

102 SURVEY OF ASIAN ART Mr. Thomas
Introduction to major monuments of Indian, Chinese, and Japanese architecture, sculpture, and painting. (Fall)

124 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. (Fall)

200 GREEK ART AND ARCHITECTURE Mr. Toumazou
(Cross-listed Classics 341). Minoan-Mycenaean art and architecture of the Aegean Bronze Age; later Greek art and architecture from the Geometric to the Hellenistic Period. (Fall)

202 ROMAN ART AND ARCHITECTURE Mr. Toumazou
(Cross-listed Classics 342). Art and architecture of the Roman Republic and Empire, including influences of earlier Etruscan and Hellenistic Greek art upon the Romans. (Spring)

206 FROM CATACOMBS TO CATHEDRALS Ms. Serebrennikov
A survey of Christian art in the Middle Ages including art and architecture from the Early Christian tombs in Rome, to the earliest illustrated Bibles, Byzantine mosaics and the Gothic cathedrals in France. (Not offered 2001-02)

208 RENAISSANCE ART IN NORTH EUROPE 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 outcome of the Protestant Reformation on the art of this region. (Not offered 2001-02)

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. (Fall)

212 SEVENTEENTH-CENTURY ART & ARCHITECTURE Ms. Serebrennikov
Painting, sculpture, architecture in Counter-Reformation Italy and the Golden Age of Protestant Holland. Artists including Caravaggio, Rubens and Rembrandt, as well as issues such as how the differing demands of a Catholic culture and a Protestant economy affected the art of the period. (Spring)

214 EIGHTEENTH-CENTURY ART Mr. Smith
Eroticism and revolution in painting and sculpture from Tiepolo to David. (Not offered 2001-02)

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. (Spring)

218 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. (Spring)

220 MODERN ARCHITECTURE

Mr. Ligo

Developments in architecture which occurred between 1850 and the present. Impact of 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. (Not offered 2001-02)

222 PAINTED WOMEN TO WOMEN PAINTING

Ms. Serebrennikov

As a survey of gender in art, this course's first half examines how women have been represented in Western art and what that implies about the balance of power between the genders over the centuries. The second half of the course deals with the gradual growth of art made by women, the issues addressed by that art, and its reception in American culture of the past century. (Spring)

226 INDIAN ART

Mr. Thomas

Art inspired by the Hindu, Buddhist, Jain, and Islamic traditions as seen in the architecture, sculpture, and painting of the sub-continent. (Not offered 2001-02)

228 ISLAMIC ART

Mr. Thomas

Architectural and painting traditions under the Umayyad and Abbasid Caliphs and in Moorish Spain, Ottoman Turkey, Safavid Persia, and Mughal India. (Not offered 2001-02)

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. (Not offered 2001-02)

310 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. (Not offered 2001-02)

318 CONTEMPORARY ART

Mr. Smith

Major developments in 20th century painting and sculpture from the beginnings of Abstract Expressionism (c. 1945) to the present. (Fall)

320-370 SEMINARS

Staff

Courses numbered with even numbers from 320 through 370 are art history 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.

322 SEMINAR: CLASSICAL GREEK SCULPTURE

Mr. Toumazou

(Cross-listed Classics 444) (*Further information from Prof. Toumazou*) (Not offered 2001-02)

328 CLASSICS ABROAD: GREEK AND ROMAN ARCHITECTURE Staff
 (Cross-listed Classics 357) Survey of major and minor forms of classical art and architecture. Includes the arts of Byzantium and examples of Medieval and Renaissance art and architecture derived from the classical tradition. (Not offered 2001-02)

332 SEMINAR ON INDIAN ART HISTORY Mr. Thomas
 The seminar begins with the art nurtured by the Tamil dynasties, continues with the art of the Buddhist cave temples, and concludes with an in-depth study of Mughal art. This specially-designed, weekly seminar is offered as part of the Semester-in-India Program. (Not offered 2001-02)

372, 374, 376 SEMINAR IN ART HISTORY IN FRANCE Mr. Smith
 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, or a French language course, arranged by the student, under the direction of a Davidson College professor, not necessarily in the art department. The first five 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 10 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 13 students, chosen through interview. Applications must be submitted during the fall semester. *Prerequisite: Art 100.* (Not offered 2001-02)

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.* (Not offered 2001-02)

382, 384, 386 SEMINAR IN ART HISTORY IN ENGLAND Mr. Ligo
 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.* (Not offered 2001-02)

390, 392, 394 INDEPENDENT STUDY Staff
 For the student who wishes to pursue some special interest in art history under the supervision of a faculty member who reviews and approves the student's work on a regularly scheduled basis. The project must be initiated by a qualified student and approved in advance with a substantial paper as the end result. Normally limited to majors.

400 PERSPECTIVES IN ART HISTORY Ms. Serebrennikov
 Required during the fall semester for all senior art majors with an emphasis in art history. (Fall)

402 CAPSTONE SEMINAR Mr. Smith
 Topics in art history. Required during the spring semester of all senior art majors with an emphasis in art history. May include a study tour of appropriate sites. (Spring)

STUDIO

101 BASIC STUDIO Ms. Richards
 Introduction, through the studio, to the work of the artist—tools, way of seeing, methods and media. Emphasizes basic principles of visual organization. *Open to first- and second-year students only.* (Fall and Spring)

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. (Fall and Spring)

- 203 BASIC PAINTING Mr. Jackson
Exploration of oil and acrylic. Emphasis on obtaining a basic understanding of pictorial organization and critical dialogue. (Fall and Spring)
- 205 BASIC PRINTMAKING—ETCHING Mr. Warren
Introduction to history and technique of intaglio: etching, dry point, soft ground, and aquatint. (Fall)
- 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. (Fall)
- 209 BASIC SCULPTURE Mr. Savage
Three-dimensional concepts using a variety of media. Emphasis on material and special relationships, technical processes and critical dialogue. (Fall)
- 301 ADVANCED DRAWING Mr. Savage
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.* (Spring)
- 303 ADVANCED PAINTING Mr. Jackson
Attention to the individual's personal response to visual elements. Development of a particular medium chosen by the student; special problems. *Prerequisite: Art 203.* (Spring)
- 305 ADVANCED PRINTMAKING Mr. Warren
Advanced printmaking problems, including multi-color prints and combination of media. Development of a particular medium chosen by the student. *Prerequisite: Art 205 or 207.* (Spring)
- 309 ADVANCED SCULPTURE Mr. Savage
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.*(Spring)
- 321–371 SEMINARS
Courses numbered with odd numbers from 321 through 371 are studio art 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.
- 391, 393, 395 INDEPENDENT STUDY Staff
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. Evaluation will be based upon the quality of work produced weekly by the student. The project must be initiated by a qualified student and approved in advance. Normally limited to majors.
- 397 JUNIOR ADVANCED STUDY Mr. Jackson
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 Art 401. (Spring)
- 401 SENIOR EXHIBITION AND EXAMINATION Staff
Comprehensive oral examination based on a list of 19th- and 20th-century artists, together with an exhibition of the student's work. (Spring)

BIOLOGY

Professors Emeriti: Grant, Kimmel

Professors: Case (Chair), Putnam

Associate Professors: M. Campbell, Hay, Peroni, Stanback (On leave)

Assistant Professors: Bernd, Dorcas, Hales, Lom, Paradise, Wessner

Lecturer: 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 are in premedical studies or plan to major in biology. Biology 104, 111 and 112 fulfill the core requirement for a laboratory science. Biology 100W and 103 are 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 Biology 384.

Major Requirements: The biology major requires ten courses: Biology 111 and 112; and eight biology courses numbered 300 or above, with at least two laboratory courses (301–309, 311–312, 316) and one field course (314–315, 321–323, 341). Six of the courses required for the major must be Davidson courses taught by Davidson College faculty. Only two seminar courses can be used toward fulfillment of the major.

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. Eleven 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. A proposal should be submitted for departmental action in the spring semester of the candidate's junior year. Research results must be presented in writing and orally to the department in the spring semester of the candidate's senior year. The recommendation of the department regarding honors or high honors will be based upon quality of the course work and the research and its presentation. A detailed description of the honors program in biology can be found in the biology department handbook.

Off-Campus Biology Semester: A semester at a research facility away from Davidson taught by a member of the biology department faculty. Students are accepted for the program upon application to the professor in charge. The current program, offered by Mr. Grant in the fall semester of odd numbered years, includes Biology 314, Invertebrate Biology—Lower Groups; Biology 361, Seminar in the Current Marine Ecological Literature; Biology 371, 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 ten weeks and the last course is taught in a series of one-week stays at each of three marine laboratories between Beaufort, North Carolina, and Key West, Florida.

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 and summer programs concentrate on international environmental issues at one of six SFS centers: Baja, Mexico; British West Indies; Costa Rica; Australia; Pacific Northwest, Canada; or Kenya. Semester program students receive course credit for Biology 381, 382, 383, and 384. Summer program students receive course credit for Biology 105 or 385.

Earth Semester: Davidson is a partner school with Biosphere2 located near Phoenix, Arizona. Davidson students may participate in this sixteen-week semester program and gain a better understanding of our planet and its environment. Students apply for acceptance to Biosphere2 through Davidson's biology department. Students may also participate in a one-month program at Biosphere2 during the summer. Earth Semester students receive course credit for Biology 386, 387, 388 and 389. Summer program students receive course credit for Biology 105 or 385.

- 100W (COMP) FIRST-YEAR WRITING SEMINAR IN BIOLOGY Staff
 A writing intensive study of selected topics in biology. Satisfies the core requirement in composition. *Open only to first-year students.* (Not offered 2001–02)
- 103 SPECIAL TOPICS IN BIOLOGY I Ms. McNally
 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. (Fall and Spring)
- 104 SPECIAL TOPICS IN BIOLOGY II Mr. Kimmel, Ms. McNally
 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. (Fall and Spring)
- 105 ENVIRONMENTAL FIELD STUDIES Mr. Dorcas
 One-month intensive course for first- and second-year students during the summer in one of six School for Field Studies locations around the world or at Biosphere2. Grading is Pass/Fail. (Satisfies core requirement for laboratory science.) *Permission of instructor required.* (Summer)
- 111 PRINCIPLES OF BIOLOGY I Staff
 Introduction to the unifying principles of biology at the levels of organization from molecules through cells. The main topics are biochemistry and bioenergetics, cell structure and physiology, and Mendelian and molecular genetics. A laboratory meets once each week, emphasizing planning, performing, and presenting experiments. (Fall and Spring)
- 112 PRINCIPLES OF BIOLOGY II Staff
 Introduction to organismal and superorganismal biology. Topics include evolution, ecology, and animal anatomy and physiology. Laboratory sessions meet once a week and are comprised of investigative exercises and some animal dissections. *Prerequisite: Biology 111.* (Fall and Spring)
- 301 GENETICS Ms. Hales, Mr. Wessner
 An integrated examination of classical and molecular genetics. Topics include the physical nature of genetic material, the transmission of genetic information, patterns of inheritance, linkage and gene mapping, recombinant DNA technology, gene regulation, and the history of genetics. Special attention is paid to current issues such as gene therapy, human cloning, genetically modified crops, and DNA fingerprinting. Laboratory focuses on a semester-long project to map and clone a gene from a model organism, using both molecular and classical techniques. *Prerequisites: Biology 111 and 112. Chemistry 115, 160, or 201 recommended.* One laboratory meeting per week. *Not open to first-year students.* (Fall and Spring)
- 302 MICROBIOLOGY Mr. Wessner
 An introduction to the diverse world of microorganisms. Topics include the structure, metabolism, identification, and genetics of prokaryotes and viruses. Special emphasis is placed on interactions between microbes and humans, both in terms of pathogenesis and biotechnology. Laboratory focuses on isolating, identifying, and characterizing bacteria and viruses, using a series of classical and molecular techniques. *Prerequisites: Biology 111 and 112.* One laboratory meeting per week. (Not offered 2001-02)
- 303 BIOCHEMISTRY Ms. Hay
 Introduction to the principles of biochemistry. Emphasis is placed upon the structure and function of biomolecules, as well as, upon metabolism and bioenergetics. Laboratory emphasizes the purification and characterization of an enzyme. *Prerequisites: Biology 111, 112, and Chemistry 201.* One laboratory meeting per week. (Fall)
- 304 MOLECULAR BIOLOGY Mr. Campbell
 Focus on molecular (recombinant DNA) methods as applied to a variety of biological questions. The course emphasizes experimental methods and design, with particular attention paid to genomic organisms. It uses primary literature for most of the semester and students participate extensively in class discussions. Laboratory involves a semester-long research project where students conduct original research using a wide range of methods such as southern and western blots, PCR, and cloning. *Prerequisites: Biology 111 and 112, and either Chemistry 201 or Biology 301.* One laboratory meeting per week. (Spring)

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). *Prerequisites: Biology 111 and 112, or permission of the instructor.* One laboratory meeting per week. (Spring)

306 DEVELOPMENTAL BIOLOGY

Ms. Lom

Investigates cellular and molecular mechanisms that regulate animal development covering topics such as fertilization, cleavage, gastrulation, axis specification, and organogenesis via analysis of classical and modern experiments. Laboratory emphasizes direct experimental manipulations of early embryos including student-designed research projects. *Prerequisites: Biology 111 and 112. Biology 301 or 308 recommended.* One laboratory meeting per week. (Spring)

307 IMMUNOLOGY

Mr. Campbell

Introduction to the immune system with an emphasis on mammalian models. Course focuses on the cellular and molecular levels of the immune system in health and disease. Topics include recognition of antigen, development of lymphocyte repertoires, and adaptive immune responses. No laboratory. Restricted to juniors and seniors. *Prerequisites: Biology 111, 112, and 301.* (Not offered 2001-02)

308 CELL BIOLOGY

Ms. Bernd

Examination of the multitude of coordinated interactions that must occur between sub-cellular compartments in order for a cell to function and be able to respond to its local environment. Laboratory focuses on the yeast (*S. cerevisiae*) mating reaction as a model system for studying inter- and intracellular signaling. *Prerequisites: Biology 111 and 112. Biology 301 recommended.* One laboratory meeting per week. (Fall)

309 GENOMICS

Mr. Campbell

Students will utilize print and online resources to understand how biological information (e.g. DNA sequences, microarrays, proteomics, and clinical studies) is obtained at the genomic level. This information will be integrated into a "cell web" of molecular interactions. Students will work in teams to conduct a class research project with results posted on the web. No laboratory. *Prerequisites: Biology 111, 112, and 301.* (Fall)

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. *Prerequisites: Biology 111 and 112 or permission of the instructor.* One laboratory meeting per week. (Fall)

312 ANIMAL PHYSIOLOGY

Mr. Dorcas

Introduction to the physical and chemical principles governing the lives of animals with an emphasis on understanding the physiological problems animals face, how those problems vary in relation to animals' environments, and the processes by which animals solve their problems. The laboratory focuses on independent investigation. *Prerequisite: Biology 111 and 112.* On laboratory meeting per week. (Fall)

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. *Prerequisites: Biology 111 and 112, or permission of the instructor.* (Fall)

315 INVERTEBRATE BIOLOGY—HIGHER GROUPS

Mr. Paradise

Functional morphology, ecology, evolution and systematics of the metazoa from the Annelida through the invertebrate Chordata. Major emphasis in the lab work involves field trips and the making of a collection of the local insects. *Prerequisites: Biology 111 and 112, or permission of the instructor.* One laboratory meeting per week. (Not offered 2001-02)

316 BOTANY

Ms. Hay

Introduction to the fundamentals of plant biology. Topics include: anatomy, physiology, taxonomy, and diversity of plants. *Prerequisites: Biology 111 and 112.* One laboratory meeting per week. (Not offered 2001-02)

- 321 ECOLOGY Mr. Paradise, Ms. Peroni
The study of interactions between organisms and their environment, at the level of populations, communities, and ecosystems. Course includes investigative field labs and some weekend field trips. *Prerequisites: Biology 111 and 112, or permission of the instructor.* One laboratory meeting per week. (Fall)
- 322 VERTEBRATE FIELD ZOOLOGY Mr. Stanback
Natural history of vertebrates concentrating on the evolution, adaptations, behavior and ecology of various vertebrate groups, from the fishes through the mammals. *Prerequisites: Biology 111 and 112, or permission of the instructor.* One field trip per week. (Not offered 2001-02)
- 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 social systems. Laboratories include observations of animal behavior in the laboratory and in the field, experimental design, data analysis, and modeling of social organizations. *Prerequisites: Biology 111 and 112, or Psychology 101, or permission of the instructor.* (Spring)
- 331 BEHAVIORAL NEUROSCIENCE Mr. Ramirez
(Cross-listed Psychology 303) *Permission of the instructor required.* (Fall)
- 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, or permission of the instructor.* Recommended for prevet students and students who plan to enroll in Biology 323, 351, 352, 371, or 372. Lecture and laboratory. (Spring)
- 342 EVOLUTION Mr. Stanback
Discussion of major processes and mechanisms, as well as trends, in plant and animal evolution. *Prerequisites: Biology 111 and 112, or permission of the instructor.* (Not offered in 2001-02)
- 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 the instructor required.* (Fall and Spring)
- 361, 362 SEMINAR Staff
Group study of selected topics of biological interest. See www.bio.davidson.edu for examples of seminar topics. Open to juniors and seniors. *Permission of the instructor required.* (Fall and Spring)
- 371, 372, 373 RESEARCH/INDEPENDENT STUDY Staff
Field and/or laboratory investigative work under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study or research. 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, e.g. 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 the instructor required.* (Fall and Spring)
- 381, 382, 383, 384 COURSES IN INTERNATIONAL ENVIRONMENTAL FIELD STUDIES Mr. Dorcas
Twelve-week semester program at one of six School for Field Studies research centers. Grading is Pass/Fail. Biology 381, 382 and 383 may be counted for major credit. *Permission of the instructor required.* (Fall and Spring)
- 385 TECHNIQUES IN ENVIRONMENTAL FIELD RESEARCH Mr. Dorcas
One-month intensive field work course for junior or senior science majors during the summer in one of six School for Field Studies locations around the world or at Biosphere2. Grading is Pass/Fail, but may be counted for major credit. *Permission of the instructor required.* (Summer)
- 386, 387, 388, 389 EARTH SEMESTER Mr. Dorcas
Sixteen-week semester program at Biosphere2 near Phoenix, Arizona. Grading is Pass/Fail. Biology 386, 387, and 388 may be counted for major credit. *Permission of instructor required.* (Fall and Spring)

401 SENIOR COLLOQUIUM

Ms. Case

A capstone course for biology majors. Readings and discussions drawn from the entire discipline of biology. Special emphasis on the impact of biology on society. (Fall)

CENTER FOR INTERDISCIPLINARY STUDIES

Director: Professor A Ingram (English)

Professors: Putnam (Biology), Stell (Philosophy)

Advisory Faculty-Professors: Ault (Psychology), Epes (German and Humanities), Gibson (English and Humanities), McMillen (History), Ross (Economics)

Assistant Professor: Bernd (Biology)

Adjunct Assistant Professor: Ford (Medical Humanities)

Adjunct Lecturers: Porter (Medical Humanities), Sigmon (Medical Humanities)

The Center for Interdisciplinary Studies (CIS), housed in the Carolina Inn on Main Street, offers capable and highly motivated students the opportunity to design their own interdisciplinary majors. In addition, Davidson faculty members (occasionally in cooperation with faculty members from other institutions) may, through the CIS, offer courses not easily aligned with a single department or program.

Permission to develop a major through the CIS is available to those in the first three years of study at Davidson; generally, students of 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 invited 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 of the proposal comes when the director, advisor, and members of the CIS faculty agree that the proposal is meritorious. Students majoring through the CIS are expected to satisfy all college graduation requirements. The director certifies the satisfactory completion of each student's major.

303 HISTORY OF MEDICINE

Ms. Ford

A survey of the history of health and disease in the west since 1750. Through readings, writing, lectures, and frequent class discussions, students learn about who practiced medicine and how and the roles of religion, race, gender, and sexuality in medicine. *No prerequisites.* (Fall)

365 LITERATURE AND MEDICINE

Mr. Porter

This course uses literature to construct the theory and probe the practice of western medicine. Particular attention is paid to analyzing the methodology that shapes a variety of pathologies. Readings include Tolstoy's *Death of Ivan Ilich*, Camus's *The Plague*, Kafka's *Metamorphosis*, Price's *A Whole New Life*, and Styron's *Darkness Visible*. (Spring)

380 ISSUES IN MEDICINE

Mr. Putnam

This course has two main components, the classroom and clinics and hospitals. In the classroom, students examine the four principles of medical ethics: patient autonomy, beneficence, non-maleficence, and justice. Three or more guest ethicists and/or physicians provide lectures and discussions of issues important to the ethical practice of medicine. Students prepare a seminar on an ethical topics of their choosing. In Charlotte area clinics and hospitals, students typically observe eight medical practices and write both descriptive and reflective summaries of their activities. (Fall)

390 HEALTH CARE ETHICS

Mr. Stell

Introduction to the interdisciplinary nature of ethical thinking and decision making in health care. The course has two components: didactic (lectures, class discussion, library research, paper writing, etc.) and "experiential," involving an externship assignment to a clinical or administrative department at the Carolinas Medical Center. Examples of externship activities include observing on clinical rounds, attending departmental educational conferences, journal clubs and Grand Rounds, and doing administrative projects. (Spring)

397 PRIMARY HEALTH CARE IN THE NEW MILLENNIUM

Mr. Sigmon

This course reviews the origins and concepts of primary care medicine in America in its present state and proposes models which might better serve a majority of the basic health care needs of America's population in the new millennium. By the end of the course, students are expected to be creative in articulating a workable primary care system for the next century. (Fall)

495 THESIS
(Fall, Spring)

Ms. Ingram

496 INDEPENDENT STUDY

Ms. Ingram

Independent study under one or more faculty members who approve the topic, help guide the research, review progress regularly, and evaluate the final results or product of the independent study. (Fall, Spring)

CHEMISTRY

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

Associate Professor: Blauch

Assistant Professors: Stevens, Striplin

Visiting Assistant Professor: D. Brown

Core Requirements: Chemistry 105, 106, 115, 121, 199c (with lab), or 201 count toward the fulfillment of the requirement of at least one laboratory course in natural science. Chemistry 110, 140, 160 and 199c (non-laboratory courses) count toward the fulfillment of the requirements in natural science. Students who elect to take Chemistry 110 are encouraged to take Chemistry 115 in order to complete their survey of introductory chemistry.

Introductory Chemistry Program: Students who have earned AP credit for Chemistry 115 may begin their study of chemistry with Chemistry 121. Other students should begin with either Chemistry 110 or 115. Chemistry 110 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 more thorough introduction to the subject matter. Chemistry 115 is recommended for students who have a good background from high school chemistry. A student may elect to take either Chemistry 110 or 115 as the first chemistry course at Davidson.

Major Requirements: (1) Chemistry 115, 121, 201, 202, 351, 352, 361, 362, 401; one course selected from 303, 308, 309, 410, 420, 430, 440, 450, 496, or 497. (2) Supporting and prerequisite courses: Mathematics 135; either Physics 220 or Physics 230.

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

Minor Requirements: The minor consists of Chemistry 115, 121, 201, and 202; and two additional courses numbered 300 or higher. In addition, students must attend a total of six sessions of the chemistry colloquium during their junior and senior years. All courses counted toward the minor must be taken at Davidson. Only Chemistry 490 or 496 may be taken Pass/Fail.

Honors Requirements: Candidates for honors must take Chemistry 115, 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 week 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, 121, 201, 202, 351, 352, 361, 362, 401, 450; one course selected from Chemistry 410, 420, 430, 440; and Chemistry 496 or 497.
- (2) Supporting and prerequisite courses: Mathematics 135; either Physics 220 or Physics 230.
- (3) Mathematics 150 and 235 are strongly recommended.
- (4) Approved mathematics or physics courses may be substituted for one of the seminar courses numbered above 410–440.

105 CHEMISTRY AND SOCIETY

Mr. Striplin

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; may not be taken for credit after Chemistry 106, 110, or 115 has been taken for credit. One laboratory meeting per week. (Fall)

106 CHEMISTRY OF ART AND ARTIFACTS

Ms. Beeston

Fundamental principles of chemistry applied to an understanding of the sources of color; the materials, methods and products of the artist; the analysis of works of art and archaeological artifacts; forgery detection; and conservation/preservation. Designed for students who do not plan to take additional courses in chemistry. *No prerequisites.* May not be taken for credit after Chemistry 105, 110, or 115 has been taken for credit unless permission is obtained from the instructor. One laboratory meeting per week. (Ordinarily offered in alternate years; Spring 2001-02.)

110 INTRODUCTION TO CHEMISTRY

Mr. Brown

Mathematical background for the study of chemistry. Atomic structure, periodicity, chemical bonding, nomenclature, stoichiometry, and chemical reactions. Properties of gases, liquids, solids, and solutions. Designed for students who desire to continue studying chemistry at Davidson but lack the background needed to begin Chemistry 115. May be taken by non-science majors who desire a quantitative approach to general chemistry. *No prerequisites.* May not be taken for credit after any other chemistry course has been taken for credit. No laboratory. (Fall)

115 PRINCIPLES OF CHEMISTRY

Mr. Blauch, 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 a good background from high school chemistry. May not be taken for credit after Chemistry 111 has been taken for credit. *Prerequisite: Chemistry 110 or a good background from high school chemistry.* One laboratory meeting per week.

121 INORGANIC CHEMICAL ANALYSIS

Mr. Blauch, Mr. Striplin

Ionic equilibria in aqueous solutions and descriptive chemistry of the transition elements. Laboratory experiments include volumetric and potentiometric methods of quantitative analysis, inorganic qualitative analysis, and an introduction to chromatographic and spectroscopic instrumental methods of analysis. *Prerequisite: Chemistry 115.* One laboratory meeting per week.

140 ENVIRONMENTAL CHEMISTRY

Staff

Chemistry of air, water, and soil environments. Influences of human activity and modern technology upon the environment. Identities, sources, properties, and reactions of pollutants. Chemical approaches to the prevention and remediation of pollution. *Prerequisite: Chemistry 115.* (Chemistry 121 is recommended.) No laboratory. (Not offered 2001-02)

160 SURVEY OF ORGANIC CHEMISTRY

Mr. Carroll

Survey of the structures, properties and reactions of organic compounds, including alkanes, alkenes, alkynes, aromatic compounds, alkyl halides, alcohols, aldehydes, ketones, carboxylic acids and carboxylic acid derivatives, carbohydrates, lipids, proteins and nucleic acids. *Prerequisite: Chemistry 115.* No laboratory. May not be taken for credit after Chemistry 201 has been taken for credit. (Ordinarily offered in alternate years; not offered 2001-02.)

- 201 INTRODUCTORY ORGANIC CHEMISTRY I Mr. Brown, Mr. Carroll, Mr. Stevens
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. Brown, Mr. Carroll, Mr. Stevens
A continuation of the study of organic compounds with emphasis on theoretical treatment of structures and reactions. Laboratory includes introduction to spectroscopic determinations of organic structures. *Prerequisites: Chemistry 121 and 201.* One laboratory meeting per week.
- 303 BIOORGANIC CHEMISTRY Mr. Stevens
Continuation of introductory organic chemistry with emphasis on structure, synthesis, and reactions of biological compounds. Topics include carbohydrates, lipids, amino acids, proteins, nucleic acids, alkaloids, steroids and terpenes, the mechanism of action of cofactors, and energy storage in the body. *Prerequisite: Chemistry 202.* No laboratory. (Ordinarily offered in alternate years; not offered 2001-02.)
- 306 BIOPHYSICAL CHEMISTRY Mr. Schuh
Physical chemistry and its application to the life sciences. 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 202.* May not be taken for credit after Chemistry 351 has been taken for credit. No laboratory. (Ordinarily offered alternate years; not offered 2001-02.)
- 308 CHEMISTRY OF BIOMEDICAL POLYMERS Mr. Brown
Introduction to the nomenclature, reactions, synthesis, analysis, and structure-property relationships of synthetic polymers. Biomedical applications of modern polymers in bones, joints, teeth, artificial organs, synthetic skin, and drug delivery systems. *Prerequisite: Chemistry 202.* No laboratory. (Ordinarily offered in alternate years; not offered 2001-02.)
- 309 MEDICINAL CHEMISTRY Mr. Stevens
Chemical basis of pharmaceuticals and pharmaceutical development. Topics include drug discovery, pharmacokinetics (delivery of a drug to the site of its action), pharmacodynamics (mode of action of the drug), drug metabolism, and patent issues that affect the development and manufacture of pharmaceuticals. *Prerequisite: Chemistry 202.* No laboratory. (Ordinarily offered in alternate years: Fall 2001-02.)
- 351 PHYSICAL CHEMISTRY I Mr. Schuh, Mr. Striplin
Chemical thermodynamics with an introduction to statistical mechanics and applications to solution chemistry. *Prerequisites: Chemistry 201, Mathematics 135, and Physics 220 or 230.* No laboratory. (Fall)
- 352 PHYSICAL CHEMISTRY II Mr. Schuh, Mr. Striplin
Chemical kinetics followed by a discussion of quantum mechanics and its application to spectroscopy and the structure of matter. *Prerequisites: Chemistry 202 and 351.* No laboratory. (Spring)
- 361 TECHNIQUES IN EXPERIMENTAL CHEMISTRY:
SYNTHESIS, SEPARATION, AND SPECTROSCOPY Ms. Beeston
First semester of a two-semester laboratory course that integrates inorganic chemistry, physical chemistry, and instrumental analysis. Emphases include synthesis and characterization of inorganic compounds, chromatographic and spectroscopic methods for analysis of organic and inorganic compounds, and scientific writing. Requires two laboratory meetings and 2.5 hours of lecture each week. *Prerequisites: Chemistry 121 and 202.* (Fall)
- 362 TECHNIQUES IN EXPERIMENTAL CHEMISTRY:
ELECTROCHEMISTRY AND DYNAMICS Ms. Blauch
Second semester of a two-semester laboratory course. See Chemistry 361. Emphases include mass spectrometry, measurement of reaction rates and thermodynamic properties and electroanalytical methods. Culminates in an independent research project on a topic of the student's choice. Requires two laboratory meetings and 2.5 hours of lecture each week. *Prerequisites: Chemistry 351 and 361.* (Spring)

401 INORGANIC CHEMISTRY

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 or permission of the instructor.* No laboratory. (Fall)

SEMINARS, TUTORIALS

405 SEMINAR

Staff

Selected topics in chemistry. (Not offered 2001–02)

410 ADVANCED ORGANIC CHEMISTRY

Mr. Carroll

Selected topics in organic chemistry. *Prerequisite: Chemistry 351 or permission of the instructor.* (Ordinarily offered in alternate years; not offered 2001–02.)

420 ADVANCED PHYSICAL CHEMISTRY

Mr. Striplin

Selected topics in physical chemistry. *Prerequisite: Chemistry 351 or permission of the instructor.* (Not offered 2001–02.)

430 ADVANCED ANALYTICAL CHEMISTRY

Mr. Blauch

Selected topics in analytical chemistry. *Prerequisite: Chemistry 361 or permission of the instructor.* (Ordinarily offered in alternate years; Fall 2001–02.)

440 ADVANCED INORGANIC CHEMISTRY

Mr. Nutt

Selected topics in inorganic chemistry. *Prerequisites: Chemistry 351 and Chemistry 401 or permission of the instructor.* (Not offered 2001–02.)

450 ADVANCED BIOCHEMISTRY

Mr. Schuh

Selected topics in biochemistry. *Prerequisites: Chemistry 202 and 351, and Biology 111; or permission of the instructor.* (Spring)

490 INDIVIDUAL INVESTIGATION

Staff

Designed for any qualified student who desires to pursue some special interest in chemistry under the direction and supervision of a faculty member who reviews and approves the topic of the research and who evaluates the student's work. Admission by consent of the faculty member following acceptance of the student's written research proposal. Consult the department's guidelines for the preparation of independent research proposals.

496 INTRODUCTION TO RESEARCH

Staff

Laboratory, literature, or applied chemistry projects conducted with the direction and supervision of a faculty member who reviews and approves the topic of the research and who evaluates the student's work. Admission by consent of the faculty member following acceptance of the student's written research proposal. Consult the department's guidelines for the preparation of independent research proposals. Chemistry 361 should be completed before Chemistry 496 is taken.

497 THESIS RESEARCH

Staff

Reading and discussion of selected materials, formulation of a research proposal, research, and preparation of a thesis under the direction and supervision of a faculty member who reviews and approves the topic of the research. Student work is also evaluated by the department. Admission by consent of the faculty member following acceptance of the student's written research proposal. Consult the department's guidelines for the preparation of independent research proposals.

CHINESE

Assistant Professor: Shen

Foreign Language Requirement: Successful completion of Chinese 201 satisfies the foreign language requirement.

Cultural Diversity: Chinese 120, 207 and 405.

101 ELEMENTARY CHINESE I Ms. Shen
Elementary Chinese is a two-semester course in modern standard Chinese (Mandarin) designed for students who have no previous exposure to the Chinese language. The goal is to develop students' communicative competency in listening, speaking, reading, and writing at the elementary level. (Fall)

102 ELEMENTARY CHINESE II Ms. Shen
Continuation of elementary Chinese I. The goal is to develop the students' communicative competency in listening, speaking, reading, and writing at the elementary level. *Prerequisite:* Chinese 101. (Spring)

120 INTRODUCTION TO CHINESE CULTURE Ms. Shen
Introduces several aspects of Chinese culture including Chinese cultural motifs and their cultural implications, Peking opera, 20th century Chinese drama, Chinese etymology and calligraphy, Chinese popular music, Chinese cinema, Chinese martial arts, and food. *Taught in English.* (Not offered every year)

201 INTERMEDIATE CHINESE I Staff
Intermediate Chinese I is a two-semester course in standard Chinese (Mandarin) designed for students who have had one year of Chinese at the college level. The goal is to develop the students' communicative competency in listening, speaking, reading, and writing at the intermediate level. *Prerequisite:* Chinese 102. (Fall)

202 INTERMEDIATE CHINESE II Staff
Continuation of intermediate Chinese I. The goal is to develop the students' communicative competency in listening, speaking, reading, and writing at the intermediate level. *Prerequisite:* Chinese 201. (Spring)

207 ENGENDERING CHINESE CINEMA Ms. Shen
Course examines gender relations in 20th century China through cinematic representations. By looking in detail at the films of a few key directors and reading scholarly works, the class discusses the changing social and political positions of women in cinema from the 1920s to the 1990s, and how this change affects gender relations. *Taught in English.* (Not offered every year)

350, 351, ADVANCED READING AND WRITING Ms. Shen
(Not offered every year)

405 SEMINAR: SELECTED TOPICS IN CHINESE CINEMA AND LITERATURE Ms. Shen
Reading and discussion of selected works in Chinese cinema and literature. Discussion of individual research projects. *Taught in English. Prerequisite:* Permission of the instructor.

CLASSICS

Professors: Krentz (Chair), Toumazou (On leave, Spring)

Associate Professor: O'Neill

Visiting Assistant Professor: Biles

Department Adjunct-Professor: W.T. Foley

Department Adjunct-Associate Professor: Ahrensдорf

Department Adjunct-Assistant Professor: Snyder

Core Requirements: Classics 100W, 311, 322, and any course in Greek or Latin numbered above 300 satisfy the core requirement in literature. Classics 341, 342, 357, and 444 satisfy the core requirement in fine arts. Any course in Classics cross-listed by the Department of History satisfies the core requirement in history. Classics 161 satisfies a core requirement in philosophy. Classics 268 satisfies a core requirement in social science. Latin 377 satisfies a core requirement in religion. Classics 100W satisfies the composition requirement.

Foreign Language Requirement: Any course in Greek or Latin numbered above 200 satisfies the foreign language requirement.

Major Requirements: The Department of Classics offers a major with emphasis in either classical civilization or classical languages. Each option requires ten courses.

Emphasis in classical civilization:

- three courses in Greek and Latin, including one course in Greek and one course at the

200 level or above in either language;

- *either* Greek History (Classics 131) *or* Hellenic Civilizations (Classics 355);
- *either* Roman History (Classics 132) *or* Italic Civilizations (Classics 356);
- *either* Greek Literature (Classics 311) *or* Roman Literature (Classics 322);
- one of the following: Greek Art and Architecture (Classics 341), Roman Art and Architecture (Classics 342), Greek and Roman Art and Architecture (Classics 357);
- three electives at the 300 level or above, including at least one seminar (400-level course).

Emphasis in classical languages:

- seven language courses including five at the 200 level or above, and at least two in each language;
- *either* Greek Literature (Classics 311) *or* Roman Literature (Classics 322);
- two electives (*either* additional language courses *or* courses in classical civilization), including at least one seminar.

Placement Test: Students who have studied Latin in secondary school must take a placement test before enrolling in Latin at Davidson. By qualifying scores on the placement test a student may be exempted from Latin 101, 102, and 201.

Honors Requirements: Candidates may be admitted to the honors program provided they have attained an overall grade point average of at least 3.2, an average of 3.5 or higher in the major, and the unanimous endorsement of the department's faculty. In addition to the regular course requirements for the major, candidates for honors must complete and successfully defend an honors thesis. A student who receives an A- or better on the thesis and maintains the above grade point averages throughout the senior year will receive the department's recommendation for graduation with honors.

GREEK

101 ELEMENTARY GREEK I

Introduction to Attic Greek. Requires drill sessions with Apprentice Teachers. (Fall)

Mr. Biles

102 ELEMENTARY GREEK II

Continuing study of Attic Greek. Requires drill sessions with Apprentice Teachers. *Prerequisite:* Greek 101. (Spring)

Mr. Biles

201 INTERMEDIATE GREEK

Readings in Greek literature. *Prerequisite:* Greek 102. (Fall)

Mr. Toumazou

- 311 GREEK EPIC Ms. O'Neill
Homer's *Iliad* or *Odyssey*. *Prerequisite: Greek 201 or 377.* (Spring)
- 322 GREEK LYRIC POETRY
Selections from Archilochus, Sappho, Pindar, and others. *Prerequisite: Greek 201 or 377.* (Not offered 2001-02)
- 333 GREEK DRAMA
Tragedy and/or Comedy. *Prerequisite: Greek 201 or 377.* (Not offered 2001-02)
- 344 GREEK HISTORIANS
Herodotus and/or Thucydides. *Prerequisite: Greek 201 or 377.* (Not offered 2001-02)
- 355 GREEK RHETORIC
Selected speeches. Includes some reading in translation in ancient rhetorical theory and criticism. *Prerequisite: Greek 201 or 377.* (Not offered 2001-02)
- 366 GREEK PHILOSOPHERS
Plato and/or Aristotle. *Prerequisite: Greek 201 or 377.* (Not offered 2001-02)
- 377 NEW TESTAMENT GREEK
Introduction to the language, text tradition, and exegesis of selected New Testament writings. *Prerequisite: Greek 102.* (Not offered 2001-02)
- 388 ADVANCED READINGS IN GREEK (Fall) Mr. Toumazou
- 399 DIRECTED READING AND RESEARCH IN GREEK
Readings and research on Greek texts, under the direction and supervision of a faculty member who reviews and approves the topic(s). *Prerequisites: Greek 201 or 377 and permission of the instructor.*
- SEMINARS**
Seminars change annually.
- 401-405 SEMINARS IN GREEK (Not offered 2001-02)
- 499 HONORS THESIS
Writing of a thesis under the supervision of an appropriate professor. Oral defense before the entire Classics faculty required. Admission by unanimous consent of the Department of Classics.
- LATIN**
- 101 ELEMENTARY LATIN I Ms. O'Neill
Introduction to classical Latin. Requires drill sessions with Apprentice Teachers. (Fall)
- 102 ELEMENTARY LATIN II Ms. O'Neill
Continuing study of classical Latin. Requires drill sessions. *Prerequisite: Latin 101 or qualifying score on placement test.* (Spring)
- 201 INTERMEDIATE LATIN Mr. Biles
Readings in Latin literature. *Prerequisite: Latin 102 or qualifying score on placement test.* (Fall)
- 311 ROMAN EPIC
Selections from Lucretius, Vergil, Ovid, and/or Lucan. *Prerequisite: Latin 201.* (Not offered 2001-02)
- 322 ROMAN LYRIC AND ELEGY
Selections from Catullus, Horace, Propertius, Tibullus, and Ovid. *Prerequisite: Latin 201.* (Not offered 2001-02)
- 333 ROMAN DRAMA
Selections from Plautus, Terence and/or Seneca. *Prerequisite: Latin 201.* (Not offered 2001-02)

338 ROMAN SATIRE

Selections from Ennius, Lucilius, Horace, Juvenal, Martial and Petronius. *Prerequisite: Latin 201.* (Not offered 2001-02)

344 ROMAN HISTORIANS

Selections from Sallust, Livy and/or Tacitus. *Prerequisite: Latin 201.* (Not offered 2001-02)

350 LATIN LETTERS

This course examines texts which center around expressions of friendship, broadly defined. Additional readings (in English translation) consider the role of friendship in Greco-Roman philosophy as well as ancient attitudes toward the genre itself. Students are expected to compose brief letters in Latin. (Not offered 2001-02)

355 ROMAN RHETORIC

Selections from Cicero and Pliny. *Prerequisite: Latin 201.* (Not offered 2001-02)

377 CHRISTIAN LATIN WRITERS

(Cross-listed Religion 347) Readings and research on selected Christian Latin authors from 200 to 600, including Tertullian, Cyprian, Ambrose, Jerome, Augustine, and Gregory the Great. *Prerequisite: Latin 201.* (Fall) Mr. Foley

388 ADVANCED READINGS IN LATIN**399 DIRECTED READING AND RESEARCH IN LATIN**

Readings and research on Latin texts, under the direction and supervision of a faculty member who reviews and approves the topic(s). *Prerequisites: Latin 201 and permission of the instructor.*

SEMINARS

Seminars change annually.

401-405 SEMINARS IN LATIN (Not offered 2001-02)**499 HONORS THESIS**

Writing of a thesis under the supervision of an appropriate professor. Oral defense before the entire Classics faculty required. Admission by unanimous consent of the Department of Classics.

CLASSICAL CIVILIZATION**100W FIRST-YEAR WRITING SEMINAR IN CLASSICS**

Through a variety of readings in different genres — from philosophy to letters to lyric poetry—the course explores both Greek and Roman theories of friendship (broadly conceived), as well as friendship's literary manifestations. *Satisfies the core requirement in composition. Open only to first-year students.* (Not offered 2001-02)

131 GREEK HISTORY

(Cross-listed History 109) Introduction to the history and culture of ancient Greece. (Fall)

Mr. Krentz

132 ROMAN HISTORY

(Cross-listed History 110) Introduction to the history and culture of the ancient Roman world. (Spring)

Mr. Krentz

161 HISTORY OF ANCIENT PHILOSOPHY

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

Mr. O'Sullivan

268 CLASSICAL POLITICAL THEORY

(Cross-listed Political Science 208) Major political philosophers from the 5th century B.C.E. to the end of the Middle Ages. (Spring)

Mr. Ahrens Dorf

311 GREEK LITERATURE IN TRANSLATION

Selected works of Greek literature from the early Archaic through the Hellenistic periods. (Spring)

Mr. Biles

322 ROMAN LITERATURE IN TRANSLATION

Selected works of Roman literature from the early Republic through the Empire. (Not offered 2001-02)

334 ATHENIAN LAW

(Cross-listed History 314) Analysis of the Athenian legal process in a discussion-intensive approach using case studies drawn from surviving law-court speeches. (Not offered 2001-02)

341 GREEK ART AND ARCHITECTURE

Mr. Toumazou

(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. (Fall)

342 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. (Not offered 2001-02)

343 AEGEAN ART AND ARCHAEOLOGY

Prehistoric cultures of the Aegean basin, 3000-1100 B.C.E. 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: Classics 341 or permission of the instructor.* (Not offered 2001-02)

344 FIELD SCHOOL IN MEDITERRANEAN ARCHAEOLOGY

Mr. Toumazou

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. Conducted at a site near Athenou in southcentral Cyprus. *Prerequisite: permission of the instructor.* (Summer)

345 WONDERS OF THE ANCIENT WORLD

Greek and Roman science and technology and effects upon classical civilization, typically includes the Greek wonders of the ancient world. (Not offered 2001-02)

350 CLASSICAL MYTHOLOGY

Ms. O'Neill

Greek mythology, including its background in Near Eastern myths and legends, its treatment by Greek poets and artists, and its legacy among the Romans. (Fall)

353 GREEK SPORTS AND ATHLETIC FESTIVALS

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. (Not offered 2001-02)

355, 356, 357, 358 SEMESTER ABROAD

Four course-credit program surveying major aspects of classical antiquity. Conducted on location in Crete, Greece, and Italy. At the discretion of the director, classical sites in Jordan, Turkey, Sicily, or southern France may be included. The program 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: Permission of the instructor.* (Not offered 2001-02)

355 HELLENIC CIVILIZATIONS

Introduction to the civilizations of the prehistoric Aegean and of historical Greece.

356 ITALIC CIVILIZATIONS

Introduction to the prehistoric civilizations of Italy and to the historical civilizations of Etruria and Rome.

357 GREEK AND ROMAN ART AND ARCHITECTURE

(Cross-listed Art 328) Survey of major and minor forms of classical art and architecture. Includes the arts of Byzantium and examples of Medieval and Renaissance art and architecture derived from the classical tradition.

358 GREEK AND ROMAN ARCHAEOLOGY

Introduction to the topography, archaeological sites, and archaeologists of the classic world.

399 DIRECTED RESEARCH IN CLASSICAL CIVILIZATION

Research and writing under the direction and supervision of a faculty member who reviews and approves the topic(s). *Prerequisite: Permission of the instructor.*

SEMINARS

Seminars change annually.

430-435 SEMINARS IN ANCIENT HISTORY**435 GREEK WARFARE**

(Cross-listed History 414) Study of Greek warfare from Homer to Xenophon based on literary, archaeological and historical sources. (Spring) Mr. Krentz

440-445 SEMINARS IN ANCIENT ART AND ARCHAEOLOGY

(Not offered 2001-02)

450-455 SEMINARS IN CLASSICAL CIVILIZATION

(Not offered 2001-02)

499 (451) HONORS THESIS

Writing of a thesis under the supervision of an appropriate professor. Oral defense before the entire Classics faculty required. Admission by consent of the Department of Classics.

COMPUTER SCIENCE

See Department of Mathematics.

ECONOMICS

Professors: Appleyard (Chair), Hess (On leave, Fall), Martin, Ross (Dean of Faculty)

Associate Professors: Baker, Kumar

Assistant Professors: Chaston, M. Foley, F. Smith

Core Requirements: Any course except 195 and 196 counts toward fulfillment of the core requirement in social science; however, the department recommends Economics 101.

Major Requirements:

1. Ten economics courses that are distributed as follows:
 - a. Economics 101;
 - b. Economics 202, 203, 204, and 495 (All four courses must be completed at Davidson College.);
 - c. a course from the 210 or 310 series;
 - d. a course from the 220 or 320 series;
 - e. a course from the 230 or 330 series; and
 - f. two other courses above Economics 204, except Economics 401.
2. At least one of the ten courses in (1) must be a 300-level course.
3. At least one of the ten courses in (1) must be an "S" course.

Courses taken Pass/Fail at Davidson may not be counted towards the major.

An "S" course contains a significant writing component. Economics 402 will satisfy the "S" requirement; with the approval of the department, Economics 295 or 296 may satisfy the "S" requirement. Each year a list of courses to be taught in "S" sections is announced.

The department strongly recommends that students fulfill the core theory requirements (Economics 202, 203, and 204) early in the major. Some economics courses, including Economics 202 and 203, have Mathematics 130, Mathematics 135, or an equivalent as a prerequisite.

Minor Requirements:

1. Six economics courses that are distributed as follows:
 - a. Economics 101;
 - b. Economics 202, 203, and 204;
 - c. either Economics 130 or a course from the 230 or 330 series; and
 - d. one other economics course above Economics 204, except Economics 401.
2. Requirement (1b) and at least one of the requirements (1c) or (1d) must be completed at Davidson College.

Courses taken Pass/Fail at Davidson College may not be counted towards the minor.

Honors Requirements: In the process of fulfilling the major requirements stated above, honors candidates must pass Economics 401, earn a grade of A- or better in Economics 402, and maintain a grade point average of 3.5 or higher both in the major and overall. Prospective honors candidates should apply in writing to the department chair in the spring semester of the junior year. Note that Economics 401 does not count towards the major, since it is graded on a Pass/Fail basis; however, Economics 402 may be counted as an elective towards the major.

100W (COMP) FIRST-YEAR SEMINARS IN ECONOMICS

Staff

Writing intensive study of selected topics in economics. Satisfies the core requirements in composition and in social science. *Open only to first-year students.*

101 INTRODUCTORY ECONOMICS

Staff

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

130 (230) SURVEY OF INTERNATIONAL ECONOMICS

Mr. Appleyard

(Cross-listed CIS 130). 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 developing countries and possible strategies for solving those problems. Does not carry major credit. *Prerequisite: Economics 101.* (Spring)

195, 196 (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.

202 INTERMEDIATE MICROECONOMIC THEORY

Ms. Chaston, Mr. Foley, Mr. Smith

Analysis of production and consumption activities of individual economic units. Areas of concentration include the theory of consumer behavior, cost analysis, production and distribution theory, market structure, game theory, general equilibrium, and welfare criteria. *Prerequisites: Economics 101 and either AP calculus or Mathematics 130 or 135.*

203 INTERMEDIATE MACROECONOMIC THEORY

Mr. Appleyard, 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. *Prerequisites: Economics 101 and either AP calculus, Mathematics 130 or 135.*

204 STATISTICS

Mr. Foley, Mr. Martin

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 Excel are incorporated into the course. One laboratory section per week.

- 211 (311) INTRODUCTION TO ACCOUNTING Mr. Baker
Comprehensive study of the theory and problems of valuation of assets, application of funds, corporation accounts and statements; interpretation and analysis of financial statements.
- 212 (312) INTERMEDIATE ACCOUNTING Mr. Baker
Complex problems in various areas of financial accounting, with emphasis on theoretical background and analysis of accounting data. *Prerequisite: Economics 211.* (Spring)
- 215 (315) MATHEMATICAL ECONOMICS Mr. Hess
Basic mathematical techniques used in economic analysis. Topics include static and dynamic analyses of market equilibrium, macroeconomic models, and optimization. *Prerequisites: Economics 101 and either AP Calculus, or Mathematics 130 or 135.* (Not offered 2001-02)
- 221 (321) ECONOMIC HISTORY OF THE UNITED STATES Mr. Ross, Mr. Smith
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.* (Fall)
- 222 (322) HEALTH ECONOMICS Ms. Chaston
(Cross-listed as CIS 222) Application of basic tools of economic analysis to the markets for medical care and health insurance in the United States. Includes international comparisons of health care systems in both developed and developing countries and proposals to reform the health care system in the United States. *Prerequisite: Economics 101.* (Spring)
- 226 (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. AP Calculus, or Mathematics 130 or 135 recommended.* (Not offered 2001-02)
- 227 GENDER AND ECONOMICS Ms. Chaston
Role of gender in economics decision-making and market transactions. Models of time allocation between the household and the market, theories of discrimination, and occupational ghettoization and segregation will be studied. Related public policy initiatives will be assessed. *Prerequisite: Economics 101.* (Fall)
- 229 URBAN ECONOMICS Mr. Smith
Role of economics in the development of modern cities. Topics include: the monocentric-city model, urban land values, crime, transportation, education, and taxation. *Prerequisite: Economics 101.* (Spring)
- 231 (331) HISTORY OF ECONOMIC THOUGHT Mr. Kumar
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.* (Fall)
- 232 (332) ECONOMICS OF TRANSITION Mr. Foley
Examination of the legacy of the Soviet economic system in theory and practice. Critical analysis of the transformation from central planning to market-oriented systems including macroeconomic stabilization, market liberalization, and institutional development. Case studies include Russia, China, central and eastern Europe, and the Baltic states. *Prerequisite: Economics 101.* (Fall)
- 233 (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.* (Spring)
- 236 (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. AP Calculus, or Mathematics 130 or 135 recommended.* (Not offered 2001-02)

280-284 SEMINARS

Staff

Reading, research, papers, and discussion on selected topics in economics. Each faculty member announces in advance the particular topic or area of the seminar. *Prerequisite: Economics 101.*

295, 296 (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. *Prerequisites: Economics 101 and permission of the instructor.*

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 and 204. Economics 211 recommended. (Spring)*

317 ECONOMETRICS

Mr. Martin

Theory and applications of linear regression modeling to the analysis of economic theory and to the forecasting of economic variables. *Prerequisites: Economics 204 and either AP Calculus, or Mathematics 130 or 135. (Fall)*

323 INDUSTRIAL ORGANIZATION

Ms. Chaston

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. (Fall)*

324 LABOR ECONOMICS

Mr. Foley, Mr. Ross

Labor markets, unionization, unemployment, and public policy primarily in the setting of the United States. *Prerequisite: Economics 202. (Fall)*

325 PUBLIC SECTOR ECONOMICS

Mr. Smith

Analysis of the role the public sector plays in a mixed economy. Topics include public goods, externalities, tax policy, expenditure policy, budget deficits and the national debt. Includes proposals for tax, welfare, and health care reforms. *Prerequisite: Economics 202. (Spring)*

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. (Spring)*

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. (Fall)*

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. (Spring)*

380 to 384 SEMINARS

Staff

Reading, research, papers, and discussion on selected topics in economics. Each faculty member announces in advance the particular topic or area of the seminar. *Prerequisites: Economics 202, 203, or 204 and permission of the instructor.*

401 HONORS RESEARCH

Mr. Appleyard

Independent research designed to formulate a written proposal for an honors thesis. The proposal will encompass a review of recent literature, development of a theoretical framework and research hypotheses, and the preparation of an annotated bibliography. An oral defense of the written proposal is required. Graded on a Pass/Fail basis. (Fall)

402 HONORS THESIS

Completion of the honors research proposed in Economics 401. Oral defense of the thesis is required.
Prerequisite: Pass in Economics 401 and permission of the department chair. (Spring)

Mr. Appleyard

495 SENIOR SESSION

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

Mr. Appleyard, Mr. Martin

EDUCATION

Associate Professor: Gay (Chair)

Assistant Professor: R. Jackson

Lecturer: Gerdes

Adjunct Lecturers: S. Brown, Painter, Rogers, Turner

Departmental Adjunct-Professor: Ault

Core Requirements: Education 121, 242, and 243 may be counted toward the fulfillment of the core requirement in Social Science.

In its mission to prepare successful facilitators of learning, the Department of Education embraces the primary purpose of Davidson College, which is "to assist students in developing humane instincts and disciplined and creative minds for leadership and service." Further, the Department of Education exults in the choice of the college "to emphasize the teaching responsibility of all professors" and recruit actively faculty "whose interest in students and teaching is unfeigned and profound." The endorsement that quality teaching is the foundation of a strong liberal arts institution informs the three-fold mission of the Department of Education: (1) to provide a course of study leading to a Licensure Concentration in Education, resulting in the attainment of a North Carolina teaching license; (2) to provide a course of study leading to an Interdisciplinary Concentration in the study of Education as a liberal art; and (3) to provide courses that meet the core curriculum requirements in the Social Sciences.

Goals of the Teacher Education Program: To prepare facilitators of learning 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

Teacher Licensure: Davidson College is approved by the National Council for Accreditation of Teacher Education (NCATE) and by the North Carolina State Department of Public Instruction to grant North Carolina initial licensure at the secondary level in the fields of English, Mathematics, French (K-12), Latin (9-12), Spanish (K-12), and Social Studies (which includes majors in Anthropology, Economics, History, Political Science, Sociology, Psychology and Religion). Through reciprocity agreements, North Carolina licenses are accepted in 36 additional states. For more detailed information, interested students should contact the chair of the Department of Education during the first or second year. The *Teacher Education Program Handbook* is available on the Education Department website and in the Education Department Office and provides all details related to licensing procedures.

General Requirements: In addition to meeting the requirements of the major, students in 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 the Praxis Series prior to applying for a license in North Carolina.

Admission Requirements: Formal admission to the Teacher Education Program usually occurs during the second 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 the Praxis I series (Pre-Professional Skills Test).
3. Successful completion of two of the following four courses: PSY 101, General Psychology; EDU 121, History of Educational Theory and Practice; EDU 242, Educational Psychology and Teaching Exceptionalities; EDU 243, Adolescent Development (grade of “C” or better).
4. A minimum overall GPA of 2.5.
5. A recommendation from the Dean of Students, the departmental advisor, and one other faculty member regarding the student’s interest and suitability for teaching.
6. Approval of the Teacher Education Committee.
7. Approval of the Department of Education faculty and chair.

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 include:

- (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 chair of the Education Department and approval of the Teacher Education Committee.

Concentration: There are two tracks—a traditional student-teaching track leading to licensure (which is outlined above) and an interdisciplinary track for students who are interested in the study of education, but not currently pursuing licensure. Both of these are described in detail in the separate section of this catalog on concentrations. Early schedule planning with the department chair is necessary to ensure completion of all requirements by graduation.

121 HISTORY OF EDUCATIONAL THEORY AND PRACTICE

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)

Mr. Gay

241 CHILD DEVELOPMENT

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

Ms. Ault

242 EDUCATIONAL PSYCHOLOGY AND TEACHING EXCEPTIONALITIES

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. Includes special emphasis on teaching exceptional students and appropriate clinical experiences in educational institutions. *Prerequisite: Psychology 101. It is strongly recommended that students who are earning teaching licensure take this course in the spring term of their junior year.* (Spring)

Mr. Jackson

243 ADOLESCENT DEVELOPMENT

An in-depth examination of specific theories, concepts, and methods related to the period of adolescence. Students explore a wide range of topics including: cognitive development, moral development, identity formation, gender role, social relationships, and the effects of culture on adolescent development. *Prerequisite: Psychology 101.* (Fall)

Mr. Jackson

250 MULTICULTURAL EDUCATION

The course examines critical issues related to diversifying today’s educational system. Discussion topics include curricular content, assessment techniques, and the educational system’s role in preparing its citizens to live and work in a global society. This course views multicultural education as encompassing teachers, parents, students, administrators, employees, employers, and society at large. The course also focuses on examining traditional assumptions, expectations, and biases.

Mr. Jackson

300 SEMINAR: SPECIAL TOPICS IN EDUCATION

Staff

Individual research on topics requested by students 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.

301 INDEPENDENT STUDY IN EDUCATION

Staff

Areas of study vary according to educational objectives and preferences of interested students. Includes experiences in school settings (public or private) and any level (elementary or secondary) for any subject. The independent study is under the direction and supervision of a faculty member who has approved a written contract arranged no later than the first week of the term. *Prerequisite: Approval of the instructor.*

302 FIELD PLACEMENT IN EDUCATION

Staff

An independent study for students completing the Interdisciplinary Concentration in Education. Areas of study and experience vary according to educational objectives and preferences of interested students. Requires approximately eight hours per week in a public or private school, weekly meetings with a member of the Education Department, and the production of a portfolio, which will serve to synthesize the courses completed for the concentration. The independent study is under the direction and supervision of a faculty member who has approved a written contract arranged no later than the first week of the term. *Prerequisite: Approval of the instructor.* (Spring)

400 ORGANIZATION FOR TEACHING

Mr. Gay

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. Requires appropriate clinical experiences in schools. *Prerequisite: Approval of the Instructor.* (Spring)

410, 411 INTERNSHIP IN TEACHING

Mr. Gay

Ten to twelve weeks 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. *Prerequisite: Approval of college committee on teacher education.* (Spring)

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.* (Spring)

ENGLISH

Professors: Flanagan, Gibson, Holland, Lewis, Mills, Nelson (Chair)

McGee Visiting Professor of Writing: Humphreys (Spring)

Associate Professors: S. Campbell, A. Ingram, R. Ingram,

Kuzmanovich, Parker (On leave, Fall)

Assistant Professors: Churchill, Fox, Miller

Core Requirements: Students may take either English 100W or 101W to satisfy the English composition requirement, but may not take both. English 100 and courses numbered 110 or higher—with the exception of 201, 202, 203, 204, 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 383 fulfill the cultural diversity requirement.

Major Requirements: Ten courses as follows:

1. English 220. *Students who wish to declare a major in English must complete 220 by the end of the sophomore year. Those who do not meet this deadline must make special arrangements with the chair.*
2. Four historical period courses, one each in the following fields:
 - British literature to 1660 (e.g. 240, 340);
 - British literature, 1660–1900 (e.g. 260, 360);
 - American literature (e.g. 280, 380);
 - Twentieth-century literature.

These historical requirements can also be fulfilled with two electives that, between them, represent two different phases of a single historical period, e.g. Chaucer (English 343) and either Shakespeare (English 352) or Milton (English 355) for British literature to 1660.

3. A course in theory, language, or major author (e.g., 391, 310, 343, 352, 355).
4. A course in genre or writing (e.g., 201-204, 261, 283, 301, 303, 304, 343, 352, 363, 371, 381, 386, 387).
5. Two electives.
6. English 495, the Senior Colloquium.
7. At least five of the ten major courses must be at the 300 level or higher; at least one must be a seminar (numbered between 400-494).

Note: With departmental approval, one or two courses from other departments in 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 in addition to the ten required of all majors: English 498, in which the student researches a thesis and presents plans to a thesis committee; and English 499, 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 apply to the honors program may ask the department to substitute English 498 for an elective.
- B. With the department's permission, two courses required of the honors student may come from other departments related to the student's thesis.

A more detailed description of the Honors Program may be found in the English Department Handbook, posted on the departmental website. To be awarded honors, students must achieve at least a grade of B+ in both English 498 and English 499.

100W COMPOSITION AND LITERATURE

Staff

Introductory instruction in analyzing and writing about literature. Includes a research paper. Not available to students who are in Humanities or who have otherwise fulfilled the composition requirement, except by permission of the chair during Drop/Add. *Open only to first-year students.*

101W ENGLISH COMPOSITION I

Staff

Instruction in expository writing and the research paper. Not available to students who are in Humanities or who have otherwise fulfilled the composition requirement, except by permission of the chair during Drop/Add. *Open only to first-year students.*

101IS INTERCULTURAL ENGLISH COMMUNICATION

Instruction in English for non-native speakers with an emphasis on the grammar, syntax, and vocabulary requisite for communicating at the college level. *Not available for students who are eligible to enroll in a W course or in the Humanities sequence.*

110 INTRODUCTION TO LITERATURE

Staff

Designed for non-majors. Emphasizes close reading and informed appreciation of literary texts. Topics and readings vary by section. Does not count toward the major.

201 INTERMEDIATE COMPOSITION

Staff

For students who wish a more advanced instruction in writing than English 100W or 101W. The focus of the course may vary from semester to semester.

202 INTRODUCTION TO CREATIVE WRITING

Staff

Practice in the writing of poetry and short fiction with some reading of contemporary American poets and fiction writers. *Prerequisite: Permission of the instructor based upon review of writing samples.*

203 INTRODUCTION TO WRITING POETRY

Staff

Practice in the writing of poetry with some reading of contemporary poets in English. *Prerequisite: Permission of the instructor based upon review of writing samples.*

204 INTRODUCTION TO WRITING FICTION

Ms. Flanagan

Practice in the writing of short fiction with some reading of contemporary fiction writers in English. *Prerequisite: Permission of the instructor based upon review of writing samples.*

220 LITERARY ANALYSIS

Staff

Designed for majors. Emphasizes theoretical approaches and critical strategies for the written analysis of poetry, fiction, and drama. Writing intensive. Required for the major. *Students who wish to declare a major in English must complete 220 by the end of the sophomore year. Those who do not meet this deadline must make special arrangements with the chair.*

240 BRITISH LITERATURE FROM THE MIDDLE AGES TO 1660

Ms. Gibson

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. *Open to seniors by permission of the chair during Drop/Add.*

260 BRITISH LITERATURE FROM 1660 to 1900

Mr. Holland

British literature of the Restoration (including Milton), the 18th Century, and the Romantic and early Victorian periods. *Open to seniors by permission of the chair during Drop/Add.*

261 MODERN DRAMA

Ms. Fox

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.

280 AMERICAN LITERATURE TO 1900

Staff

Historical survey treating the development of American letters from early Puritanism through naturalism. *Open to seniors by permission of the chair during Drop/Add.*

281 LITERATURE OF THE AMERICAN SOUTH

Ms. Mills

Regional survey from literary beginnings to the present, with particular attention to literature from the New and the Contemporary South.

- 282 AFRICAN-AMERICAN LITERATURE Ms. Flanagan
Readings in poetry, drama, and prose by African-American writers from the early 20th century to the present.
- 283 SHORT PROSE FICTION Mr. Kuzmanovich
Theory and development of the short story with emphasis on 19th- and 20th-century authors. Lecture, discussion, and workshops. Some attention given to writing for publication.
- 284 ETHNIC AMERICAN LITERATURES Ms. Fox
Readings in poetry, drama, and prose by selected ethnic American writers. Course topics vary from year to year. The topic for 2001-02 is Contemporary Multicultural American Drama.
- 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.
- 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.
- 294 STUDIES IN MODERNISM Ms. Churchill
An examination of modernist literature and arts, with emphasis on formal experimentation within historical, political, and social contexts. Specific themes and texts may vary.
- 295 WOMEN WRITERS Staff
Selected 19th- and 20th-century British and American women authors. Explores how culture influences the writing, reading, and interpretation of literature and how women writers articulate their experience.
- Courses numbered 300–399 are open to sophomores, juniors and seniors. Not open to first-year students without permission of the instructor.*
- 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. *First-year students require permission of the instructor.*
- 303 WRITING POETRY II Mr. Parker
Advanced work in writing poetry. *Prerequisite: Permission of the instructor.*
- 304 WRITING FICTION II Staff
Advanced work in writing fiction. *Prerequisite: Permission of the instructor.*
- 305 WRITING PLAYS Staff
Offered in years when a professor in residence or a visiting professor of writing or theater focuses on playwriting. *Prerequisite: Permission of the instructor.*
- 310 THE ENGLISH LANGUAGE Staff
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. Attends to both written and spoken English; examines definitions and theories of grammar, as well as attitudes toward language change in England and the U.S. *First-year students require permission of the instructor.* (Not offered 2001-02)
- 340 STUDIES IN MEDIEVAL AND RENAISSANCE LITERATURE Mr. Ingram
Historical and critical study of one or more themes in a selection of medieval and Renaissance texts (to 1660). Includes readings from various genres and attention to critical approaches. *First-year students require 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. *First-year students require permission of the instructor.*
- 343 CHAUCER Ms. Gibson
Critical study of *The Canterbury Tales* and *Troilus and Criseyde* in Middle English with attention to their historical and cultural context. *First-year students require permission of the instructor.*
- 352 SHAKESPEARE Mr. Ingram
Critical reading, discussion, and performance of selected plays. *First-year students require 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. *First-year students require permission of the instructor.*
- 355 MILTON Mr. Ingram
Paradise Lost, *Paradise Regained*, *Samson Agonistes*, selected minor poems, selected prose. *First-year students require permission of the instructor.*
- 360 STUDIES IN BRITISH LITERATURE, 1660–1900 Staff
Historical and critical study of one or more themes in a selection of British literary texts from 1660–1900. Includes readings from various genres and attention to critical approaches. *First-year students require permission of instructor.*
- 362 BRITISH ROMANTICISM Mr. Holland
Poetry and prose of early 19th-century Britain. *First-year students require permission of the instructor.*
- 363 THE BRITISH NOVEL TO DICKENS Staff
Selected authors including Richardson, Defoe, Swift, Radcliffe, Fielding, Sterne, and Austen with an emphasis on critical and theoretical approaches. *First-year students require permission of the instructor.*
- 370 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 370 or History 390.
- 371 VICTORIAN LITERATURE Mr. Holland
Readings in the prose and poetry of the period. *First-year students require permission of the instructor.*
- 372 BRITISH FICTION FROM DICKENS TO THE PRESENT Staff
Selected works of British and Commonwealth fiction from the Victorian period to the present. *First-year students require permission of the instructor.*
- 373 MODERN BRITISH AND IRISH POETRY Ms. Churchill
Development of poetry in England and Ireland from Hopkins and Hardy to the present. *First-year students require permission of the instructor.*
- 380 STUDIES IN AMERICAN LITERATURE Mr. Nelson
Historical and critical study of one or more themes in a selection of American literary texts. Includes readings from various genres and attention to critical approaches. *First-year students require permission of instructor.*
- 381 AMERICAN FICTION: 19TH CENTURY Ms. Ingram
Historical and theoretical understanding of romanticism, realism, and naturalism, with attention to Poe, Hawthorne, Melville, Twain, James, Crane, and others. *First-year students require permission of the instructor.*

383 CARIBBEAN LITERATURE

Ms. Flanagan

An exploration of major themes and tropes in fiction, poetry and drama by writers of African, Asian and European descent in the English, French and Spanish speaking islands. Writers include figures such as V.S. Naipul, Kamau Brathwaite, Maryse Conde, Paule Marshall, Derek Walcott, Jean Rhys, and Edouard Glissant. *First-year students require permission of the instructor.*

384 NATIVE AMERICAN LITERATURE

Ms. Ingram

Literatures of the native peoples of North America, including myths and oral traditions, autobiography, poetry, drama, and fiction; emphasis on 19th- and 20th-century works. *First-year students require permission of the instructor.*

385 PHILOSOPHY AND LITERATURE

Mr. Miller, Mr. Robb

Philosophical issues as they arise in literature and literary theory. *First-year students require permission of the instructor.*

386 AMERICAN FICTION: 20TH CENTURY

Mr. Nelson

Historical and theoretical understanding of modernism, postmodernism, and contemporary literature, with attention to Dreiser, Fitzgerald, Faulkner, Ellison, O'Connor, Welty, Bellow and others. *First-year students require permission of the instructor.*

387 MODERN AMERICAN POETRY

Ms. Churchill

Development of poetry in America from Whitman and Dickinson to the present. *First-year students require permission of the instructor.*

388 CONTEMPORARY THEATRE

Ms. Fox

Alternative and mainstream American and British theatre after 1950, from Pinter to Kushner, with emphasis on developments arising in political theatre, postmodern theatre, and solo performance. *First-year students require permission of the instructor.*

389 STUDIES IN LITERATURE AND THE ENVIRONMENT

Ms. Ingram

Special topics in environmental literature, such as American nature writing, the Thoreauvian narrative, ecocriticism, and ecoliterature. *First-year students require permission of the instructor.*

391 LITERARY CRITICISM

Staff

Analytic and comparative reading of major critical texts. *First-year students require 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*. *First-year students require permission of the instructor.*

393 STUDIES IN LITERATURE AND THE VISUAL ARTS

Mr. Miller

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. *Prerequisite: Permission of the instructor.*

394 STUDIES IN MODERN LITERATURE

Ms. Fox

Special topics in modern literature, such as *Modern International Fiction, Contemporary Poetry, Literature and Medicine, and Contemporary Drama*. *First-year students require permission of the instructor.*

395 INDEPENDENT STUDY IN LITERATURE

Staff

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

397 INDEPENDENT STUDY

Staff

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

400–494 SEMINARS

Seminars, numbered 400 through 494, are limited to ten juniors and seniors with preference to English majors.

English 495, 498, and 499 are limited to seniors.

495 SENIOR COLLOQUIUM

Ms. Ingram, Ms. Mills, Mr. Nelson

Approaches a wide range of British and American literature through specific topics, themes, or problems chosen by the course instructors. Topics may include a genre, a specific historical issue, or some other broad organizing principle. Emphasizes synthesis and analysis of material from disparate cultures and periods by reading, discussing, and writing about works that exemplify the course's topics. The topic for 2001-02 is "Literary Encounters with Science." *Limited to senior English majors.*

498 SENIOR HONORS RESEARCH

Ms. Campbell

Reading and research for the honors thesis and field examination taught by the student's thesis director and the departmental honors advisor. Culminates in an oral presentation to the student's honors committee. Final evaluation conducted by the student's thesis director. Ordinarily, taken in the fall of the senior year. *Prerequisite: Permission of the instructor.*

499 SENIOR HONORS THESIS

Ms. Campbell

Writing of the honors thesis begun in English 498, directed by the student's thesis director and supported through instruction of the departmental honors advisor. Concludes with an oral defense of the thesis and a field examination administered by the student's honors committee. Final evaluation conducted by the student's thesis director in consultation with the student's honors committee. Ordinarily, taken in the spring of the senior year. *Prerequisite: Permission of instructor.*

FRENCH

Professors: Dockery, Jacobus, Singerman, Slawy-Sutton, Sutton,

Yoder (Chair, On leave, Spring)

Associate Professor: Kruger (Resident Director, France, 2001-02)

Visiting Professor: Buckley

Batten Visiting Professor: de Lattre (Spring)

Adjunct Assistant Professor: Janssens (Fall)

Core Requirements: Any course numbered 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 must take a placement test to assess their language proficiency. 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.

Study Abroad: The department encourages all students, especially French majors or minors, to study abroad. Davidson's own program is located in Tours where students may spend an academic year or either semester (see section on Study Abroad for more details). Students participating in non-Davidson foreign-study programs must secure advance approval from the department for credit toward the major.

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

1. French 211 or equivalent;
2. two courses in French civilization;
3. two 300-level courses including at least one in a literary genre (e.g. poetry, theater, novel);
4. 490 (Senior Seminar);
5. 491 or 499 (Senior Thesis or Honors Thesis).

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 in French 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. Recent topics (translated for convenience) have included: "Economic Development in Senegal," "Images of Homelessness in French literature," "Literary Treatments of Robespierre," and "The Novels of Simone Schwarz-Bart."

Students interested in obtaining 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.

Minor Requirements: Six courses at the level of French 211 and above. Must include Composition and Conversation (211 or the equivalent), Introduction to French Literature (220-229, or the equivalent), a course in French culture or civilization (260, 360-369 or the equivalent), and three additional courses beyond 211 in French language, literature, and/or civilization, one of which must be at the 300 level or above. At least two of the six courses must be taken at Davidson, one of which must be at the 300 level or above.

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 completes an oral defense in French before a departmental thesis committee.

100W WRITING THE ABSURD

Reading (in English translation), discussion, and writing about philosophical and literary texts related to the theme of the "absurd" in contemporary French literature, including works by Jean-Paul Sartre, Albert Camus, Jean Genet, Eugène Ionesco, Samuel Beckett, and Fernando Arrabal. *Satisfies the core requirements in composition and literature.* Open only to first-year students.

Mr. Singerman

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. (Fall only)

Mr. Buckley

102 ELEMENTARY FRENCH II

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

Mr. Buckley

103 INTENSIVE BEGINNING FRENCH

Beginning French. Meets 6 class-hours per week plus meetings with an assistant teacher (AT). Completes two semesters of French in one semester. Equivalent to French 101 and 102. Counts as two courses. (Fall only)

Mr. Jacobus

111 CONTINUING FRENCH

Spoken and written French for students having completed two or more years of high school French who do

Mr. Dockery

not demonstrate the competency required for entrance into French 201. Language laboratory required. Not open to students who have taken French 101. (Fall only)

201 INTERMEDIATE FRENCH

Staff

Development of skills in spoken and written French, with extensive oral practice and grammar review. Requires work in the language laboratory or the equivalent. Fulfills foreign language requirement.

202 ADVANCED INTERMEDIATE FRENCH

Staff

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

203 INTENSIVE INTERMEDIATE FRENCH

Mr. Jacobus

Intermediate French. Meets 6 class-hours per week plus meetings with an assistant teacher (AT). Completes two semesters of French in one semester. Equivalent to French 201 and 202. Counts as two courses. Satisfies the foreign language requirement. *Prerequisite: Grade of "B" or higher in French 103, 111, or by placement.* (Spring only)

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.

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

Staff

Advanced oral and written practice; review of selected grammatical topics. *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. Senior French majors may not enroll in introductory literature courses for major credit. At least one introductory literature course, from the following list, will be offered each semester.

220 THE SEARCH FOR VALUES

Mr. Dockery

Literature treating the themes of the quest and travel as they relate to self-discovery. Typical authors: Voltaire, Diderot, Tournier, Condé, Poulin. *Prerequisite: French 202 or above.* (Spring)

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.* (Not offered 2001-02)

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.* (Fall)

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, Sarraute. *Prerequisite: French 202 or above.* (Fall)

224 INNOCENCE AND AWARENESS

Ms. Kruger, Mr. Sutton

Literature treating the theme of self-discovery in different genres and literary periods. Typical authors: Voltaire, Flaubert, Camus. *Prerequisite: French 202 or above.* (Spring)

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.* (Not offered 2001-02)

229 INTRODUCTION TO LITERATURE ABROAD

Staff

An introductory literature course taught in Tours by the resident director. Readings chosen from a variety of genres and literary periods and organized thematically. *Prerequisite: French 202 or above.*

Civilization, Independent Study for Non-Majors, Pedagogy (250–311)

250 FRENCH PHONETICS AND TRANSLATION

Mr. Dockery

Systematic study of French pronunciation and intonation as they relate to underlying grammatical patterns and presentation of translation theory with exercises designed to reduce the number of anglicisms in written and spoken French. Extensive individualized instruction in the Language Resource Center. *Prerequisite: French 211 or the equivalent, or permission of the instructor.* (Spring)

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

Teaching French in a local elementary or secondary school when and if a special arrangement has been worked out in advance with the student, the French Department and the School. For students already proficient in French. Includes 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. *Prerequisites: Permission of the department chair and the availability of such an opportunity.*

Advanced courses in literature (320-359)

320 THE FRENCH NOVEL

Ms. Kruger

Reading and discussion, in historical and social context, of major French novels selected from the classical, romantic and contemporary periods. *Prerequisite: Any course numbered French 220 or above, or permission of the instructor.* (Not offered 2001-02)

321 GENDER RELATIONSHIPS IN THE FRENCH NOVEL

Ms. Slawy-Sutton

Reading and discussion of novels and short stories of the 19th and 20th centuries which depict the evolution of the relationships between the sexes. Typical authors: Balzac, Beauvoir, Cardinal, Colette, Duras, Daudet, Maupassant, Maurois, Mérimée, and Sand. *Prerequisite: Any course numbered French 220 or above, or permission of the instructor.* (Not offered 2001-02)

329 STUDIES IN THE NOVEL

Ms. Slawy-Sutton

"Le Maghreb dans l'imaginaire des romanciers" Analysis of French texts of the 19th and 20th centuries which deal with themes and images relative to North Africa, and of more contemporary literature by North African immigrants in France. (Spring)

330 MODERN FRENCH DRAMA

Staff

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.* (Fall)

339 STUDIES IN THE THEATER

Staff

Prerequisite: Any course numbered French 220 or above, or permission of the instructor.

341 APOLLINAIRE, REVERDY, AND THE SURREALISTS Mr. Jacobus
Poems of Apollinaire, Reverdy, and Surrealists Breton, Eluard, Aragon, and others. Discussion of their relationship to painting and the other arts. Emphasis on dynamics of image, rhythm, music, story, voice, drama, time, and space in poetry. *Prerequisite: Any course numbered French 220 or above.* (Not offered 2001-02)

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.*(Not offered 2001-02)

349 STUDIES IN POETRY Mr. Jacobus
Prerequisite: Any course numbered French 220 or above, or permission of the instructor. (Spring)

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. *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; next offered 2002-03)

362 QUEBEC: FRANCOPHONE MELTING POT Mr. Dockery
Study of the themes of political and cultural self-determination since the Silent Revolution of the sixties. Focuses on the emergence of Quebec as a modern French-speaking, multi-ethnic society in a rapidly changing North America. *Prerequisite: Any course numbered French 220 or above. Satisfies French major requirement in civilization or literature but does not satisfy the genre requirement.* (Fall)

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.* (Spring)

369 STUDIES IN FRENCH CIVILIZATION Ms. de Lattre
French analyses of contemporary American policies and practices. *Prerequisite: Any course numbered French 220 or above.* (Spring)

Study Abroad and Independent Study for Majors (380–397)

380–383 LANGUAGE STUDY ABROAD
Courses in French grammar, vocabulary building, composition, and corrective phonetics taken at a university in a French-speaking country.

384–386 STUDIES IN LITERATURE ABROAD
Courses in francophone literature taken at a university in a French-speaking country.

387–389 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.

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.

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 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

Professors: Epes, M. McCulloh

Associate Professors: Denham (Chair, On leave, Fall), Henke (On leave, Spring),

McCarthy (Residence Director, Germany 2001-2003)

Visiting Assistant Professors: Aliaga-Buchenau, Goldberg

Adjunct Lecturer: VanDreef

Core Requirements: German 251, 329-349; Russian 291, 292, 293, 294, 302, 320. 349-361 satisfy the core requirement in literature.

Cultural Diversity Requirements: Russian 329-379 satisfy the cultural diversity requirement.

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

Achievement tests are used to place entering students at a level appropriate to their background. Please see the note on placement under each language.

GERMAN

Placement: Students who have studied German prior to entering Davidson but have not been awarded college credit for it will take a placement test administered by Davidson. They will be placed in German 251 if their preparation is exceptional; such students may request an additional oral examination to certify completion of the language requirement without additional courses. Students are placed in German 201, if their preparation is strong; in German 102, if less strong. In some cases, the department will recommend that a student who has studied German in high school begin in German 101; no student who has studied German in high school, however, should expect to take German 101 for credit without the express permission of the department.

Major Requirements: Nine courses above German 231 are required for the major in German. They must include: German 251 or comparable course at a university in a German-speaking country; German 291 or 321; and German 499, the senior comprehensive course. During the senior year at Davidson, students must take at least three courses at the 300 level or above, one of which must be German 499. With departmental approval, one of the courses may be a 300- or 400-level course related to German studies (e.g., European History, Contemporary European Politics, European Art). The requirements for German 499 include passing the foreign student admission exam for German at Würzburg (or the equivalent at another university in a German-speaking country). Other proficiency testing, ordinarily the Goethe Institute's Zertifikat Deutsch, will be arranged for those who cannot study abroad but wish to major in German.

Minor Requirements: Six courses above German 231 are required for the minor, at least three of which must be taken at Davidson. These should include: German 251 or 291 (or both), and at least one 400-level course that is not cross-listed with another department. The department strongly recommends study abroad at Würzburg or in an approved program in a German-speaking country.

Honors Requirements: In addition to the major requirements, a student accepted by the department for consideration for honors must write and defend a senior thesis, German 495. To be considered, a student must at the time of application have an overall GPA of 3.2 or better. To receive honors, the student must at the time of graduation have a 3.5 average in all courses counted toward the major, and the department must judge the thesis and its defense worthy of honors.

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 Davidson JYA program in Würzburg and should plan to take as many courses as possible from among German 251, 252, and 291 before departure. For students who wish to major in German but are unable to participate in the Junior Year Abroad program in Würzburg, the department will recommend summer or semester programs. All students are eligible to apply for the Davidson in Berlin program. (German 221).

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. Each course requires work in the Language Center and participation in organized drill sessions. *German 101 or an appropriate placement score is prerequisite to German 102.* (Each course is offered Fall and Spring)

Ms. Aliaga-Buchenau

201 INTERMEDIATE GERMAN

Continuing work in developing language skills, with strong emphasis on speaking and writing. Fulfills the foreign language requirement. *Prerequisite: German 102 or placement.* (Fall, Spring)

Mr. Henke

221 DAVIDSON IN BERLIN

A four-week, English-language, summer program in residence in Berlin. Students receive one course credit. The program is designed for students with interests in history, politics, economics, the arts and letters who have not yet studied German or German culture. The course treats four major historical periods in the history of Berlin from the German empire to the new Europe. The course, which consists of readings, daily excursions in and around Berlin, seminars "on foot" in Berlin, and journal writing, is taught by a Davidson faculty member in residence with the students. Open to all students. Offered every year.

231 CULTURAL TOPICS IN TRANSLATION

Selected interdisciplinary topics in German, Austrian, or Swiss culture. Covers various aspects of culture and society, including history, politics, economics, literature, film, art and architecture, music, mass media, and folk customs. Topics vary from year to year; samples include Weimar modernism, Berlin from the Enlightenment to the present, Vienna at the turn of the century, and the Holocaust in German history and culture. *No prerequisite for German 231.* (Fall)

Staff

251 INTRODUCTION TO GERMAN LITERATURE

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

Mr. McCulloh

252 GERMAN CONVERSATION AND COMPOSITION

Advanced oral and written practice and review of selected grammatical topics. *Prerequisite: German 201, placement examination, or permission of the instructor.* (Spring)

Ms. Aliaga-Buchenau

291 CONTEMPORARY GERMANY

Examination of contemporary life in Germany. Texts include current newspapers and magazines, supplemented by video and film. Emphasis on composition and conversation. Strongly recommended for students planning to study in Germany. *Prerequisite: German 251 or permission of the instructor.* (Spring)

Staff

298 INDEPENDENT STUDY

Staff

Independent study under the direction and supervision of a faculty member who reviews and approves the topics of the study, reviews the student's work on a regular basis, and evaluates the student's accomplishment. Either one major paper or a series of shorter ones will be among the requirements. *Prerequisite: Permission of the supervising faculty member and the department chair.*

COURSES AT THE JULIUS-MAXIMILIANS UNIVERSITÄT, WÜRZBURG

Course numbers 301–389 are reserved for courses taken on the Davidson Junior Year Abroad Program in Würzburg. For courses taught by Würzburg faculty, the permanent record will show a short title (in English) reflecting the topic of the course abroad. Credit is awarded by the Registrar on the recommendation of the Resident Director.

301 INTENSIVE LANGUAGE STUDY ABROAD

Taught in Germany at the beginning of the JYA program and required of all students participating in the program unless excused by the Resident Director. (Fall)

309, 319 STUDIES IN LANGUAGE AND LINGUISTICS

321 GERMAN HISTORY AND CULTURE

Taught by Davidson's Resident Director in Würzburg and required of all students participating in the Davidson Junior Year Abroad Program in Germany. Topics are determined by the Resident 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. (Fall)

329, 339, 349 STUDIES IN GERMAN LITERATURE

359, 369, 379, 389 STUDIES IN GERMAN CULTURE

398, 399 INDEPENDENT STUDY

Staff

For majors and other advanced students. Independent study under the direction and supervision of a faculty member who reviews and approves the topics of the study, reviews the student's work on a regular basis, and evaluates the student's accomplishment. Either one major paper or a series of shorter ones will be among the requirements. *Prerequisites: Permission of the supervising faculty member and the department chair.*

401–489 SEMINARS

Courses numbered 401–489 are seminars; specific topics are announced in advance of registration. *Prerequisites: German 251 or 321 and permission of the instructor.* (Two seminars are offered on campus each Fall.)

491, 492 INDEPENDENT STUDY

For majors. Independent study under the direction and supervision of a faculty member who reviews and approves the topics of the study, reviews the student's work on a regular basis, and evaluates the student's accomplishment. Either one major paper or a series of shorter ones will be among the requirements. *Prerequisites: Permission of the supervising faculty member and the department chair.*

493 SENIOR THESIS

495 SENIOR HONORS THESIS

Staff

Either thesis course requires permission of the department; German 495 is restricted to those students who have been accepted as candidates for departmental honors. Research and writing of a thesis under the direction and supervision of a faculty member; approval of the topic by the supervising faculty member is required before registration for the course. Credit is not awarded for both 493 and 495. (Spring)

499 SENIOR COLLOQUIUM

Staff

The Senior Colloquium emphasizes individual projects related to a central theme and discussion of selected items from the departmental reading list. The colloquium includes a departmental examination based on the reading list and certification of the student as having passed a German language examination set by an external source. (Spring)

RUSSIAN

Placement: Students who have studied Russian prior to entering Davidson but have not been awarded college credit for it will take a placement test at Davidson and will be placed at a level appropriate to them on the basis of the test, their language experience, and an oral interview. No student with a background of Russian study may take Russian 101 for credit without the permission of the department.

Minor Requirements: Six courses, of which at least three must be taken at Davidson. These must include:

(1) At least four courses in literature or advanced language selected from the following: Russian 291, 292, 293, 294, 295, 301, 319, 320, 395, 396, 401 and courses taken abroad with departmental approval (329-379). No more than one may be a course in literature in translation.

(2) At least one course from among History 239, 337, 339, 435 or a comparable course taken abroad.

With departmental approval, one of the six courses may be a second history course from the list above, or Political Science 336 (Russian/Post-Soviet States Politics). The department strongly recommends study abroad in a Russian-speaking country, and will advise students concerning opportunities available.

101, 102 ELEMENTARY RUSSIAN I AND II

Ms. VanDreef

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. Each course requires work in the Language Center and participation in organized drill sessions. (Russian 101 or an appropriate placement score is prerequisite to Russian 102.) (101, Fall; 102, Spring)

201 INTERMEDIATE RUSSIAN I

Mr. Goldberg

Continuing work in development of basic skills of Russian, with an emphasis on speaking. *Prerequisite:* Russian 102 or placement. (Fall)

202 INTERMEDIATE RUSSIAN II

Mr. Goldberg

For those who wish to continue toward advanced levels of Russian. *Prerequisite:* Russian 201 or placement. (Spring)

291 RUSSIAN LITERATURE IN TRANSLATION: NINETEENTH CENTURY

Survey of major works of 19th-century Russian literature. *Prerequisite:* English 101 or equivalent. (Fall or Spring)

292 RUSSIAN LITERATURE IN TRANSLATION: TWENTIETH CENTURY

Survey of major works of 20th-century Russian literature. *Prerequisite:* English 101 or equivalent. (Fall or Spring)

293 TOPICS IN RUSSIAN CULTURE IN TRANSLATION

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 equivalent. (Fall)

294 TOPICS IN RUSSIAN LITERATURE IN TRANSLATION

Mr. Goldberg

Selected topics in Russian literature in translation. Sample topics include Madness in Russian Literature, Tolstoy and Dostoevsky, Gogol and Pushkin, memoir literature, the Russian novel. *Prerequisite:* English 101 or equivalent. (Fall)

295 INDEPENDENT STUDY

A topic chosen by the student, undertaken under the direction of the faculty member, who reviews and approves the topic and determines the means of evaluation of the student's work. *Prerequisite:* Permission of the instructor.

301 ADVANCED INTERMEDIATE RUSSIAN

Mr. Goldberg

Further development of proficiency in speaking, reading, and writing. *Prerequisite:* Russian 202. (Fall, on demand)

302 INTRODUCTION TO RUSSIAN LITERATURE

Discussions and compositions in Russian based on the reading and study of well-known literary texts at the advanced intermediate level of difficulty. Continued work in writing, reading, and speaking. *Prerequisite:* Russian 202. (Spring, on demand)

319 CONTEMPORARY RUSSIA

Discussions and written assignments based on excerpts from current newspapers, magazines, and films, focussing on recent Russian history, literature, and daily life. *Prerequisite: Russian 202.* (On demand)

320 MASTERPIECES OF RUSSIAN LITERATURE

Advanced reading and discussion on works by some of the following authors: Pushkin, Gogol, Dostoevsky, Tolstoy, Turgenev, Mayakovsky, Bulgakov, Pasternak, Axmatova, and Tolstaya. *Prerequisite: Russian 202.*

329–379 COURSES TAKEN AT A UNIVERSITY IN A RUSSIAN-SPEAKING COUNTRY

Russian courses numbered 329–379 represent courses taken in a Russian-speaking country. The permanent record will show a short title (in English) reflecting the topic of the course taken abroad.

395, 396 INDEPENDENT STUDY FOR ADVANCED STUDENTS

Advanced study under the direction of the faculty member, who reviews and approves the topic and determines the means of evaluation of the student's work. *Prerequisite: Permission of the instructor.* (Fall, Spring)

401 SEMINAR IN SPECIAL TOPICS

Study of a specific author, genre, theme, or aspect of culture. Readings, compositions, oral reports, and discussions in Russian. *Prerequisite: Permission of the instructor.* (On demand)

HISTORY

Professors: Barnes, Edmondson (Chair), Krentz,

Levering, McMillen, Partin, Thomas, Williams

Associate Professors: Berkey, Dietz, Snapp (On leave), Wertheimer

Assistant Professor: Aldridge

Visiting Assistant Professor: Guasco

Adjunct Assistant Professors: Bressler (Spring), Grundy (Fall)

Core Requirement: Any course in history numbered below 395 may be counted toward the core curriculum requirement in history.

Cultural Diversity Requirement: History 161, 171, 175, 176, 181, 361, 375, 381, or 471 fulfill the cultural diversity requirement.

Advanced Placement Credit: Students normally receive credit for History 122 or 141 when they have earned a score of 5 or 4 on the Advanced Placement Examination in European or American History of the College Entrance Examination Board. Students normally receive credit for a 100-level course, as appropriate, when they have earned a score of 7 or 6 on The Higher Level Examination in History of the International Baccalaureate Program. No more than two such courses may count toward the major.

Major Requirements: Eleven courses in history, including:

I. At least three, but no more than four, 100-level courses above 101, normally to be completed by the end of the second year, divided among at least three of the following areas (see note 3):

A. Pre-Modern Europe (109, 110, 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 A or B.

- II. One course numbered between 200 and 289, to be taken at Davidson College and normally to be completed by the end of the second year. (Only one course numbered between 200 and 289 may count toward the major.)
- III. Five or six courses between 300 and 479, at least one of which must be a topical seminar at the 400 level (see note 3).
- IV. History 480 (Senior Research Seminar), or History 488/489 (Kelley Honors Seminar), or History 498/499 (Honors Tutorial).

Notes: (1) These requirements apply initially to members of the Class of 2004:

members of the Class of 2001, 2002, and 2003 should refer to the catalog for 1999–2000.

(2) One regular course applied to the major must deal substantially with the years before 1400 (109–119, 171, 175, 181, 314, 316, 413–415).

(3) Courses counted in categories I and III must total nine (9), except that students enrolled in 488/489 or 498/499 may reduce by one the number of courses at the 300-level.

(4) Most courses numbered below 300 are not open to seniors; those 300 and above are normally not open to first-year students. Seminars are open only to juniors and seniors.

(5) History majors may elect to apply one (1) of the following courses toward requirements at the 300 level: ANT 352 or GER 231 (only the Denham/Holocaust section).

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 an honors thesis in either History 488/489 (the Kelley Seminar) or History 498/499 during the senior year. To qualify for honors at graduation, candidates must have earned an average of 3.5 or above in the major, an “A” or “A-” on the thesis (History 489 or 499), and an overall average of 3.2 or above.

The Kendrick K. Kelley Program in Historical Studies represents a living memorial to Ken Kelley, Class of ‘63, 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 (History 488/489) for seniors which culminates in the writing of a thesis. Travel funds enable Kelley Scholars to visit distant libraries and archives to pursue 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.

100-Level Courses

100W FIRST-YEAR SEMINARS IN HISTORY

Staff

Selected topics in history, e.g., “The Trials of Jesus” and “American Reformers and Utopians.” Satisfied the composition requirement and the core requirement in history. *Open only to first-year students.* (Fall or Spring)

109 GREEK HISTORY

Mr. Krentz

(Cross-listed Classics 131). Introduction to the history and culture of ancient Greece. (Fall)

110 ROMAN HISTORY

Mr. Krentz

(Cross-listed Classics 132). Introduction to the history and culture of the ancient Roman world. (Spring)

112 THE MEDIEVAL MILLENNIUM: EUROPE C. 500–1500

Mr. Barnes

Medieval Europe from the late Roman era to the 15th century, with emphasis on the importance of the medieval period in the shaping of Western civilization. (Fall)

119 ENGLAND TO 1688

Ms. Dietz

Political, constitutional, religious, and social history of England from Roman times through the medieval and early modern periods. (Not offered 2001-02)

120 BRITAIN SINCE 1688

Ms. Dietz

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. (Spring)

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. (Fall or Spring)

122 EUROPE SINCE 1815

Mr. Edmondson, Mr. Partin

Significant political, socio-economic, and intellectual currents in European history since 1815. (Fall or Spring)

141 THE UNITED STATES TO 1877

Staff

American history from the first English settlements through the Civil War and Reconstruction Era. (Fall or Spring)

142 THE UNITED STATES SINCE 1877

Staff

American history since the end of Reconstruction. Topics include the 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. (Fall or Spring)

161 LATIN AMERICA

Mr. Levering

Latin American history from the European conquest to the present. Topics include the colonial period, wars of independence, development of social and cultural pluralism, and twentieth-century economic and political trends. Open to seniors. (Fall)

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. Open to seniors. (Fall)

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. (Fall)

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 of Islam's response to the challenge of modernity. (Spring)

181 CHINA

Mr. Thomas

China from pre-historic times to the present. Topics include philosophical traditions of Chinese culture; achievements of the Han, T'ang, 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. Open to seniors. (Spring)

200-Level Courses

Courses at the 200 level emphasize research methods, interpretive approaches, and writing.

201 (300) HISTORICAL THEORY AND PRACTICE

Mr. Williams

Philosophy and methods of history, including sources, evidence, and statement of fact; chronology, chronicle, and narrative; causation, explanation, and argument; meaning, interpretation, and value judgment; historiography and historical revision. (Fall or Spring)

225 WOMEN AND WORK: GENDER AND SOCIETY IN BRITAIN, 1700-1918

Ms. Dietz

An examination of British women's lives and social relations with regard to production—artistic, domestic, industrial, intellectual, etc.—in the 18th, 19th, and early 20th centuries. (Fall or Spring)

244 SETTLEMENT OF THE AMERICAN WEST, 1800–1900 Ms. McMillen
An examination of three controversial issues connected with the settlement of the American West—gender, race, and environment. (Fall or Spring)

248 SPORTS IN UNITED STATES HISTORY Ms. Grundy
An examination of significant themes of recent American history from the perspective of sports and outstanding figures in sports, with particular attention to the meaning of sports for women and African Americans in the quest for civil rights and recognition. (Fall)

252 (347) THE UNITED STATES FROM 1900 TO 1945 Mr. Wertheimer
An examination of United States history and controversies about it during the first half of the 20th century, with emphasis on individual projects. Topics include the Progressive Era, the “Roaring Twenties,” the Great Depression, and the two world wars. (Not offered 2001-02)

253 (348) THE UNITED STATES SINCE 1945 Mr. Wertheimer
An examination of United States history and controversies about it from World War II to the present, with emphasis on individual projects. Topics include the Cold War, the upheavals of the 1960s, and the “New Right.” (Fall or Spring)

300-Level Courses

302 (240) AFRICAN-AMERICAN HISTORY TO 1877 Mr. Aldridge
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. (Fall)

303 (241) AFRICAN-AMERICAN HISTORY SINCE 1877 Mr. Aldridge
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. (Spring)

306 (351) 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 2001-02)

307 (352) 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. (Spring)

314 ATHENIAN LAW Mr. Krentz
(Cross-listed Classics 334). Analysis of the Athenian legal process in a discussion-intensive approach using case studies drawn from surviving law-court speeches. (Not offered 2001-02)

316 THE AUTUMN OF THE MIDDLE AGES: EUROPE, c. 1250–1450 Mr. Barnes
Material disasters and cultural challenges of the late Middle Ages, with special attention to urban and commercial transformations, late scholasticism, mysticism, and other aspects of both social and intellectual life. (Not offered 2001-02)

317 THE EUROPEAN RENAISSANCE Mr. Barnes
An examination of social and cultural shifts from the 14th century to the 16th century, with close attention to the varieties and implications of humanism. (Not offered 2001-02)

321 THE EXPLOSION OF CHRISTENDOM: EUROPE IN THE 16th CENTURY Mr. Barnes
An examination of upheavals in the Reformation era, with special attention to Protestant, Catholic, and radical religious movements and their consequences for Western society. (Fall or Spring)

324 STUART ENGLAND

Ms. Dietz

Political, social and cultural developments from the accession of James I to the end of the Stuart dynasty. Includes discussion of parliamentary crisis and development, the English Civil War, the Commonwealth and Protectorate, the Glorious Revolution, and the Augustan Age. (Not offered 2001-02)

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. (Not offered 2001-02)

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 on Europe to 1815. (Fall or Spring)

331 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. (Fall or Spring)

333 THE ERA OF THE WORLD WARS

Mr. Edmondson

Europe and Asia 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 2001-02)

334 THE CONTEMPORARY WORLD SINCE 1945

Mr. Edmondson

Aftermath of World War II, especially in Europe and Asia, emphasizing Cold War rivalries and confrontations; stabilization in the West and steps toward European integration; rise and fall of the Soviet empire and the transformation of Russia; remaking of Japan; Chinese Revolution and Sino-Soviet split; and Arab-Israeli conflict. (Not offered 2001-02)

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. (Not offered 2001-02)

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; the Soviet Union under Stalin's successors; the collapse of the U.S.S.R.; and developments since 1991. (Fall or Spring)

340 COLONIAL AMERICA

Mr. Guasco, Mr. Snapp

Foundation and development of the British North American colonies to 1763. Examines colonial America as the product of Old World elements in a unique New World environment. (Fall or Spring)

341 THE ERA OF THE AMERICAN REVOLUTION

Mr. Guasco, 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. (Fall or Spring)

342 AMERICANS: NATIONAL IDENTITY IN THE EARLY REPUBLIC

Mr. Snapp

The new American nation from the Constitution to the Age of Jackson. Focuses on Americans' efforts to define themselves socially, politically, and constitutionally. Includes consideration of race and race relations. (Not offered 2001-02)

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. (Not offered 2001-02)

- 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 2001-02)
- 345 AMERICAN SLAVERY Mr. Aldridge
Origins analysis of American slavery focusing on major scholarly debates of the 20th century and several 19th-century slave narratives. (Not offered 2001-02)
- 346 THE CIVIL WAR AND RECONSTRUCTION Ms. McMillen, Mr. Snapp
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. (Fall or Spring)
- 349 THE VIETNAM EXPERIENCE Mr. Levering
America’s involvement in Vietnam from 1945 to 1975. Examines diplomatic, military, political, social, and domestic aspects of American intervention. (Spring)
- 350 AFRICAN-AMERICAN INTELLECTUAL HISTORY Mr. Aldridge
Key African American thinkers and intellectual movements from the mid-19th century to the present. Persons and subjects examined include W.E.B. Du Bois, Booker T. Washington, black nationalism, assimilationism, the Harlem Renaissance, black feminism, liberalism, and conservatism. (Not offered 2001-02)
- 354 (254) UNITED STATES FOREIGN POLICY SINCE 1939 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. (Fall)
- 355 (255) AMERICAN LEGAL HISTORY Mr. Wertheimer
Law in American history from English settlement to the present. Topics include the origins and evolution of the United States legal system; law and economic development; race, sex, and the law; the legal profession; industrialization and the regulatory state; and individual liberties and civil rights. (Fall or Spring)
- 357 THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES Mr. Aldridge
An examination of the American civil rights movement’s origins; its diverse strains of thought; its legal issues, strategies, and grassroots efforts; and its legacies. (Fall or Spring)
- 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 recent political developments. (Fall or Spring)
- 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 cultural identity in the Arab world. (Not offered 2001-02)
- 381 (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. (Not offered 2001-02)
- 390 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 or History.
- 395, 396 INDEPENDENT STUDY Staff
Reading and research on a special subject and writing of a substantial paper. Under the direction and supervision of a faculty member who reviews and approves the topic of the independent study. Admission with permission of the professor, who will also evaluate the student’s work. Does not satisfy core requirement.

400-Level Courses

History 480, 488/489, and 498/499 are offered every year. Topical seminars are offered on a rotating basis.

- 401 THE IDEA OF FREEDOM Mr. Williams
A study in intellectual history, tracing the idea of liberty and freedom from ancient times to the present, emphasizing the 19th century in Europe and America. (Not offered 2001-02)
- 413 GENDER ROLES IN THE ANCIENT WORLD Mr. Krentz
(Cross-listed Classics 433). Roles of both genders in ancient Greece and Rome, using as much available evidence as possible, including speeches, tragedies, comedies, philosophical writings, medical treatises, physical artifacts, and works of art. *Prerequisite: Permission of the instructor.* (Not offered 2001-02)
- 414 GREEK WARFARE Mr. Krentz
(Cross-listed Classics 435) Study of Greek warfare from Home to Xenophon based on literary, archaeological, and historical sources.
- 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. (Not offered 2001-02)
- 420 THE ENGLISH CIVIL WAR Ms. Dietz
An examination of how 17th-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. (Not offered 2001-02)
- 421 EVERYDAY LIFE IN REFORMATION EUROPE Mr. Barnes
Material circumstances, customs, and assumptions of daily living in the 16th and 17th centuries, especially among common folk. Possible topics include: family life, sexual mores, popular entertainment, magic, witchcraft, crime and punishment.
- 422 GENDER IN EARLY MODERN EUROPE (c. 15TH – 18TH CENTURIES) Ms. Dietz
From Christine de Pisan to Mary Wollstonecraft. An examination of changing roles, expectations, and desires of men and women, with particular emphasis on their interaction. (Not offered 2001-02)
- 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 2001-02)
- 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.
- 435 THE RUSSIAN REVOLUTION Mr. Edmondson
Intensive study of key personalities, ideas, and events. (Not offered 2001-02)
- 441 ETHNIC RELATIONS IN EARLY AMERICA Mr. Snapp
Considers the origins of American distinctiveness and American identity by examining relations between Anglo-Americans and people with other backgrounds — including those of Native American, African, and non-English extraction—from the colonial period through the American Revolution. (Not offered 2001-02)
- 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. (Not offered 2001-02)

444 GENDER AND THE SOUTH

Ms. McMillen

An examination of the changing roles of black and white men and women in the South and of ways in which the construct of gender has influenced historians' understanding of the region's history.

445 AMERICA IN THE 1940s

Mr. Levering

Study of America's involvement in World War II and its leadership during the early years of the Cold War. Although readings emphasize U.S. foreign policy and attitudes toward other nations, students may write research papers on topics in either domestic affairs or foreign relations.

448 THE 1950s: A CRITICAL DECADE

Ms. McMillen

From Korea to Montgomery, McCarthy to Elvis: an exploration of the events, personalities, and culture of the 1950s in United States history. (Not offered 2001-02)

449 THE 1960s: AN EXPLOSIVE DECADE

Mr. Levering

An examination of America's political, social, and cultural history of the 1960s, addressing such topics as popular politics, the Great Society programs, the Vietnam War, the civil rights movement and race relations, the student revolt and the counter-culture, the women's and environmental movements, and the decade's legacies. (Not offered 2001-02)

451 AFRICAN AMERICAN CULTURAL HISTORY

Mr. Aldridge

A study of African American cultural history with particular focus on the 20th century. Specific artistic and cultural forms studied may include the visual arts, music, dance, film, and television in their historical context.

455 LAW AND SOCIETY IN AMERICAN HISTORY

Mr. Wertheimer

Selected topics in U.S. legal history. Seminar members will work collaboratively on a large-scale research project.

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 RESEARCH SEMINAR

Mr. Barnes, Mr. Levering, Ms. McMillen

Capstone course for history majors. After discussion of the nature of primary sources and of different historiographic approaches, students define, research, and write a major research paper. Required of senior majors not enrolled in History 488/489 or History 498/499. (Fall)

488, 489 KELLEY HONORS SEMINAR: RESEARCH AND THESIS

Mr. Williams 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: RESEARCH AND THESIS

Staff

A two-semester course for senior majors who qualify for honors work but who are not enrolled in History 488/489. Culminates in the writing of a thesis. Admission with permission of the department.

HUMANITIES PROGRAM

Associate Professor Dietz (Chair)

First Year

Directors: Associate Professors Ahrensdorf (Political Science) and Swallow (Mathematics)

Professors: Epes (German), Manning (Physics), Shaw (Political Science),

Associate Professors: Ahrensdorf (Political Science), Berkey (History), Dietz (History),

R. Ingram (English), and Swallow (Mathematics)

Assistant Professor: Snyder (Religion)

Visiting Instructor: O'Sullivan (Philosophy)

Second Year

Directors: Professors Manning (Physics) and S. Smith (Art)

Professors: Barnes (History), Edmondson (History), Heil (Philosophy),

Kuykendall (Religion), Ligo (Art), Manning (Physics),

S. Smith (Art), R. Williams (History)

Assistant Professor: Lerner (Music)

Satisfactory completion of the four-course interdisciplinary Humanities Program enables a student to satisfy the composition (w-course) 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 96 students, chosen at random from those entering students who list Humanities 150 as their first preference in registration.

To receive core 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. 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.

151W 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 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 late 18th century. *Prerequisites: Humanities 150 and 151.*

251 THE WESTERN TRADITION: THE MODERN WORLD

Interdisciplinary study of texts and contexts of Western culture in the 19th and 20th centuries. *Prerequisite: Humanities 150, 151, and 250.*

MATHEMATICS

Professors: Bivens, Davis (Chair), King, Klein, Neidinger (On leave)

Associate Professors: Molinek, Swallow, Will

Assistant Professor: Heyer

Visiting Assistant Professor: Whitton

Core Requirements: Mathematics 110, 130, 135, 150, and Computer Science 121 count towards the fulfillment of the core requirements in Natural Science and Mathematics; specifically, each fulfills the requirement of one course in Mathematics. Credit for Mathematics 130 can be obtained by departmental approval of a student's performance on one of the Advanced Placement Examinations in Mathematics. Credit for Computer Science 121 can be obtained by departmental approval of a student's performance on one of the Advanced Placement Examinations 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, 135, 150, 235 and 300. Note that Mathematics 130, 135, 150 and 235 are sequenced, although the last two may be taken together. These courses, along with Mathematics 300, are prerequisites for many electives in mathematics, a number of which are offered only in alternate years. Students who are interested in computer science electives should complete Computer Science 121, or otherwise satisfy the prerequisites for Computer Science 223 by the end of the sophomore year.

Major Requirements: Mathematics 130 (Calculus I) is prerequisite to a mathematics major. With departmental approval, this prerequisite may be satisfied by work done in high school or in other college courses. The major in mathematics consists of eleven Mathematics or Computer Science courses numbered above 130 and must include Mathematics 135, 150, 235, 300, 355 and at least one course from each of the three following groups.

Group A: Computer Science 223 (Introduction to Object-Oriented Programming) and 325 (Numerical Analysis), Mathematics 210 (Mathematical Modeling) and 341 (Mathematical Statistics)

Group B: Mathematics 221 (Discrete Methods), 255 (Elementary Number Theory) and 365 (Geometry)

Group C: Mathematics 335 (Vector Calculus and Partial Differential Equations), 340 (Probability) and 435 (Complex Analysis)

At least five courses in the major must be at the 300- or 400-level. Groups A, B, and C establish breadth in three areas of mathematics, and students are encouraged, therefore, to consider courses outside these groups as potential electives for inclusion in their majors. Computer Science courses eligible for inclusion in a mathematics major are restricted to Computer Science 223, 321, 325, 482, and departmentally approved instances of Computer Science 395 and 396.

Minor Requirements: A minor in mathematics consists of six mathematics courses: Mathematics 135, 150, 235, 300, and two additional mathematics courses numbered above 200, one of which must have Mathematics 300 as a prerequisite. Unless a specific exception is approved by the department, the five courses numbered above 135 must be taken at Davidson and may not include independent studies or Computer Science courses other than Computer Science 325.

No pass-fail course may be applied toward the minor. College requirements specify a grade point average of 2.0 for those courses which constitute a student's minor and an overall grade point average of 2.0 for all courses.

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 221, 335, 340, 360, 430, 435 and either 450 or 455 in their programs. Those emphasizing applied mathematics must include Mathematics 221, 335, 340, 430 and three of the four courses, Computer Science 321, 325, Mathematics 341, 435 in their programs. All honors candidates must participate in an independent study course in which they prepare an honors thesis that is defended orally before the mathematics faculty. The final recommendation of the department for graduation with honors is

determined by the quality of the honors thesis, the oral defense and the complete overall academic record of the candidate. At the department's discretion, high honors may be awarded when the candidate's academic record is truly exceptional and his or her thesis is of the highest quality and includes original mathematical concepts or results.

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 to serve as the 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: A student who intends to go to graduate school in mathematics should: (1) take the course work portion of the honors requirements in either pure mathematics or applied mathematics, (2) take the Graduate Record Examination, including the Advanced Test in Mathematics, during the fall semester of the senior year, and (3) acquire a reading proficiency in French, German or Russian.

Certificate for Secondary School Teaching: Mathematics 340 and 365 are required for students who intend to seek North Carolina certification in the teaching of secondary school mathematics. Mathematics 210 and 481 are also recommended for such students.

Applied Mathematics: Students who are interested in applied mathematics are encouraged to consider the Applied Mathematics Concentration. The concentration offers a track for students interested primarily in the natural sciences and another track for students interested primarily in the social sciences. The concentration is described in detail in a separate section of this catalog on concentrations.

Computer Science: Students who are interested in computer science are invited to investigate the Computer Science Concentration. The concentration is described in detail in the separate section of this catalog on concentrations. In addition, valuable experience can be gained by serving as a student assistant for Information Technology Services. Inquiries concerning these opportunities should be made at the User Services Building.

The student who intends to pursue graduate study in computer science should augment the Computer Science Concentration with Mathematics 150, 235, 300, 340 and 355. The Graduate Record Examination should be taken during the fall semester of the senior year.

COMPUTER SCIENCE (CSC)

121 PROGRAMMING AND PROBLEM SOLVING

Staff

An introduction to structured programming, algorithm development, and problem solving with computers. Mathematica[®] is introduced in section M; Java is introduced in section J. (Spring)

200 COMPUTATIONAL PHYSICS

Staff

(Cross-listed Physics 200)

223 INTRODUCTION TO OBJECT-ORIENTED PROGRAMMING

Staff

An introduction to object-oriented programming and the Java programming language. Topics include the use of classes to support encapsulation of object behavior and state, class inheritance, and polymorphism. *Prerequisites:* One of Computer Science 121, Mathematics 121, Physics 200 or permission of the instructor based upon prior experience with a structured programming language. (Fall)

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 Java or in C++. *Prerequisites:* Computer Science 223 and Mathematics 135 or 150. (Alternate years: next offered Spring 2002-03)

325 NUMERICAL ANALYSIS Staff
 A survey of methods to approximate numerical solutions of mathematically expressed problems using computers. The derivations, limitations, 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.* (Alternate years: offered Spring 2001-02)

395, 396 INDEPENDENT STUDY Staff
 Independent study under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study and who determines the basis for the evaluation of students' work. Open to qualified students with the permission of the department chair. Major credit is awarded for both of these courses.

397 INDEPENDENT STUDY IN ADVANCED SOFTWARE DEVELOPMENT IN SCIENCE Staff
 (Cross-listed Physics 397)

482 COMPUTER SCIENCE SEMINAR Staff

MATHEMATICS

110 APPLICATIONS OF FINITE MATHEMATICS WITH COMPUTING Staff
 Mathematical techniques which have been used, productively and extensively, during the last thirty years and which do not involve the use of calculus. Probability, linear programming, matrix algebra, Markov chains, game theory, and graph theory are representative topics. In the computer laboratory students learn to use computer software, including a spreadsheet, to solve problems. One 75-minute computer laboratory meeting per week. Not open to students with credit for Mathematics 150, 221 or 340.

130 CALCULUS I Staff
 An introduction to the differential and integral calculus of algebraic, trigonometric, exponential, and inverse trigonometric functions with applications including graphical analysis, optimization and numerical methods.

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 one year of high school calculus.*

150 LINEAR ALGEBRA AND MATHEMATICA WITH APPLICATIONS Staff
 An introduction to systems of linear equations, matrices, determinants, vector spaces, and eigenvectors in an interactive learning environment provided by the computer algebra system Mathematica®. Applications are chosen from linear programming, least squares approximation, graph theory, cryptography, tomography, fractals and other topics. *Prerequisites: Mathematics 135 or Mathematics 130 and prior experience with vectors.*

191 INDEPENDENT STUDY Staff
 Independent study under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study and who determines the basis for the evaluation of students' work. Open to qualified students with permission 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 130 or permission of the instructor and proficiency in some programming language.* (Fall)

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 permission of the instructor.* (Spring)

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. Prerequisite or corequisite: Mathematics 150.*

255 ELEMENTARY NUMBER THEORY

Staff

Introduction to elementary additive and multiplicative number theory, including divisibility properties of integers, congruence modulo n , linear and quadratic congruences, some Diophantine equations, distribution of primes, and additive arithmetic problems. *Prerequisite: Mathematics 150 or permission of the instructor.* (Alternate years: offered Fall 2001-02)

291 INDEPENDENT STUDY

Staff

Independent study under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study and who determines the basis for the evaluation of students' work. Open to qualified students with permission of the department chair. Major credit is awarded for this course.

300 INTRODUCTION TO PROOF, ANALYSIS AND TOPOLOGY

Staff

An introduction to proof techniques (including quantifiers and induction), elementary set theory, equivalence relations, and cardinality; followed by an introduction to the topology of the real numbers and elementary real analysis, including rigorous topological and analytic treatments of convergence of sequences and continuity of functions. *Prerequisite: One of Mathematics 150, 221 and 235 or permission of the instructor.*

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.* (Spring)

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.* (Fall)

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: next offered Spring 2002-03)

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. *Prerequisites: Mathematics 150 and 300.* (Fall)

360 INTRODUCTION TO TOPOLOGY

Staff

An introduction to metric and topological spaces. Topics include concepts of completeness, compactness, connectedness and fixed point theorems. *Prerequisite: Mathematics 300 or permission of the instructor.* (Alternate years: offered Spring 2001-02)

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.* (Fall)

391, 392 INDEPENDENT STUDY Staff
 Independent study under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study and who determines the basis for the evaluation of students' work. Open to qualified students with permission of the department chair. Major credit is awarded for both of these courses.

430 REAL ANALYSIS Staff
 A rigorous treatment of one-variable calculus including: metric spaces, sequences and series, continuity, differentiation, the Riemann integral, sequences and series of functions. *Prerequisites: Mathematics 235 and 300.* (Fall)

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.* (Spring)

437 FRACTALS AND CHAOS Staff
 Mathematical systems and computer algorithms that generate intricate, fractal graphics and complicated dynamics from relatively simple structures. Metric space analysis and geometric linear algebra will be used. *Prerequisites: Mathematics 235 and 300 or permission of the instructor. Some experience with programming expected.* (Alternate years: next offered Fall 2003-04)

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. *Prerequisite: Mathematics 355 or permission of the instructor.* (Alternate years: next offered Spring 2002-03)

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.* (Alternate years: offered Spring 2001-02)

Seminars

Mathematics 481 is offered each year, typically in the fall. Other seminars are offered as appropriate, typically in the Spring. *Prerequisite: Permission of the instructor.*

481 SEMINAR IN PROBLEM SOLVING AND HISTORY OF MATHEMATICS Staff

483 ANALYSIS SEMINAR Staff

485 ALGEBRA SEMINAR Staff

486 TOPOLOGY SEMINAR Staff

487 SPECIAL TOPICS SEMINAR Staff

491, 492 INDEPENDENT STUDY Staff
 Independent study under the direction and supervision of a faculty member who reviews and approves the topic(s) of the independent study and who determines the basis for the evaluation of students' work. Open to qualified students with permission of the department chair. Major credit is awarded for both of these courses.

MILITARY STUDIES

Professor: Lieutenant Colonel Kingsberry (Chair)

Assistant Professor: Captain Leslie (Officer-in-charge at Davidson)

Note: The ROTC Program at Davidson College is under the auspices of the Department of the Army which is responsible for making program decisions.

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 first and second 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 first and second 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 (first- and second-year students) must complete MIL 101, 102, 201, and 202.

The *Advanced Course* is taken during the last two 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 third and fourth years, Advanced Course students attend a fully-paid, six-week, Advanced Camp at Fort Lewis, WA. 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 and 402.

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 second and third 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: 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. All other Military Studies courses are non-credit courses.**

101 THE U.S. ARMY TODAY

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. Open to all Davidson students. (Fall and Spring)

102 LEADERSHIP DEVELOPMENT I

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

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 75 minutes per week. May be taken concurrently with MIL 101. (Fall and Spring)

202 LEADERSHIP DEVELOPMENT II

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 75 minutes each Thursday. Mandatory for all second-year ROTC cadets. (Spring)

301 ADVANCED MILITARY SKILLS

Introduction to the ROTC Advanced Course; refresher and advanced training on land navigation, marksmanship and physical fitness. Detailed study of planning and organizing military missions and leadership development. Introduction to squad tactics. Course meets three class hours per week. Mandatory for all third-year ROTC students. *Prerequisite: ROTC Basic Course (or Basic Camp) or consent of professor.* Credit Course. (Fall)

302 LEADERSHIP DEVELOPMENT III

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 third-year students 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

Lt. Col. Kingsberry

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

Lt. Col. Kingsberry

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 and one-hour classroom per week. Mandatory for all senior ROTC students. *Prerequisite: MIL 401.* (Spring)

MUSIC

Professors: W. Lawing, Sprague (Chair)

Associate Professors: Botelho, Crotts, Stasack

Assistant Professor: Lerner

Artist Associates: Cooper, Culpepper, Koljonen, C. Lawing, Thornton

Core Requirements: **With the exceptions** of Music 155, 195, 202, 212, 255, 256, 262, 263, 295, 301, 302, 313, and 314, courses numbered 100W – 328 satisfy the core requirement in Fine Arts.

Cultural Diversity Requirement: Music 141, 241, 242, 245, 246, and 263 are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses to include:

- (1) three courses in music theory: 201, 202, 302;
- (2) two courses in music history: 325, 328;
- (3) one course in U.S. or world music: 122, 141, 228, 229, 241, 242, 245, 246, 263, 271;
- (4) three electives, one of which must be at the 300-level or higher;
- (5) senior seminar: 401;
- (6) applied study (continuously while declared and in residence);
- (7) ensemble participation (continuously while declared and in residence); and
- (8) keyboard proficiency.

Minor Requirements: Six courses total,

- (1) four from Music 101 or 201, 121, 122, 141;
- (2) two electives, one of which must be at the 300-level or higher; and
- (3) at least two semesters of ensemble participation or of applied lessons.

Please consult the appropriate departmental handbook for specific expectations regarding each these requirements.

Honors Requirements: The departmental honors program encourages the attainment of excellence in the major. Please consult the majors handbook for specific details.

01 (Non-credit) BASIC AURAL-TRAINING	Ms. Lawing
02 (Non-credit) ADVANCED AURAL-TRAINING	Ms. Lawing
03 (Non-credit) KEYBOARD PROFICIENCY	Ms. Lawing
10 (Non-credit) CONCERT CHOIR	Mr. Sprague
11 (Non-credit) WIND AND JAZZ ENSEMBLE	Mr. Lawing
12 (Non-credit) SYMPHONY ORCHESTRA	Mr. Crotts
13 (Non-credit) CHAMBER SINGERS	Mr. Sprague
14 (Non-credit) OPERA WORKSHOP	Ms. Thornton
15 (Non-credit) DICTION	Ms. Thornton
43–44 (Non-credit) WORLD PERCUSSION CLASS, 1.75 hours (Additional fee)	Mr. Nunn

- 45–46 (Non-credit) VOCAL CLASS, 1 hour (Additional fee) Staff
- 47–48 (Non-credit) PIANO CLASS, 1 hour (Additional fee) Ms. Lawing
- 50 (Non-credit, P/F) VOCAL AND INSTRUMENTAL STUDY, 0.5 hour (Additional fee) Staff
- 55 (Non-credit, P/F) VOCAL AND INSTRUMENTAL STUDY, 1 hour (Additional fee) Staff
- 100W WRITING/S ABOUT MUSIC Mr. Lerner
Study of writers about music from works across history and culture. Musical training not required. *Satisfies the core requirement in composition and fine arts.* Open only to first-year students.
- 101 FUNDAMENTALS OF MUSIC Mr. Botelho
Introduction to music theory and analysis, with emphasis on intervals, modes, scales, rhythm, meter, and form. *No prerequisite.* No music training required.
- 121 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.
- 122 AMERICAN MUSIC Mr. Lerner
The cultivated and vernacular traditions of American music from the Colonial period to the present. Focus on close listening and cultural trends. Topics include: parlor song, minstrelsy, Tin Pan Alley, ragtime, blues, jazz, modernism, country, film music, rock, postmodernism. *No prerequisite.* No music training required.
- 141 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.
- 142 AFRICAN 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.
- 155 APPLIED MUSIC: 1 credit for 2 consecutive semesters Staff
Applied instruction designed for students with previous vocal or instrumental training. Must successfully complete jury at end of each semester of study. Additional fee required. *Prerequisite: By audition or permission of the instructor.*
- 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. Open to qualified students with permission of the chair.
- 201 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. *No prerequisite. Knowledge of scales and key signatures required.* (Fall)

- 202 THEORY II: ADVANCED HARMONY Mr. Botelho
Continuation of Music 201: Contrapuntal techniques within a diatonic framework, including sequences, melodic, and rhythmic figuration; modal mixture, applied chords, modulation, and the neopolitan- and augmented-sixth chords. Ear training includes one- and two-part exercises. *Prerequisite:* Music 201. (Spring)
- 211 ELECTRONIC MUSIC Mr. Lawing
 Introduction to the use of computers and computer-assisted equipment in music composition and performance. *Prerequisite:* Permission of the instructor. (Fall)
- 212 CONDUCTING Mr. Crotts, Mr. Lawing, Mr. Sprague
 Designed for students who plan to pursue both choral and instrumental conducting. Emphasis on techniques, rehearsal procedure, literature and stylistic practices. *Prerequisite:* Permission of the instructor.
- 221–223 STUDIES OF COMPOSERS AND STYLES Staff
 Courses concentrating upon specific topics in music history. *No prerequisite.*
- 224 THE SYMPHONY Mr. Lawing
 History of the symphony and its literature from pre-classical examples to the present. (Normally offered in alternate years.)
- 226 OPERA Mr. Crotts
 Opera from the Italian Renaissance through the 20th century. (Normally offered in alternate years.)
- 228 FILM MUSIC Mr. Lerner
 Historical, stylistic, and analytic study of film music from the 1930s to the present, focusing on fictional Hollywood narratives while also considering music's function in documentary and avant-garde filmmaking. Emphasizes close reading of music in relation to film, and vice versa. Weekly screenings. *No prerequisite.*
- 229 AMERICAN CULTURE OF THE 1950s Mr. Lerner
 (Cross-listed CIS 229). A cultural analysis and history of America from the 1950s, informed by an interdisciplinary blend of texts and methodologies borrowed from musicology, literary analysis, film studies, art history, and cultural studies. While the primary emphasis will be on music (e.g., bebop, cool, rock & roll, modernism), close attention will also be given to visual art (e.g., Abstract Expressionism), literature (e.g., the Beats), and film. *Music 122 or permission of instructor.*
- 230 CHORAL LITERATURE Mr. Sprague
 A survey of the history of choral literature with an emphasis on those larger works which are landmarks in the evolution of choral music and which are considered part of today's standard repertoire. Emphasis on close listening and analysis of text music relationships will be correlated with analyses of structural and stylistic elements in the music. Some prior knowledge of music is desirable, but not required. (Normally offered in alternate years.)
- 231 THE CONCERTO Mr. Sprague
 A survey of the evolution and literature of this popular instrumental form. Topics of inquiry will include discussion of stylistic changes and solo-tutti relationships, as well as musical structure. Some prior knowledge of music is desirable, but not required. (Normally offered in alternate years.)
- 241 MUSIC OF LATIN AMERICA Mr. Botelho
 An introduction to the music of Hispanic- and Luso-American countries and cultures from colonial times to the present. *No prerequisite.* (Normally offered in alternate years, Spring.)
- 242 MUSIC OF ASIA Ms. Stasack
 Indigenous classical and folk music of China, Japan, Korea and India. Includes vocal and instrumental music, as well as prominent dance and theatre forms. Considers aspects of musical systems, aesthetics, and performance practice. Emphasis on historical traditions. *No prerequisite.* (Normally offered in alternate years.)

245 MUSIC IN WORLD RELIGIONS

Ms. Stasack

Cross-cultural study of musical styles, roles, and performance practices in religious belief systems and sacred rituals around the world. Thematic issues include: explicit and implicit relationships between musical substance and ideology; music as a tool for expressing, preserving, and empowering sacred texts; music as a means of structuring ritual; and the power of music to transform experience.

246 MUSIC OF BRAZIL

Mr. Botelho

A survey of cultivated and vernacular traditions of Brazilian music from colonial times to the present. Topics include: sacred and secular colonial music, the *barrôco mineiro*, nationalism, the avant-garde, *samba*, *bossa nova*, *MPB*, *candomblé*, jazz, tropical rock, and rap. *No prerequisites.* (Normally offered in alternate years, Spring).

255 APPLIED MUSIC, INTERMEDIATE: 1 credit for 2 consecutive semesters

Staff

Applied instruction designed for students with previous vocal or instrumental training. Must successfully complete jury at the end of each semester of study. *See department for competency levels and literature requirements.* Additional fee required. *Prerequisite: Music 155.*

256 APPLIED MUSIC, ADVANCED INTERMEDIATE: 1 credit for 2 consecutive semesters

Staff

Applied instruction designed for students with previous vocal or instrumental training. Must successfully complete jury at end of each semester of study. *See department for competency levels and literature requirements.* Additional fee required. *Prerequisite: Music 255.*

261 (215) INTRODUCTION TO COMPOSITION

Ms. Stasack

A course exploring the sounds and architectures of contemporary musical styles while cultivating individual projects in composition, with opportunities for performance of works in a class recital. *Prerequisite: Permission of the instructor.* (Fall)

262 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: Permission of the instructor.* (Normally offered alternate years, Fall.)

263 COMPOSITION IN NON-WESTERN STYLES

Ms. Stasack

Study and appreciation of compositional techniques employed in musical systems of non-European cultures. Student focus on a particular area. *Prerequisite: Music 261.* (Normally offered in alternate years.)

271 MODERNISM/POSTMODERNISM

Mr. Lerner

A study of modern and postmodern music, combining close listening (e.g., Schoenberg, Cage, Reich) with critical responses to its aesthetic and ideological contexts (e.g., Adorno, Jameson, McClary). Representative genres include: symphony, string quartet, opera, film score, performance art. *First-year students require permission of the instructor.*

295 INDEPENDENT STUDY

Staff

Independent study under the direction of a faculty member who approves the topic and determines the means of evaluation. Open to qualified students with permission of the chair.

301 CHROMATIC HARMONY

Mr. Botelho

Late 19th- and early 20th-century harmonic techniques, including ninth and eleventh chords argmented triads, common-tone diminished-seventh chords, modulations to distant keys, equal subdivisions of the octave, and pitch-class sets. *Prerequisite: Permission of Instructor.*

302 FORM AND ANALYSIS

Mr. Botelho

Analytical techniques and formal processes of tonal music, including expressive styles and topics, binary and ternary forms, variations, fugues, and sonata forms. *Prerequisite: Music 202.* (Fall)

313 ORCHESTRATION

Staff

Orchestral instruments and literature, with emphasis on scoring and score-reading. *Prerequisite: Permission of the instructor.*

314 COUNTERPOINT

Mr. Botelho

Species counterpoints in two, three, and four parts, and its application to the analysis of pitch structure. *Prerequisite: Permission of the instructor.*

325 MUSIC HISTORY I: ANTIQUITY TO 1800

Mr. Lerner

The history of music in medieval and early modern Europe in its cultural and social context, emphasizing musical style, notation, and performance practice. Periods include Medieval, Renaissance, Baroque, and Classical through Beethoven's first stylistic period. *No prerequisite. Ability to read music expected.* (Fall)

328 MUSIC HISTORY II: AFTER 1800

Mr. Lerner

The history of music in modern Europe and the United States in its cultural and social context, emphasizing musical style, notations, and performance practice. Periods include Romantic, Post-romantic, Modern, and Postmodern. *No prerequisite. Ability to read music expected.* (Spring)

355 APPLIED MUSIC ADVANCED: 1 credit for 2 consecutive semesters

Staff

Applied instruction designed for students with previous vocal or instrumental training. Must successfully complete jury at end of each semester of study. *See department for competency levels and literature requirements.* Additional fee required. *Prerequisite: Music 256.*

361 ADVANCED STUDIES IN COMPOSITION

Ms. Stasack

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: Permission of the instructor.*

395, 396 INDEPENDENT STUDY

Staff

Independent study under the direction of a faculty member who approves the topic and determines the means of evaluation. Open to qualified students with permission of the chair.

401 SENIOR SEMINAR

Staff

A capstone seminar synthesizing historical inquiry, analytical methods, and performance practice along with techniques of music research, writing, and close listening. Topics chosen by the course instructor(s). (Spring)

Vocal and Instrumental Study

Vocal and instrumental study are offered as follows:

- Bassoon—Betsy Griglak
- Banjo, mandolin and fiddle—Jon Singleton
- Cello—John Cloer
- Clarinet—Christine Rydel
- Classical jazz percussion—Gordon Nunn
- Contrabass—Felicia Konczal
- Flute—Elizabeth Holler Ransom
- Guitar—Jim Duckworth
- Harpichord—Neil Lerner
- Horn—Frank Portone
- Oboe—Janet Carpenter
- Organ—Christopher Brayne
- Non-western percussion—Gordon Nunn
- Percussion—Gordon Nunn
- Piano—Ruskin Cooper, Cynthia Lawing
- Trumpet—William Lawing
- Trombone and Tuba—John Bartlett
- Viola—Piotr Swic
- Violin—Martha Koljonen
- Voice—Jacqueline Culpepper, Diane Thornton

PHILOSOPHY

Professors: Goldstein (On leave), Heil (Chair), Maydole (On leave), Stell

Assistant Professor: Robb

Visiting Kemp Professor: Armstrong (Spring)

Visiting Instructor: O'Sullivan

Core Requirement: Any philosophy course numbered below 400 counts toward fulfillment of the core requirement in Philosophy and Religion.

Cultural Diversity Requirement: Philosophy 175 is an option for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses in philosophy (at least five of which must be at the 300 or 400 level) including 105, 106, 200, 215, 450, and 451.

Minor Requirements: Any five courses in philosophy including 105, 106, 200, and one course numbered 300 or higher.

Senior Thesis: To be certified for graduation, each major must complete a thesis of acceptable quality on an approved topic. 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.

Honors: Majors who achieve a 3.2 overall GPA and at least a 3.5 average in philosophy and who complete an honors 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 (150) FIRST-YEAR SEMINAR

Staff

Introduction to philosophy through the examination of a topic of broad interest. Topics include: sociobiology and morality; irrationality and literature; nihilism and the meaning of life; pleasure and pain; minds and computers; sex and gender. *Open to first-year students only. Does not satisfy composition core requirement.*

100W FIRST-YEAR SEMINAR

Staff

Identical to Philosophy 100 but satisfies the composition core requirement. *Open to first-year students only.*

101 REASON AND ARGUMENT

Mr. Maydole, Mr. Robb

Topics include: deductive and inductive reasoning, fallacy recognition, techniques of persuasion, and the psychology of human reasoning.

105 HISTORY OF ANCIENT PHILOSOPHY

Mr. O'Sullivan

(Cross-listed Classics 161) Introduction to the origins and development of philosophy with special emphasis on Plato and Aristotle.

106 HISTORY OF MODERN PHILOSOPHY

Mr. Heil, Mr. Robb

Introduction to early modern philosophy. Emphasis on metaphysical and epistemological issues in Locke, Berkeley, Hume, Descartes, Spinoza, Leibniz and Kant.

120 APPLIED ETHICS

Mr. Goldstein

Introduction to the philosophical analysis of contemporary social and moral controversies. Topics include: abortion, euthanasia, feminism, world hunger, business ethics, nuclear war, human rights. (Not offered 2001-02)

130 MEDICAL ETHICS

Mr. Stell

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.

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. (Not offered 2000-01)

175 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. (Not offered 2001-02)

200 SYMBOLIC LOGIC

Mr. Heil, Mr. Maydole, Mr. Robb

Systematic study of symbolic logic and formal reasoning. Topics include: truth-functional analysis, quantification theory, natural deduction, axiomatics, metalogic, and modal 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. (Not offered 2001-02)

211 (310) THEORY OF KNOWLEDGE

Mr. Heil, Mr. Robb

Central epistemological themes including: skepticism, the problem of justification, rationality, and truth.

212 (355) METAPHYSICS

Mr. Heil, Mr. Robb

Discussion of fundamental issues in ontology including: abstract and concrete entities; causation; space and time; necessity; freedom and determinism; identity of objects, persons, and events over time.

213 (360) PHILOSOPHY OF NATURAL SCIENCE

Mr. Maydole, Mr. O'Sullivan, Mr. Robb

Analysis of the nature of scientific knowledge, how it is acquired and justified; the structure of scientific explanation; the construction of scientific theories.

214 (361) PHILOSOPHY OF SOCIAL SCIENCE

Mr. Heil, Mr. O'Sullivan

Investigation of issues central to the philosophy of the social sciences including: the 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. (Not offered 2001-02)

215 ETHICS

Mr. Stell

Critical introduction to theories of value and obligation; the nature and validity of moral judgments; analysis of the meaning and function of moral language. Some discussion of contemporary moral controversies.

216 (340) PHILOSOPHY OF LANGUAGE

Mr. Heil, Mr. O'Sullivan

(Cross-listed Philosophy 316) Discussion of theories of translation and interpretation; linguistic meaning; truth. Topics include: metaphor, modality, naming and describing, reference, vagueness, realism and anti-realism.

217 (380) PHILOSOPHY OF MIND

Mr. Armstrong, Mr. Heil, Mr. Robb

(Cross-listed Philosophy 317) Investigation of the nature of mental properties, states, events, and processes; the character of psychological explanation and psychology's relation to biology and to other sciences; reductionism; minds and computing machines; the place of meaning and consciousness in the natural world.

220 (320) 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. (Not offered 2001-02)

225 PHILOSOPHY OF RELIGION

Mr. Maydole, Mr. Robb

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 (125) PHILOSOPHY OF MEDICINE Mr. Stell
 An introduction to the conceptual foundations of medicine; especially the concepts of health and illness, professional intervention, healing, controlling the time and manner of dying, placebo, pain and suffering, personal and social responsibility for disease.
- 235 EXISTENTIALISM Mr. Maydole
 (Cross-listed Philosophy 335) Analysis of the existential conditions of human life: death, the fragility and finiteness of life, freedom, commitment, the need for God, and the quest for meaning, worth and dignity. Readings are from both philosophy and literature. (Not offered 2001-02)
- 275 MIND AND EMOTION Mr. Goldstein
 (Cross-listed Philosophy 375) Interconnected questions in philosophy of mind, including: Can we know what other people feel? Why do people prefer pleasure to pain? 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.* (Not offered 2001-02)
- 316 PHILOSOPHY OF LANGUAGE Mr. Heil, Mr. O'Sullivan
 (Cross-listed Philosophy 216) Identical to Philosophy 216, but includes additional assignments. (Not offered 2001-02)
- 317 PHILOSOPHY OF MIND Mr. Heil, Mr. O'Sullivan, Mr. Robb
 (Cross-listed Philosophy 217) Identical to Philosophy 217, but includes additional assignments. (Not offered 2000-01)
- 325 PHILOSOPHY OF LAW Mr. Stell
 Analysis of the nature and function of law. Topics include: various theories of law, relation of law to morality, economic analysis of law, assessment of the principles of legal reasoning and jurisprudence. Emphasis on discussion of decided cases. (Not offered 2001-02)
- 335 EXISTENTIALISM Mr. Maydole
 (Cross-listed Philosophy 235) Identical to Philosophy 235, but includes additional assignments. (Not offered 2001-02)
- 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.
- 365 PHILOSOPHY OF MATHEMATICS Mr. Maydole, Mr. Meyer
 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, Gödel's Theorem.
- 375 MIND AND EMOTION Mr. Goldstein
 (Cross-listed Philosophy 275) Identical to Philosophy 275, but includes additional assignments. (Not offered 2001-02)
- 399 INDEPENDENT RESEARCH IN PHILOSOPHY Staff
 Independent research under the direction and supervision of a faculty member who reviews and approves a research topic, and who determines the means of evaluation.
- 450 ADVANCED PHILOSOPHICAL WRITING AND SENIOR THESIS Staff
 Required of all senior philosophy majors. Analysis of techniques philosophers use to articulate, defend, and criticize theses. Emphasis on skills required to pursue an extended writing project. Students complete senior theses during the semester.
- 451 SENIOR COLLOQUIUM IN PHILOSOPHY Staff
 Required of all senior philosophy majors. Centering on a different theme each year. Sample themes: determinism, free will, and responsibility; skepticism; the nature of rationality and irrationality; metaphysics and cosmology; sociobiology and morality; Davidson and his critics.
- 495 HONORS THESIS Staff
 Open only to philosophy majors eligible for honors. Required of all honors candidates.

PHYSICAL EDUCATION

Mr. Jones (Director) and Staff

Graduation Requirement: The college maintains a physical education requirement for graduation; however, the program carries no academic credit. A total of four courses is required: **PE 101** (required of all students, including transfers, during their first semester at Davidson); one lifetime credit (**PE 2****); one water credit (**PE 3****); and one team credit (**PE 4****). 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 evaluation is administered during orientation to determine swimming ability and to offer guidance in course selection. Students who do not successfully complete a swim evaluation must register for an appropriate swimming class.

101 PHYSICAL EDUCATION

A twelve-hour course offered in the fall of each year which consists of ten core hours and two electives. Core topics include Alcohol and Drugs, Sexuality, Adult CPR, Standard First Aid, Career and Life Planning and Psychological Health. Two hours of electives include topics of Nutrition, Stress Management, Time Management, Religion, Think Smart, Infant/Child CPR, Myers-Briggs Type Indicator, and Fitness. *Required of all first-year and transfer students during the first semester at Davidson.*

PE 2 Lifetime Sports Credit:** One course required.

201 Aerobics	217 Dance—Jazz	234 Racquetball
202 Archery	218 Dance—Modern	236 Rock Climbing
203 Athletic Trainer	219 Dance—Tap	237 Self Defense
204 Backpacking	220 Fencing	240 Softball
205 Badminton	222 First Aid—Community	241 Squash
207 Bowling	223 First Aid—Instructor	242 Tennis
208 CPR—Adult	224 Fishing	243 Track & Field
209 CPR—Child & Infant	226 Golf	244 Volleyball
210 CPR—Community	227 Horseback Riding	245 Wilderness Leadership
211 CPR—Instructor	228 Ice Skating	246 Youth Sports Coaching
212 CPR—Professional	229 Juggling	
213 Croquet	230 Karate	
214 Cycling	231 Lacrosse	
215 Dance—Ballet	232 Lifetime Wellness	
216 Dance—Folk	233 Officiating	

PE 3 Water Sports Credit:** Upon successfully completing swim test, one course required.

301 Canoeing	307 Sailing	313 Swim Level 6 – 7
302 Crew	308 SCUBA Diving I	315 Water Polo
303 Head Lifeguard	309 SCUBA Diving II	316 Waterskiing
304 Kayaking	310 Springboard Diving	317 Windsurfing
305 Lifeguard Training	311 Swim Level 1 – 3	318 Water Safety Instructor
306 Lifeguard Instructor	312 Swim Level 4 – 6	

PE 4 Team Sports Credit:** 75% participation in an intramural team, club sports team, or intercollegiate varsity or junior varsity team.

PHYSICS

Professors: Boye (Chair, On leave), Cain (Acting Chair), Christian, Manning

Assistant Professors: Belloni, Gfroerer, Yukich

Visiting Assistant Professors: Dancy, Krebs

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 118 or 119 does not satisfy the core requirement in laboratory science.

Major Requirements: Physics 120 or 130 is a prerequisite to a major in physics. Only with specific permission of the department chair can Physics 118 satisfy this prerequisite. The major consists of ten physics courses: 220 or 230, 200, 310, 320, 330, 335, 350, and 360; the mathematics requirement; and one course chosen from 340, 430, 450 and 460. If Physics 201 is not taken to fulfill the mathematics requirement, then an additional physics course is required at the 300 level or above.

Major Requirements (3/2 Engineering Track): Students seeking to complete the 3/2 engineering track are required to take the following courses in order to receive a B.S. degree in Physics from Davidson: Physics 230, 310, 320, 335; the mathematics requirement; and two courses chosen from 330, 350, and 360.

Mathematics Requirement: Either Physics 201 or both Mathematics 150 and 235 will satisfy the mathematics requirement.

Honors Requirements: In addition to completing the requirements for a major in physics, a candidate for honors in physics must submit a written thesis covering an independent research project. Such a project may be based upon work completed in Physics 495, 496, or in an undergraduate research program on or away from campus that is approved by the department. Applications for honors in physics should be made in writing to the chair of the department no later than the end of the junior year.

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. An oral presentation of the research in a departmental seminar.
4. The favorable vote of the physics faculty concerning the qualities of the candidate, the course of study, the written thesis, and the oral defense.

Applied Mathematics Concentration: Students who are interested in applied mathematics are encouraged to consider the Applied Mathematics Concentration. The concentration offers a track for students interested primarily in the natural sciences and another track for students interested primarily in the social sciences. The concentration is described in detail in this catalog under concentrations.

Computer Science Concentration: Students who are interested in computer science are invited to investigate the Computer Science Concentration. This concentration is described in detail in this catalog under concentrations. Physics courses involved in the computer science concentration are Physics 200, 310, and 397. Mathematics courses in the concentration are listed under the Mathematics Department. The student who intends to pursue graduate study in computer science should major in physics or mathematics or take upper-level physics and math courses to augment the Computer Science Concentration. Examples of student computational work can be found at <http://webphysics.davidson.edu>.

103 PHYSICS OF THE ENVIRONMENT

Mr. Cain

A study of the physical laws and processes that underlie environmental phenomena with a special focus on energy and radiation. Technical, economic and social consequences of these laws and processes will be examined to better delineate the complex decisions related to environmental issues. No laboratory. (Spring)

105 ASTRONOMY

Mr. Cain, Mr. Manning

A survey of the current scientific view of the Universe. Emphasis on the physical and mathematical principles necessary to understand how astronomers observe and interpret phenomena. Topics include the historical development of major astronomical theories, the interaction of light and matter, the life cycle of stars, and the structure and evolution of the Universe. No laboratory. Not open to seniors. (Fall)

110 THE PHYSICS AROUND YOU

Mr. Cain, Mr. Krebs, Mr. Yukich

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 TECHNOLOGY

Mr. Boye

The physical principles of sound, light, and electricity are developed and explored in order to understand their application in such technologies as digital audio recording and reproduction, synthesis of musical instruments, CD's, lasers, and room acoustics. Designed for non-science majors. No laboratory. (Not offered 2001-02)

118 ADVANCED PLACEMENT CREDIT: MECHANICS

Course credit for appropriate scores on the AP Physics B exam or the AP Physics C (mechanics) exam. *The course does not satisfy the lab science core requirement.* Only with specific permission of the chair may the course serve as prerequisite to other courses in Physics. Credit for Physics 118 is forfeited by a student who elects to take Physics 120 or 130.

119 ADVANCED PLACEMENT CREDIT: ELECTRICITY AND MAGNETISM

Course credit for appropriate scores on the AP Physics C (electricity and magnetism) exam. *The course does not satisfy the lab science core requirement.* Only with specific permission of the chair may the course serve as prerequisite to other courses in Physics. Credit for Physics 119 is forfeited by a student who elects to take Physics 220 or 230.

120, 220 GENERAL PHYSICS

Mr. Belloni, Ms. Dancy, Mr. Gfroerer, Mr. Krebs, Mr. Yukich

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. Belloni, Mr. Cain, Mr. Christian, Mr. Yukich

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. *Corequisite for Physics 130: Math 130. Prerequisite for Physics 230: Physics 130 or permission of the instructor.* One laboratory period weekly (Physics 130—Fall, Physics 230—Spring).

200 COMPUTATIONAL PHYSICS

Mr. Boye, Mr. Christian

(Cross-listed Computer Science 200) Introduction to computer programming using the Java programming language. Assignments will be based on simulations emphasizing problem solving in science, program writing, and numerical methods in science. A final project of the student's choice is presented in an end-of-term poster session and published on the Physics Department web server. *Prerequisite: Physics 120 or 130 at Davidson or permission of the instructor.* (Spring)

201 MATHEMATICAL METHODS FOR SCIENTISTS

Mr. Cain, Mr. Gfroerer

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, Fourier analysis, 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.* (Spring)

310 ELECTRONICS AND INSTRUMENTATION

Mr. Christian, Mr. Yukich

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. *Prerequisite: Physics 220 or 230.* (Fall)

320 INTRODUCTION TO MODERN PHYSICS

Mr. Boye, Mr. Krebs

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. Boye, Mr. Gfroerer

Using the Lagrangian formalism and the principles of vector calculus, Newtonian principles are applied to the analysis of oscillating systems and central forces. Emphasis on energy as the single most useful concept in understanding the physical universe. *Prerequisites: Physics 220 or 230 and Mathematics 135, or permission of the Instructor.* (Fall)

335 INTERMEDIATE LABORATORY

Mr. Christian, Mr. Gfroerer

Introduces physics majors to advanced laboratory experiments and research techniques, including writing and oral communication skills. Lecture and laboratory. *Prerequisites: Physics 220 or 230 and Physics 320. Physics 310 is recommended.* (Spring)

340 STATISTICAL AND THERMAL PHYSICS

Mr. Cain

An introduction to thermal physics using a statistical approach to describe systems composed of very many particles. The conclusions of classical thermodynamics are derived from statistical results. *Prerequisite: Physics 330 or permission of the instructor.* (Fall)

350 ELECTRICITY AND MAGNETISM

Mr. Belloni

Electrostatics, magnetostatics, 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. Belloni, Mr. Cain

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.

397 INDEPENDENT STUDY IN ADVANCED SOFTWARE

DEVELOPMENT IN SCIENCE

Mr. Christian

(Cross-listed Computer Science 397) Independent study using computers to model dynamical systems in the natural sciences under the direction and supervision of the instructor who approves the specific topic of study. Emphasis is on the use of object-oriented programming and web-based protocols to investigate both dynamical systems and the representation of those systems as data structures and algorithms. *Prerequisites: CSC/PHY 200 or CSC 121 and one of PHY 310, CSC 321 or CSC 325, or permission of the instructor.*

430 ADVANCED MECHANICS

Mr. Boye

Continuation of Physics 330, including motion in non-inertial reference frames, rigid-body motion, Hamiltonian formalism, coupled oscillations and other selected topics. *Prerequisite: Physics 330.* (Not offered 2001-02)

450 ELECTROMAGNETIC THEORY

Mr. Cain

Electromagnetic fields and waves, Maxwell's equations and applications to electromagnetic and optical phenomena. *Prerequisite: Physics 350.* (Not offered 2001-02)

460 QUANTUM MECHANICS II

Continuation of Physics 360 including applications to atomic, molecular, solid state and nuclear physics.
Prerequisite: Physics 360. (Spring)

Mr. Belloni, Mr. Boye

495, 496 INDEPENDENT RESEARCH

Open to students with substantial backgrounds in physics with written permission of the supervising professor who reviews and approves the research topic. Satisfactory completion of a project includes a presentation at a departmental seminar.

Staff

POLITICAL SCIENCE

Professors: Ortmayer, Thornberry (Chair), Shaw

Associate Professors: Ahrens Dorf, Menkhaus, Rigger, Roberts

Assistant Professors: Crandall, Sellers

Core Requirements: Only courses numbered below 101 to 350 count toward the core requirement in Social Science.

Cultural Diversity Requirement: Political Science 231, 233, 240, 241, 332, 333, 345, 471, 475, 479 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: (Seminars do not count toward sub-field requirements.)
1. Political Theory—Political Science 101, 208, 301, 302, 303;
 2. American Politics—Political Science 111, 210, 215, 311, 312, 314, 315, 316, 319;
 3. Comparative Politics—Political Science 130, 230, 233, 240, 241, 331, 332, 333, 335, 336, 337;
 4. International Politics—Political Science 141, 240, 241, 340, 345, 346, 347.
- (b) Political Science 221—required beginning with the class of 2004.
- (c) A seminar numbered 450 or above. Seminars may have specific prerequisites and usually require prior course work in that sub-field.

Honors Requirements: Juniors or seniors 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 a professor in 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."

100W THE AMERICAN DREAM OF SUCCESS

Course explores an essential aspect of American culture, the American dream. What are the origins for the individual and national faith in success? Has this dream changed over time? To what degree is it shared by various ethnicities? How does it influence our policy expectations? *Satisfies the core requirement in composition.* Open only to first-year students.

Ms. Roberts

101 CONTEMPORARY POLITICAL IDEOLOGIES

Introduction to liberal democracy, communism, fascism, and other contemporary political ideologies. Not open to juniors and seniors except by permission of the instructor. (Offered every year)

Mr. Ahrens Dorf

111 INTRODUCTION TO AMERICAN POLITICS

Ms. Roberts, Mr. Sellers, Ms. Thornberry

Introduction to the study of American political processes and institutions, including Congress, the Presidency, the courts, political parties, elections, and related topics. Not open to juniors and seniors except by permission of the instructor. (Offered every year)

130 INTRODUCTION TO COMPARATIVE POLITICS

Mr. Menkhaus, Ms. Rigger

Introduction to the comparative study of political institutions, selected public policy challenges, and political trends in selected countries and regions around the world. Students are introduced to aspects of critical analysis and comparative methods as part of exploration of topics such as comparative electoral systems, executive-legislative relations, health care policies, gun control, immigration, taxation, and the democratization. *Not open to juniors and seniors except by permission of the instructor.* (Offered every year)

141 INTERNATIONAL POLITICS

Mr. Crandall, Mr. Ortmyer

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. Ahrensford

Major political philosophers from the 5th century B.C. to the end of the Middle Ages. (Offered every year)

210 PARTIES AND INTEREST GROUPS

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 except by permission of the instructor. (Offered every year)

215 THE POLITICS OF FEMINISM

Ms. Roberts, Ms. Thornberry

Philosophical origins of the feminist movement and its impact on the current American political scene. Not open to first-year students. (Offered every year)

221 METHODS AND STATISTICS IN POLITICAL SCIENCE

Mr. Sellers, Ms. Thornberry

The framework of social science analysis, and the use of statistics for studying political problems. Topics range from research design and hypothesis testing to correlation and multiple regression. (Offered every year)

230 WEST EUROPEAN POLITICS

Mr. Ortmyer

Comparative analysis of the political culture, party systems, political economy, and foreign policies of France, Germany, the United Kingdom, and other selected Western European states. (Offered every year)

233 POLITICS OF LATIN AMERICA

Mr. Crandall

An introduction to the politics of Latin American countries. The course considers alternative theoretical explanation for patterns of politics. *Prerequisite: Political Science 100, or 111, or 130 or 141.* (Offered every year.)

240 POLITICS OF AFRICA

Mr. Menkhaus

Survey of contemporary political and economic issues facing the African continent, including international relations of Africa. (Offered alternate years)

241 POLITICS OF THE MIDDLE EAST

Mr. Menkhaus

Survey of contemporary political and economic issues facing the Middle East, including international relations of the Middle East. (Offered alternate years)

294 DAVIDSON IN WASHINGTON INDEPENDENT STUDY

Staff

Project involving student research conducted in Washington, D.C., as part of the summer program of Davidson in Washington. Must have a significant political component. (Offered every year)

295 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 and evaluates the student's work. *Prerequisite: Permission of the instructor.* (Offered every semester)

- 300 MODERN POLITICAL THEORY Mr. Shaw
Leading political philosophers from the Renaissance to the latter part of the 19th century. (Offered every year)
- 301 CONTEMPORARY POLITICAL THEORY Mr. Shaw
Major political philosophers from Nietzsche to the present. (Offered every year)
- 302 SPECIAL TOPICS IN CLASSICAL POLITICAL THEORY Mr. Ahrens Dorf
This course explores such central themes of classical political thought as "education and politics," "idealism and realism," and "politics and literature." (Offered alternate years)
- 303 SPECIAL TOPICS IN CONTEMPORARY POLITICAL THEORY Mr. Shaw
The course explores topics of special relevance to debates in contemporary political theory such as "multicultural citizenship," "democratic theory," and "postmodern theory." (Offered alternate years)
- 311 (211) THE LEGISLATIVE PROCESS Ms. Roberts, Mr. Sellers
Legislative behavior and policy-making in the United States, with particular emphasis on the Congress. *Prerequisite: Political Science 100, or 111, or 130, or 141, or permission.* (Offered every year)
- 312 (212) THE PRESIDENCY 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 111, or 130, or 141, or permission.* (Offered every year)
- 314 (214) PUBLIC POLICY Ms. Roberts, Mr. Sellers, Ms. Thornberry
Formation, implementation and evaluation of governmental responses to public needs. Focus on special topics such as education, hunger and health care. (Offered alternate years)
- 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 first- and second-year students. (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 first- and second-year students. (Offered alternate years)
- 319 PUBLIC OPINION Mr. Sellers
Formation, change and measurement of political attitudes. *Prerequisite: Political Science 100, or 111, or 130, or 141, or permission.* (Offered alternate years)
- 323 (213) POLITICS AND THE MEDIA Ms. Roberts, Mr. Sellers
An assessment of the role mass media play in American politics, with emphasis on systemic as well as individual effects. *Prerequisite: Political Science 100, or 111, or 130, or 141, or permission.* (Offered alternate years)
- 324 PHILANTHROPY AND THE NON-PROFIT SECTOR Mr. Menkhaus
Exploration of the emerging role of the non-profit sector and charitable organizations in community development and advocacy. Permission required. (Offered alternate years)
- 331 THE RISE OF NEW DEMOCRACIES Mr. Crandall, 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 111, or 130, or 141.* (Offered alternate years)
- 332 CHINESE POLITICS Ms. Rigger
Introduces the political institutions and behavior of the People's Republic of China and Hong Kong. *Prerequisite: Political Science 100, or 111, or 130, or 141, or permission.* (Offered every year)

- 333 THE POLITICS OF JAPAN AND THE EAST ASIAN DRAGONS Ms. Rigger
Introduces the political institutions and behavior of Japan, Taiwan, and South Korea. *Prerequisite: Political Science 100, or 111, or 130, or 141, or permission.* (Offered every year)
- 335 CENTRAL/EAST EUROPEAN POLITICS Mr. Ortmayer
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 111, or 130, or 141.* (Offered alternate years)
- 336 RUSSIAN/POST-SOVIET STATES' POLITICS Mr. Ortmayer
Comparative analysis of the political systems, political economies, and foreign policies of Russia and former Soviet republics, including Ukraine, the Caucasian republics, and Central Asian states. *Prerequisite: Political Science 100, or 111, or 130, or 141, or permission.* (Offered alternate years)
- 337 (231) POLITICS OF DEVELOPMENT Mr. Crandall, 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. (Offered every year)
- 340 INTERNATIONAL POLITICAL ECONOMY Mr. Crandall
Survey of theories of international political economy and study of the politics of international trade, foreign aid, debt, and north-south relations. *Prerequisite: Economics 101; Political Science 100, or 111, or 130, or 141.* (Offered alternate years)
- 345 CONTEMPORARY UNITED STATES-LATIN AMERICAN RELATIONS Mr. Crandall
This course traces the evolution of United States involvement in Latin America beginning with the War of 1898 and continuing through the present day. It focuses on recent US-Latin American issues such as the war on drugs, undocumented immigration, and intermittent U.S. interventions in the hemisphere. (Offered alternate years)
- 346 AMERICAN FOREIGN POLICY Mr. Ortmayer
Analysis of the foreign policy process, bureaucratic politics, executive-congressional relations and selected foreign policy problems in a discussion-intensive approach using case studies (e.g. interventions in Haiti and Somalia, South African sanctions, Cuba Missile Crisis). *Prerequisite: Political Science 100, or 111, or 130, or 141.* (Offered every year)
- 347 INTERNATIONAL ORGANIZATION Mr. Menkhaus
Survey of theories of international cooperation, conflict, and organization; the historical evolution, functions, and current politics of key international organizations, especially the United Nations; U.S. foreign policy toward the U.N.; and selected issues and case studies with a focus on the politics of intervention and international peacekeeping. *Prerequisite: Political Science 100, or 111, or 130, or 141, or permission.*
- 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. Only one tutorial can count toward satisfaction of the 300-level course requirement in political science. *Prerequisite: Permission of the instructor.* (Offered every semester)
- 393 SYMPOSIUM: DAVIDSON IN WASHINGTON Staff
A symposium on topics of contemporary politics conducted in Washington as part of the summer program of Davidson in Washington. Possible topics include: National Security, Citizenship in the 21st Century, Justice and the Family.

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

Ms. Roberts, Mr. Sellers, Ms. Thornberry

Past seminars include "Reproductive Rights," "Southern Politics," and "Political Manipulation of the News."

470-479 COMPARATIVE POLITICS

Mr. Crandall, 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. Ortmayer, Ms. Rigger

Past seminars include: "International Political Economy," "U.S. National Security Policy," "Conflict Resolution," "Humanitarian Crises," and "International Relations of Asia Pacific."

495 ADVANCED 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)

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

Staff

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 (Chair), Barton, Kello, Palmer, Ramirez

Associate Professor: Munger

Assistant Professors: Multhaup, M. Smith

Adjunct Assistant Professor: McElhaney

Adjunct Lecturers: Cutting, Rawson

Departmental Adjunct Assistant Professor: R. Jackson

Core Requirement: Psychology 101, 199c, and any course numbered between 230 and 284 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 including 101; 310; and 400, 401, or 402. Three courses must be methods courses: one must be 301, 302, 303, 304, or 323; and one must be 314, 315, 316, 318, or 319; the third can be from either sequence. Of the ten courses students must take at least one in each of the following areas:

Animal Behavior/Physiological courses: 282, 284, 302, 303, 323, 324, seminars TBA

Cognitive courses: 276, 301, 304, seminars TBA

Developmental courses: 241, 243, 245, 315, 319, seminars TBA

Clinical/Industrial-Organizational/Social/Personality courses: 230, 231, 232, 233, 250, 254, 314, 316, 318, seminars TBA

One of the ten courses must be a seminar; listings of current seminars and the area they fit within will be listed in the Student Handbook for Psychology Majors and in the Psychology Department Office.

In addition, all seniors must satisfactorily complete an oral interview conducted by a psychologist who is not a member of the department.

(Courses 295–298 are reserved for transfer credits.)

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 (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 students have direct contact with patients and staff members while studying with adjunct faculty Cutting and Rawson. Credit for Psychology 231 (or Psychology 330 if a student has previous credit for Abnormal Psychology), and 290. *Prerequisites:* Psychology 101 and consent of instructor. Inquiries may be directed to Department of Psychology, Davidson College.

101 GENERAL PSYCHOLOGY

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 participate in experiments or in alternative research experiences. (Fall, Spring) Staff

195 INDEPENDENT STUDY

Study in an area of psychology not covered by other catalog offerings under the direction and supervision of a faculty member who reviews and approves the topic of the independent study. Students submit a written plan of study to the faculty member prior to the close of Drop/Add in the semester of registration. *Prerequisites:* Psychology 101 and permission of supervising instructor. Does not count toward fulfillment of major or core requirements. (Fall, Spring) Staff

230 INTRODUCTION TO PERSONALITY

Staff

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 to contemporary psychological issues (e.g., Type A behavior and health; personality inventories). *Prerequisite: Psychology 101.* (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)

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)

233 THEORIES OF COUNSELING

Staff

Survey of the major theories of psychotherapy with an emphasis on psychoanalytic, person-centered, behavioral, cognitive, and family systems psychotherapy. Study concludes with a transtheoretical approach to integrating all types of counseling theory. *Prerequisite: Psychology 101.* (Not offered 2001-02)

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, and cognitive theories of development. Includes observations at local day-care centers. *Prerequisite: Psychology 101.* (Spring)

243 ADOLESCENT DEVELOPMENT

Mr. Jackson

(Cross-listed Education 243) An in-depth examination of specific theories, concepts, and methods related to the period of adolescence. Students will explore a wide range of topics including cognitive development, moral development, identity formation, gender role, social relationships, and the effects of culture on adolescent development. *Prerequisite: Psychology 101.* (Fall)

245 PSYCHOLOGY OF AGING

Ms. Multhaup

Introduction to human aging from a psychological perspective. Adult age-related changes in memory, intelligence, wisdom, personality, etc. Attitudes toward aging and adjustment to aging. Emphasis on the application of scientific methods to the study of aging. *Prerequisite: Psychology 101.* (Spring)

250 AFRICAN AMERICAN PSYCHOLOGY

Mr. Jackson

Introduction to the study of psychology from an African American perspective. Compares and contrasts theories from traditional European-centered and Afrocentric approaches to explain the life experiences, cognition, and behaviors of African Americans. The historical development of black psychology, black identity development, cultural bias in psychological testing, black communication styles, black self-hatred, and the mental health of African Americans. *Prerequisite: Psychology 101.* (Spring)

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.* (Spring)

276 COGNITIVE PSYCHOLOGY

Ms. Munger

Introduction to cognitive psychology. Structure and processes underlying cognition including memory, attention, language, problem-solving, imagery, etc. Emphasis on theories and empirical evidence for understanding cognition. *Prerequisite: Psychology 101.* (Fall)

282 LEARNING

Mr. Smith

Overview of major topics in learning: elicitation, classical conditioning, reinforcement, punishment, problem solving, behavioral economics, and verbal behavior. Focus on empirical data, research methodology, and technologies generated from learning research. *Prerequisite: Psychology 101.* (Fall)

284 DRUGS AND BEHAVIOR

Mr. Smith

The course examines the effects of drugs on human and animal behavior. Consideration is also given to the physiological effects of drugs on the central nervous system. Methods for preventing and treating drug abuse are also addressed. *Prerequisite: Psychology 101.* (Not offered 2001-02)

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 Drop/Add 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 on campus. *Prerequisite: Permission of faculty sponsor.* Grading for this course is pass-fail. The usual initiative for pass-fail registration is not needed. Students are eligible to register for this course only once. (Fall, Spring)

301 PSYCHOLOGICAL RESEARCH—SENSATION AND PERCEPTION

Ms. Munger

Research methods, concepts, and empirical findings in perception are examined in lecture and extensive laboratory experience. Course explores how physical stimulus impinges on sense organs and is subsequently processed and understood by perceptual systems (e.g., how do we "see" things?). Participation in research as subjects and experimenters is required. *Prerequisite: Psychology 101.* Recommended completion by Fall, senior year, for majors. (Fall)

302 PSYCHOLOGICAL RESEARCH—BEHAVIORAL PHARMACOLOGY

Mr. Smith

Students conduct experiments on the effects of drugs on human and animal behavior. Scientific writing is a strong focus in this course, with students writing research reports on each experiment. Students are required to propose a novel line of research in the form of a research proposal. Studies conducted in other behavioral pharmacology laboratories are discussed and critiqued. Some work with animals is required. *Prerequisite: Psychology 101.* Recommended completion by Fall, senior year, for majors. (Spring)

303 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. Work with animals is required. *Prerequisites: Psychology 101 or Biology 111 or Biology 112 and permission of the instructor.* (Fall)

304 PSYCHOLOGICAL RESEARCH—MEMORY

Ms. Multhaupt

Research methods, concepts, and empirical findings in the field of memory are explored in lecture and extensive laboratory experience. Emphasis is on human memory. Participation in research as subjects and experimenters is required. *Prerequisite: Psychology 101.* Recommended completion by Fall, senior year, for majors. (Spring)

310 PSYCHOLOGICAL RESEARCH—DESIGN AND ANALYSIS

Mr. Barton

Introduction to psychological research. Descriptive, correlational, and experimental methods of research will be examined. Primary focus on data analysis including descriptive statistics and inferential statistics with emphasis on analysis of variance. Mandatory weekly computer lab. *Prerequisite: Psychology 101.* Recommended in the sophomore, or no later than junior year, for majors. (Fall, Spring)

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 the instructor) and Psychology 310.* Recommended completion by Fall, senior year, for majors. (Spring)

315 PSYCHOLOGICAL RESEARCH—CHILD DEVELOPMENT

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. Course requirements include participation in research as investigators. *Prerequisite: Psychology 310.* Recommended completion by Fall, senior year, for majors. (Fall)

316 PSYCHOLOGICAL RESEARCH—INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Staff

Research methods and statistical techniques used in industrial/organizational psychology examined through lectures, laboratories, and field studies. Students gain knowledge and experience in research methods used in these fields. Students will complete individual research projects related to customer or employee opinion surveys. Ethical and practical issues in organizational research discussed. *Prerequisites: Psychology 310 and 254.* Recommended completion by Fall, senior year, for majors. (Not offered 2001-02)

318 PSYCHOLOGY RESEARCH—SOCIAL PSYCHOLOGY

Mr. Palmer

Research methods and statistical techniques used in social psychology are examined through lecture, laboratory, and field research. Students will gain knowledge in formulating research questions, translating them into research methodologies, data collecting, and analysis. Comparative strengths of different methodologies, ethical issues, and scientific writing will be emphasized. *Prerequisite: Psychology 310.* Recommended completion by Fall, senior year, for majors. (Fall)

319 PSYCHOLOGICAL RESEARCH—ADULT DEVELOPMENT

Ms. Multhaupt

Research methods, concepts, empirical findings, and ethics for studying adult development (focus on younger and older adulthood) are explored in lecture and laboratory settings. *Prerequisite: Psychology 101.* (Not open to students with credit for PSY 245. If holding PSY 245 credit, see the instructor if interested in PSY 319). Recommended completion by Fall, senior year, for majors.

323 ANIMAL BEHAVIOR

Ms. Case

(Cross-listed Biology 323). *Prerequisite: Biology 112 or Psychology 101.* (Spring)

324 ADVANCED NEUROSCIENCE

Mr. Ramirez

Intensive readings in molecular neurobiology, neuroanatomy, neurophysiology, and/or behavior. Students: 1) make classroom presentations of critical analyses of the course readings; 2) conduct laboratory research or hospital rounds; and 3) submit an annotated bibliography and a write-up of the laboratory project or term paper. *Prerequisites: Psychology 303 and the permission of the instructor.* (Not offered 2001-02)

330-349 TUTORIAL

Staff

Intensive readings in a specific area of study under the direction and supervision of a faculty member who reviews and approves the topic of research. Students submit a written plan of study to the supervising faculty member prior to the close of Drop/Add in the semester of registration. Open ordinarily only to advanced majors in psychology. *Prerequisite: Permission of the instructor.* (Fall, Spring)

350-380 ADVANCED SEMINAR IN EXPERIMENTAL PSYCHOLOGY

Staff

Topics announced in advance of registration. Seminars include:

- Behavioral Medicine and Health Psychology
- Behavioral Neuroscience
- Children and Television
- Clinical Psychopharmacology
- Gender Identity
- High Performance Organizations
- Leadership Skills
- Psychology Goes to the Movies
- Reminiscence
- Tests and Measurements

Prerequisites: 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 Student Handbook for Psychology Majors. (Fall, Spring)

401 ISSUES IN PSYCHOLOGY

Ms. Ault

Central issues in psychology which cut across previous course boundaries. Specific topics vary year by year. The course begins with a review of major approaches to psychology (e.g., Behaviorist, Biological, Cognitive Evolutionary, Humanist, Psychoanalytic) and ethical principles that apply to a variety of situations that psychologists face. *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. Course begins with ancient Greek philosophers and works through philosophical writings that led to psychology, explores the founding of psychology as a scientific discipline in the late 19th Century, and follows its development in the 20th Century. Readings include primary sources. *Limited to seniors except by permission of the department.* (Spring)

RELIGION

Professors: W.T. Foley, Kuykendall, Mahony, Plank (Chair)

Associate Professor: Poland

Assistant Professors: Lee, Snyder

Adjunct Lecturer: Beach-Verhey

Core Requirements: 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 170, 180, 244, 270, 271, 272, 280, 284, 285, 370, 371, and 380, are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses in religion (Humanities counts as one course). Courses must include at least five courses at the 300- or 400-level, two seminars, 401, one course in a non-Christian tradition, a three-course concentration (chosen in consultation with advisor) and one course from each of the following groups:

(a) 120, 130, 221, 222, 230, 231, 232, 233, 320, 330;

(b) 140, 160, 170, 180, 242, 255, 260, 262, 270, 271, 272, 275, 280, 285, 340, 361, 362, 363, 370, 380;

(c) 101, 141, 142, 143, 150, 243, 244, 245, 246, 248, 250, 284, 344, 345, 346, 350, 355, 360.

Minor Requirements: Six courses, at least four of which must be above the 100-level. These courses must include either one 300-level course and a seminar or two seminars. In addition, they must meet the same distribution requirements as applied to the major; i.e. one course from each of the three specified categories.

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 the honors program, consult with the department.

100W FIRST-YEAR WRITING SEMINARS IN RELIGION

Writing-intensive study of various topics within the field of religious studies. *Open only to first-year students; successful completion earns composition as well as religion core credit.*

Seminar Sections:

100W (PL) Religion and the Tragic Vision (Not offered 2001-02)

100W (FO) Religion in the Movies (Fall 2001)

Mr. Plank

Mr. Foley

101 INTRODUCTION TO RELIGIOUS STUDIES Staff
 Introduction to the approaches and vocabularies of the academic study of religious traditions and movements. 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. (Not offered 2001-02)

120 INTRODUCTION TO THE HEBREW BIBLE Mr. Plank
 Critical interpretation of the literature, religion, and social history of ancient Israel and early Judaism. Not open to juniors and seniors until Drop/Add. (Not offered 2001-02)

130 INTRODUCTION TO THE NEW TESTAMENT Mr. Snyder
 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. (Fall)

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. Not open to juniors or seniors until Drop/Add. (Spring)

141 INTRODUCTION TO THEOLOGY Ms. Poland
 Reflection on fundamental concepts and issues such as creation, God, human nature, faith, evil, salvation. Not open to juniors or seniors until Drop/Add. (Spring)

142 AUTOBIOGRAPHY AND RELIGION Ms. Poland
 Introduction to the study of religion through close readings of selected religious autobiographies and investigations of their historical and biographical contexts. Readings may change from year to year. Not open to juniors or seniors until Drop/Add. (Fall)

143 THE CHRISTIAN STORY AND ITS STORIES Mr. Foley
 A survey of the narratives by which—and the circumstances under which—Christians have told their varied stories. Works to be read will include representatives from some or all of the following narrative genres: the New Testament gospel, the acts of the early martyrs, the medieval Saint's Life, the allegorical narrative, the modern novel, the short story, and the Hollywood epic. Not open to juniors or seniors until Drop/Add. (Not offered 2001-02)

150 INTRODUCTION TO THEOLOGICAL ETHICS Mr. Beach-Verhey
 An introduction to fundamental questions and methods of ethical inquiry and theological thinking on the moral life. Not open to juniors or seniors until Drop/Add. (Not offered 2001-02)

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. (Not offered 2001-02)

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. (Not offered 2001-02)

180 HISTORY AND RELIGION OF JAPAN Staff
 An introduction to classical and modern Japan with special emphasis on the role of religious traditions. Not open to juniors or seniors until Drop/Add. (Not offered 2001-02)

221 POETS, PROPHETS, AND PRIESTS Mr. Plank
 An intertextual study of the biblical prophetic, poetic, and priestly literatures that respond to the crisis of Israel's exile. Particular attention is given to the theme of consolation, images of the foreigner, and the ethical dilemmas of a marginalized culture. (Not offered 2001-02)

- 222 THE ART OF BIBLICAL NARRATIVE Mr. Plank
A literary, intertextual and midrashic study of selected biblical narratives. Special attention will be given to the sagas of Saul and David, and the books of Ruth, Jonah, and Esther. (Spring)
- 230 JESUS AND HIS INTERPRETERS Mr. Snyder
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. (Fall)
- 231 THE LETTERS AND THOUGHT OF THE APOSTLE PAUL Mr. Snyder
Selected letters of Paul in their historical context. Emphasis on theological and ethical dimensions of his writings. (Spring)
- 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. (Not offered 2001-02)
- 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. (Not offered 2001-02)
- 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. (Spring)
- 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. (Not offered 2001-02)
- 244 MODERN JEWISH LITERATURE Mr. Plank
Modern Jewish fiction, poetry, and literary theory with particular focus on modern Midrash and the significance of writing as a religious act. Selected texts from Yiddish, Euro-American, and Israeli literature include writings of I.L. Peretz, Sholem Aleichem, I.B. Singer, Cynthia Ozick, Amos Oz, and Dan Pagis. (Spring)
- 245 MODERN CHRISTIAN THOUGHT Ms. Poland
Major theological movements and figures within the Christian tradition from the Enlightenment. (Fall)
- 246 THE REFORMED TRADITION IN PROTESTANT CHRISTIANITY Mr. Kuykendall
An introduction to Reformed Protestantism from the perspective of historical theology. Readings in the works of John Calvin and other theologians in the Reformed tradition, as well as an overview of the spread of this movement in Europe, North America and other areas of the world. (Fall)
- 248 CHRISTIANITY AND NATURE Ms. Poland
This course explores Christian attitudes toward nature and toward non-human animals as displayed in scripture and tradition. It also examines other models of human nature, and asks, in light of an ecological understanding of creation, what is and ought to be the relation between humans and other animals. (Not offered 2001-02)
- 250 STUDIES IN THEOLOGICAL ETHICS Mr. Beach-Verhey
A focused study of a given ethical issue and its theological significance. Topics to be studied may include medical ethics, justice and poverty, war and peace, the meaning of virtue, civil rights, etc. (Not offered 2001-02)
- 251 GOD AND MAMMON: CHRISTIAN REFLECTION ON ECONOMIC LIFE Mr. Beach-Verhey
A study of the history of Christian reflection on economic life in the light of the contemporary context. Attention will be given to the historic relationship between Protestant Christianity and capitalism, and to theological notions such as vocation, distributive justice, and environmentalism. (Spring)

- 255 COMPARATIVE RELIGIOUS ETHICS Mr. Lee
Selected readings from Aristotle, Aquinas, Mencius and Xunzi. Issues examined will include the role of virtues and vices, the viability of cross-cultural comparison, and the honor code. (Fall)
- 260 RELIGION IN AMERICA Mr. Kuykendall
Historical survey of the American religious experience from colonial times to the present. (Fall)
- 262 CHRISTIANITY SINCE THE REFORMATION Mr. Kuykendall
A survey of the Christian movement from the 16th century to the present. Attention given to key developments, personalities, ideas, and events, set in the context of modern history. (Spring)
- 270 CLASSICAL HINDUISM 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. (Fall)
- 271 CLASSICAL BUDDHISM 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. (Spring)
- 272 CLASSICAL ISLAM 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. (Fall)
- 275 JEWISH RELIGIOUS LIFE Mr. Plank
Historical, thematic, and semiotic study of Jewish religious practice. Special attention given to liturgy, prayer, ritual, and domestic piety. (Fall)
- 280 CHINESE RELIGIOUS THOUGHT, 481 B.C.E.–25 C.E. Mr. Lee
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. (Fall)
- 284 COMPARATIVE PERSPECTIVES ON DEATH AND DYING Staff
Examination of the cultural and religious dimensions of health and illness, dying, grieving, and conceptions of the afterlife. Special emphasis on formulation of comparisons and contrasts between contemporary United States and Japan. (Not offered 2000-01)
- 285 DAOIST TRADITIONS Mr. Lee
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. (Spring)
- 320 THE GENESIS NARRATIVE Mr. Plank
A literary study of the book of Genesis, appropriating midrashic, intertextual, and post-modern strategies of interpretation. (Fall)
- 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. (Not offered 2001-02)
- 340 MESSIAHS, MARTYRS AND VIRGINS Mr. Foley
An examination of early Christian debates over what it means to live and die as Christ did. (Fall)

- 344 MODERN CRITICS OF RELIGION Ms. Poland
Nineteenth- and early twentieth-century critiques of religion. Figures studied vary from year to year, but may include Nietzsche, Freud and Marx among others. (Not offered 2001-02)
- 345 RELIGION AND THE SELF Mr. Plank
Theological study of the religious dimensions of selfhood. Emphasis on selected writings of Kierkegaard, Buber, Heschel, Levinas, Weil, and Merton. (Not offered 2001-02)
- 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 Levinas. (Not offered 2001-02)
- 347 CHRISTIAN LATIN WRITERS Mr. Foley
(Cross-listed Latin 377) Readings and research on selected Christian Latin authors from 200 to 600, including Tertullian, Cyprian, Ambrose, Jerome, Augustine, and Gregory the Great. *Prerequisite: Latin 201.* (Fall)
- 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. (Not offered 2001-02)
- 355 WOMAN 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. (Not offered 2001-02)
- 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. (Not offered 2001-02)
- 361 RELIGION IN THE AMERICAN SOUTH Mr. Kuykendall
A study of the nature and significance of religion as a part of life in the American South, both historically and in the contemporary setting. Attention is given to key personalities and events, as well as denominations and sectarian movements of significance in southern culture. (Spring)
- 362 RELIGION IN VICTORIAN ENGLAND Mr. Foley
The historical development of the Church of England and dissent in the nineteenth-century. Particular focus upon Victorian religion's various responses to industrialization, urbanization, political reform, developments in science and technology, and the rise of biblical criticism. (Spring)
- 363 THE IDEA OF THE BOOK Ms. Poland, Mr. Snyder
An examination of the idea of a holy book for the Christian tradition and western culture, and of the diversity of methods of biblical interpretation, past and present.
- 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. (Spring)
- 380 CHINESE POPULAR BELIEF Staff
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. (Not offered 2001-02)

395, 396 INDEPENDENT STUDY Staff
 Admission by consent of the instructor; use 396 for second Independent Study. Independent study under the direction and supervision of a faculty member who reviews and approves the topics of study and determines the means of evaluation. (Fall and Spring)

401 SENIOR COLLOQUIUM Ms. Poland
 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. (Fall)

SEMINARS

Seminars change annually; only seminars offered in 2001–02 are listed. Preference given to religion majors. Permission of instructor required.

410-419 SEMINARS IN THEORY AND METHODOLOGY

410 MYTHS AND THEORIES OF ORIGIN (Fall) Mr. Snyder

420–439 SEMINARS IN BIBLICAL STUDIES

440–459 SEMINARS IN THEOLOGY AND ETHICS

455 THE NATURE OF HUMAN AND NON-HUMAN ANIMALS (Spring) Ms. Poland

460–489 SEMINARS IN THE HISTORY OF RELIGIOUS TRADITIONS

475 HINDU DEVOTIONAL THOUGHT (Spring) 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.

RUSSIAN

See Department of German/Russian

SELF-INSTRUCTIONAL LANGUAGES

Associate Professor: Kruger (Director; in France 2001-02)

Acting Director 2001-02: A. McCulloh

Foreign Language Requirement: No course in the Self-Instructional Languages Program may be counted toward the foreign language requirement for the degree.

Highly motivated students with a demonstrated aptitude for language learning may apply for small group/individual instruction in languages not taught in the classroom at Davidson. Students enrolled in the Self-Instructional Languages Program (SILP) may not use these courses to satisfy the college's language requirement. Most students do not begin study in SILP until their second year, after they have successfully completed their foreign language requirement. Auditing is normally not permitted in SILP courses.

Davidson College adheres to the standards established by the National Association of Self-Instructional Language Programs. Each offering is an intensive audio-lingual course utilizing recommended self-instructional materials in combination with regular sessions with a native speaker. Emphasis is placed on the spoken language, although reading skills are also developed. Students spend three hours per week with the drill leader/conversation partner in anticipation of a final examination conducted by a specialist who is usually invited from another institution. The results of the final examination serve as the basis for the course grade. Please note that the Pass/Fail option is not available for SILP courses.

Since SILP courses can only be offered when there is sufficient demand and when a qualified native speaker is available, students are required to obtain permission from the director each semester that they are in the program. Interested students should contact the director as much in advance as possible and obtain the signature of the director during pre-registration. The director is under no obligation to arrange instruction for students who apply once the semester has begun.

The courses listed below represent languages for which Davidson currently has appropriate audio-lingual resources. **Please note that the program requires the payment of an additional fee (\$100) for each course taken.**

101, 102 Beginning, Continuing Arabic
 111, 112 Beginning, Continuing Dutch
 115, 116 Beginning, Continuing Italian
 125, 126 Beginning, Continuing Korean
 131, 132 Beginning, Continuing Modern Greek
 135, 136 Beginning, Continuing Norwegian
 138, 139 Beginning, Continuing Swedish
 141, 142 Beginning, Continuing Portuguese
 161, 162 Beginning, Continuing Urdu
 165, 166 Beginning, Continuing Hungarian
 171, 172 Beginning, Continuing Hindi
 181, 182 Beginning, Continuing Swahili
 185, 186 Beginning, Continuing Japanese

SOCIOLOGY

Associate Professors: Ruth, Sabaratnam (Acting Chair, Fall), Shannon (Chair, On leave Fall)

Assistant Professor: Kaufman

Adjunct Lecturer: Guise

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

Cultural Diversity Requirement: Sociology 354, 356, 358 are options for fulfilling the cultural diversity requirement.

Major Requirement: Ten courses, including Sociology 101 or 202, 260, 370 or 372, 371, 499, and five other courses (one numbered 200 or above, two numbered 300 or above, and two at any level).

No more than two independent research courses may count toward the major.

Honor Requirements: A major desiring to become a candidate for honors in 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 (499) as well as departmental recommendation.

100W (COMP) FIRST-YEAR SEMINAR IN SOCIOLOGY

Ms. Kaufman

Wiring-intensive study of various topics in sociology. *Open only to first-year students.* Satisfies the core requirement in composition and in social science.

101 INTRODUCTORY SOCIOLOGY

Mr. Ruth

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)

202 (301) SOCIAL PROBLEMS

Ms. Kaufman

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. Sociology 301 requires more intensive study, a 30-hour service component, and permission of the instructor. (Spring)

205 ETHNIC RELATIONS

Staff

(Cross-listed Anthropology 205). 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. (Spring)

210 BEING ASIAN IN AMERICA

Mr. Sabaratnam

Asian-American communities in the United States; changes in family formation, gender relations, occupational mobility, and acculturation. The "model minority" from a sociological perspective. Ethnic affiliation and class stratification within Asian-American groups. (Not offered 2001-2002)

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. (Spring)

217 GENDER AND SOCIETY

Ms. Kaufman

The course introduces a critical approach to examining the social construction of gender. It explores several different perspectives on gender inequality and the role of social institutions such as family, education, economy, and media in creating the experience of gender in society. (Spring)

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. (Fall)

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 and urban change are also considered. *Not open to first-year students.* (Spring)

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, and China. Focus in the latter part of the course on the modern family in the United States. (Fall)

260 SOCIAL ANALYSIS

Ms. Kaufman, Mr. Sabaratnam

Introduction to the application of quantitative analysis in sociology and other social sciences. Topics include descriptive measures, hypothesis testing, analysis of variance, chi-square, correlation, and regression. Computer applications through the use of SPSS and/or SAS. *Permission of the instructor.* (Spring)

265 WORLD POPULATIONS

Ms. Kaufman

Introduction of demographic perspectives and the core components of demography: fertility, mortality, and migration. Other issues include aging, urbanization, economic development and the environment. (Spring)

301 SOCIAL PROBLEMS

Ms. Shannon

Student completes thirty hours as an intern working in a non-profit or for-profit setting in which the work experience is related to the student's course of study. See description of Sociology 202. *Not open to first-year students. Permission of instructor required.* (Spring) (Not offered 2001-02)

- 302 LIFE COURSE Ms. Shannon
 Exploration of the developmental issues of childhood, adolescence, young adulthood, middle and later years of life in the context of social expectations, challenges and opportunities. *Not open to first-year students.* (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 are examined. (Not offered 2001-02)
- 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. *Prerequisites: Preregistration interview and permission of the instructor.* (Spring)
- 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 202 or permission of the instructor.* (Spring)
- 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; offered in alternating years)
- 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. (Not offered 2001–02)
- 358 ZAMBIAN SOCIETY AND CULTURE Ms. Shannon
 Preparation for summer study in Mwandi, Zambia. Readings and lectures during the semester on issues of health, religion, politics, change, and development. Research papers required by August 1, after five weeks of student research in Mwandi. *Prerequisites: Application, interview, and permission of instructor. Not open to seniors.* (Spring)
- 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 first-year students.* (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 202 or permission of the instructor.* (Fall)
- 371 METHODS IN SOCIAL RESEARCH Ms. Kaufman
 Techniques in qualitative and quantitative sociological research. Hands-on experience conducting observations, interviews, experiments, content analysis and surveys. Emphasis on preparing for senior thesis, analyzing and interpreting data, and evaluating research methods. *Prerequisite: Sociology 101 or 202.* (Fall)
- 372 CONTEMPORARY SOCIOLOGICAL THEORY Mr. Sabaratnam
 The course considers recent intellectual developments in theories of society with focus on critical material emerging from current debates. The study is based on both secondary material and on primary works of theorists writing within the last few decades. *Open to sophomores and juniors.* (Spring)

- 380-385 SEMINARS IN SOCIOLOGY Staff
 Topics announced in advance. *Not open to first-year students.*
- 395-396 INDEPENDENT RESEARCH IN SOCIOLOGY Staff
 Independent research under the direction of a faculty member who reviews and approves the topic(s) of the research and determines the means of evaluation. *Prerequisites: Sophomore or junior standing, two courses in Sociology, and permission of the instructor.* (Fall and Spring)
- 410-19 ADVANCED SEMINARS IN SOCIOLOGY Staff
 Topics announced in advance. *Prerequisites: Junior or senior standing and permission of the instructor.*
- 420 ISSUES IN CONTEMPORARY TERRORISM (Spring) Mr. Ruth
- 495-496 INDEPENDENT RESEARCH IN SOCIOLOGY Staff
 Independent research under the direction of a faculty member who reviews and approves the topic(s) of the research and determines the means of evaluation. *Prerequisites: Senior standing, at least three courses in Sociology, and permission of the instructor.* (Fall and Spring)
- 499 SENIOR THESIS Mr. Sabaratnam
 Research and writing of the senior thesis; departmental oral defense of thesis. Required of senior majors. (Fall)

SOUTH ASIAN STUDIES

Professor: Thomas (Director)

Department Adjuncts-Professors: Appleyard, Hess, Mahony

Department Adjuncts-Associate Professors: Sabaratnam, Stasack

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, history, languages, religions, and social structures of a culture other than their own.

Davidson College conducts a Semester-in-India and Nepal program, which combines a period of residence in Chennai and a time of travel/study to major archaeological and historical sites in India. Participating students may earn four Davidson College course credits. Three courses will be taught by Indian scholars and/or by experts in their respective fields. Davidson College's resident director of the program will teach the fourth course. A more detailed description is given in the Educational Programs section; details are also available from the Office of Study Abroad.

Cultural Diversity Requirement: SOU 310 fulfills 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, HIS 171, HIS 381, HIS 471, HIS 473, MUS 242, REL 270, REL 271, REL 272, REL 370, REL 371, SOC 354, SOC 356, and SOU 390.

Check the respective departmental listings for availability of courses.

ART 102 SURVEY OF ASIAN ART

Mr. Thomas

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

ART 226 INDIAN ART

Mr. Thomas

Art inspired by the Hindu, Buddhist, Jain, and Islamic traditions as seen in the architecture, sculpture and painting of the sub-continent.

ART 332 SEMINAR ON INDIAN ART HISTORY

Mr. Thomas

This weekly seminar covering Indian art begins with art nurtured by the Tamil dynasties, includes the art of the Buddhist cave temples, and concludes with an in-depth study of Mughal art. *Offered as part of the Semester-in-India program. Permission of the instructor required.*

HIS 171 HISTORY OF INDIA

Mr. Thomas

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.

HIS 381 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.

MUS 242 MUSIC OF ASIA

Ms. Stasack

Indigenous classical and folk music of China, Japan, Korea, and India. Vocal and instrumental music as well as prominent dance and theatre forms. Considers aspects of musical systems, aesthetics, and performance practice. Emphasis is on historical traditions. *No prerequisite.*

REL 270 CLASSICAL HINDUISM

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. *No prerequisite.*

REL 271 CLASSICAL BUDDHISM

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 CLASSICAL ISLAM

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.

SIL 161 BEGINNING URDU

SIL 162 CONTINUING URDU

SIL 171 BEGINNING HINDI

SIL 172 CONTINUING HINDI

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.*

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.

- SOU 310 INDIA: PAST AND PRESENT Staff
 Specially designed lecture course dealing with Indian cultural traditions and their current expressions in Indian philosophy; art; religious movements; and political, social, and economic systems. *Offered as part of the Semester-in-India program. Permission of the instructor required.*
- SOU 390 RESEARCH PROJECT Staff
 Research project under the guidance of a scholar in India, including extensive field work and written and oral reports. *Offered as part of the Semester-in-India program. Permission of the instructor required.*
- SOU 312 TUTORIAL IN SOUTH ASIAN STUDIES Staff
Permission of instructor is required.
- SOU 395-399 INDEPENDENT STUDY Staff
 Study under the supervision of the Program Director who approves the topic of study. Paper required. *Prerequisite: Permission of instructor is required.*

SPANISH

Professors: Hernández-Chiroides (Chair), Peña, Vásquez
 Associate Professor: Maiz-Peña
 Assistant Professors: Bollo-Panadero, Figueroa (On leave), Kietrys
 Visiting Assistant Professors: Linares, Rivera
 Visiting Instructor: Slagle

Core Requirements: Any one of the following courses meets the literature requirement for the degree: Spanish 241, 242, 243, 270, 320, 321, 322, 330, 331, 340, 341, 343, 350, 374, 375.

Foreign Language Requirement: Completion of Spanish 201 meets the foreign language proficiency required for the degree.

Cultural Diversity Requirement: Spanish 270, 340, 341, 343, 355–358, 362, 373, 374, 375, 390, and 391 are options for fulfilling the cultural diversity requirement.

Placement of First-year Students: Students who have taken Spanish in high school and who want to take Spanish courses at Davidson must take a placement test during the summer or, in unusual cases, 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, 353);
- Area III: Civilization of Spain and Latin America (270, 361, 362, 373 or 374);
- Area IV: Literature and Culture of Latin America Prior to 1900 (340, 349);
- Area V: Literature and Culture of Latin America Since 1900 (341, 343, 369, 375).

Courses taken in the Davidson College program in Mexico, or the program with which the college is affiliated in Alcalá de Henares, 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 research project with oral defense 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.

Minor Requirements: Six courses conducted in Spanish above Spanish 201, at least three in residence at Davidson College. Two courses may be at the 200-level. At least four courses must be at the 300-level or

above. The department may also require Spanish 303–Advanced Grammar and Composition as one of the four upper-level courses, depending on the student’s language proficiency.

Honors Requirements: 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 specific approval of the department chair, up to three transferred courses for one semester or five transferred courses for the academic year may be applied to the Spanish major or minor. No more than three such courses may apply toward the minor in Spanish, no more than five toward the major in Spanish.

Service Learning: Several departmental courses offer the opportunity for service learning. Some may require this component.

101 ELEMENTARY SPANISH I Staff
An introduction to speaking, understanding, reading, and writing Spanish. Requires practice sessions and work through the Language Resource Center.

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 practice sessions and work through the Language Resource Center. *Prerequisite: Spanish 101 or its equivalent.*

103 INTENSIVE ELEMENTARY SPANISH Staff
Intensive introductory course equivalent to Spanish 101 and 102. Meets six class-hours per week plus meetings with an assistant teacher. Completes two semesters of Spanish in one semester. Counts as two courses. (Fall only; not offered 2001–02)

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; grammar study; extensive conversation practice. A combination among conversation sessions, work through the Language Resource Center, and service learning is 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.*

219 INDEPENDENT STUDY: LANGUAGE AND LINGUISTICS Staff
Study under the direction and supervision of a faculty member who approves the topic(s) and determines the means of evaluation.

241 LATIN AMERICAN LITERATURE IN TRANSLATION Mr. Hernández-Chiroldes,
Ms. Maiz-Peña, Mr. Peña
Selected works of Latin American literature in English translation. Readings and class discussions are in English. Not for credit toward a Spanish major.

242 SPANISH LITERATURE IN TRANSLATION Ms. Bollo-Panadero, Ms. Vásquez
Selected works of Spanish literature in English translation. Readings and class discussions are in English. Not for credit toward a Spanish major. (Not offered 2001-02)

243 DON QUIJOTE Ms. Bollo-Panadero, Mr. Figueroa
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.

244 U.S. LATINO LITERATURE IN ENGLISH

Mr. Figueroa

Reading and discussion of a variety of texts to develop a general idea of the complex experience of people of Latin American background living in the United States. Readings and instruction in English. Not for credit toward a Spanish major.

245 U.S. LATINO CULTURE IN ENGLISH

Mr. Figueroa

Study of the development of Latino culture in the U.S., seen through different social and cultural expressions of diverse Hispanic groups: Chicanos, Mexican-Americans, Cuban-Americans, Neo-Ricans, and Puerto Rican-Americans. Readings and instruction in English. Not for credit toward a Spanish major.

260 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. The department recommends that this course be taken before 270. *Prerequisite: Spanish 201 or its equivalent.*

270 (250) INTRODUCTION TO HISPANIC LITERATURE AND CULTURE

Staff

Reading and discussion of works by Spanish and Latin American writers. Introduction to cultural, historical, and textual analysis of Hispanic literature and culture. Conducted in Spanish. *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 260, 270 or its equivalent.*

303 ADVANCED GRAMMAR AND COMPOSITION

Staff

Review, expansion, and fine-tuning of grammatical knowledge; building and use of a growing body of vocabulary and idiomatic expressions. *Prerequisite: Spanish 260 or 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 260 and 270 or their equivalents; approval of the FLES supervisor and chair.*

320 SPANISH LITERATURE THROUGH THE GOLDEN AGE

Ms. Bollo-Panadero, Mr. Figueroa

Major works from medieval times through the seventeenth century, studied against a background of historical developments and literary currents. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.* (Fall)

321 THEATER OF SPAIN'S GOLDEN AGE

Ms. Bollo-Panadero, Mr. Figueroa

Development of 16th- and 17th-century Spanish theater, including works by Lope de Vega, Cervantes, Tirso de Molina, Ruiz de Alarcón, and Calderón de la Barca. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.*

322 CERVANTES

Ms. Bollo-Panadero, Mr. Figueroa

Advanced study of *Don Quijote* and the literary criticism it has generated. Other works by Cervantes may be included. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.* (Spring)

329 INDEPENDENT STUDY: SPANISH LITERATURE PRIOR TO 1700

Staff

Independent study under the direction and supervision of a faculty member who approves the topic(s) and determines the means of evaluation.

330 MODERN SPAIN

Ms. Vásquez

Thematic introduction to the culture, literature, and fine arts of Spain since 1700. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.*

331 TWENTIETH CENTURY SPAIN

Ms. Vásquez

Writers of the early decades, the Generation of 1927 and the Spanish Civil War, the Franco and democratic years, into the 1980s, 1990s, and the new century; films. Study and analysis of socio-historical, ideological, and cultural contexts. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.*

- 339 INDEPENDENT STUDY: Spanish literature since 1700 Staff
Independent study under the direction and supervision of a faculty member who approves the topic(s) 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 260 and 270 or their equivalents.* (Fall)
- 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 260 and 270 or their equivalents.* (Spring)
- 343 CONTEMPORARY LATIN AMERICAN NOVEL Mr. Hernández-Chiroides,
Ms. Maiz-Peña, Mr. Peña
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 260 and 270 or their equivalents.*
- 344 LATINO CULTURE IN THE U.S. Mr. Figueroa
Study of the development of a distinctive Latino culture in the United States; Latino culture as a form of dialogue between the United States and Latin America. Conducted in Spanish.
- 349 INDEPENDENT STUDY: LATIN AMERICAN LITERATURE Staff
Study under the direction and supervision of a faculty member who approves the topic(s) and determines the means of evaluation.
- 350 GARCIA LORCA AND HIS GENERATION Ms. Vásquez
Theater, narrative, and poetry of García Lorca's literary and intellectual generation in its pre-Civil War and exile years. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.* (Not offered 2001-02)
- 353 CONTEMPORARY SPANISH FILM Ms. Vásquez
Spanish film from the 1960s through the 1990s and into the new century, focusing on exiles from Republican Spain after the Spanish Civil War and on Spain during the years of democracy. Different themes and approaches to Spain and Western Europe in terms of national identity. Optional times to view films outside of class provided. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.*
- 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 260 and 270 or their equivalents.*
- 361 CIVILIZATION OF SPAIN Ms. Bollo-Panadero, Ms. Vásquez
Reading, discussion, visual representations, and student research on Spain's social, economic, political, and religious life, and the fine arts. May follow a thematic or historical model or a series of theoretical approaches. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.*
- 362 CIVILIZATION OF LATIN AMERICA Mr. Hernández-Chiroides, 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 260 and 270 or their equivalents.*
- 369 INDEPENDENT STUDY: HISPANIC CULTURES Staff
Independent study under the direction and supervision of a faculty member who approves the topic(s) 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 Davidson Program in Mexico. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.*

374 CARIBBEAN PEOPLES, IDEAS, AND ARTS

Mr. Hernández-Chioldes

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 260 and 270 or their equivalents.*

375 LATIN AMERICAN WOMEN WRITERS

Ms. Maiz-Peña

An examination of genre, gender, and representation in women's writing in Latin America from the 17th century to the present. *Prerequisite: Spanish 260 and 270 or their equivalents.*

390, 391 SEMINARS FOR SUMMER IN LATIN AMERICA

Mr. Hernández-Chioldes,

Ms. Maiz-Peña, Mr. Peña

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 260 and 270.* (Offered in alternate years; next offered Summer 2002)

429 INDEPENDENT STUDY

Staff

Special topics, themes, a genre, or a single figure in literature, history, or culture, outside the content of other courses under the direction and supervision of a faculty member who approves the topic(s) and determines the means of evaluation. Open to senior majors. *Prerequisites: Any two literature, culture or civilization courses, or approval of the chair and the instructor.*

490 SENIOR SEMINAR I

Staff

Intensive course in reading and discussion of theoretical, literary, critical and cultural texts, and student research centered around a theme which will vary each year. Course instruction will be shared by several faculty members. (Fall)

491 SENIOR SEMINAR II

Staff

Continuation of Spanish 490 concentrating on independent work on the final senior major paper, in consultation with one of the professors of the Spanish Department. (Spring)

498, 499 SENIOR HONORS, TUTORIAL, AND THESIS

Staff

Research for 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 an oral examination by a committee of department professors on the completed thesis.

THEATRE AND SPEECH

Professor: Gardner (Chair)

Associate Professor: Costa

Assistant Professor: S. Green

Lecturer: McAlister

Visiting Associate Professor: Beasley

Adjunct Lecturer: Martin

Core Requirements: Theatre 101, 121, 201, 221, 231, 245, 251, 371, and 375 may be counted toward the fulfillment of the core requirement in fine arts.

Major Requirements: Ten courses, consisting of the following: Theatre 231, 245, 251, 371, 495, and English 261; three courses from Theatre 201 (or 221), 331, 332, 345, 351, 445;

any additional course in dramatic literature or art history approved in advance by the department chair.

In addition, majors are required to complete one of these requirements:

- a. Serve as production stage manager to a faculty or guest director on at least one play. Students should make written requests for such positions during the semester preceding production; requests are submitted to the major advisor and are subject to approval by the director.
- b. Serve in two of the following positions for two different productions: assistant director, assistant stage manager, assistant to the designer, and properties master. At least one of these must be for mainstage. Work must be carried out under supervision of a faculty member.

NOTE: Majors should consult with their faculty advisors about these assignments during the semester preceding production. It is the student's responsibility to ensure that both requirements a and b above are met.

Minor Requirements: Six courses, at least three of which must be taken in residence at Davidson College, consisting of:

Theatre 371; two courses from Theatre 231, 245, 251; and three courses from Theatre 201, 221, 331, 345, 351. Courses taken Pass/Fail may not be counted toward the minor.

Honors Requirements: Candidates for honors in theatre must first meet the college's requirements for departmental honors as described in "Academic Regulations," and must have at least a 3.5 GPA in theatre courses counted toward the major. In addition to completing the regular course requirements for the major, honors candidates must complete Theatre 499, with an oral defense of the thesis before the theatre faculty.

THEATRE

11 (Non-credit) Applied Theatre; first-year students only. (Fall)

12 (Non-credit) Applied Theatre; first-year students only. (Spring)

21 (Non-credit) Applied Theatre; second-year students only. (Fall)

22 (Non-credit) Applied Theatre; second-year students only. (Spring)

31 (Non-credit) Applied Theatre; third-year students only. (Fall)

32 (Non-credit) Applied Theatre; third-year students only. (Spring)

41 (Non-credit) Applied Theatre; fourth-year students only. (Fall)

42 (Non-credit) Applied Theatre; fourth-year students only. (Spring)

45 (Non-credit) Applied Theatre. Topics in Arts Management; Fourth-year students only. (Fall)

101 INTRODUCTION TO THEATRE ARTS

Ms. Green

Study of materials of creative expression in theatre. Lectures, readings, discussions, videos, field trips, critical writing and laboratory work build understanding of the theatrical event and the fundamental components of stage production. Open to first-year students and sophomores only, with juniors and seniors permitted during Drop/Add. (Fall, Spring)

121 STUDIO THEATRE I

Ms. Costa, Mr. Gardner

Group study of theatre practices intended to expand the student's knowledge of presentational modes. Ensemble exercises and improvisational work contribute to the development of a performance piece which is included in the studio theatre series. (Spring)

201 EXERCISES IN PLAYCRAFTING AND PERFORMANCE

Ms. Costa, Mr. Gardner

Examination and utilization of the creative elements of theatre stressing theory, script development, problem-solving, and critical analysis. Intended for the student with previous training or experience in theatre. Open to first- and second-year students only, with juniors and seniors permitted during Drop/Add (Fall)

221 STUDIO THEATRE II

Ms. Costa, Mr. Gardner

Continuation of group studies and exercises from Theatre 121. Students in Theatre 221 have additional individual responsibilities in ensemble leadership, script development, and production supervision. Open to Theatre majors and students who have completed Theatre 121, 201, or 245. (Spring)

231 FUNDAMENTALS OF STAGE DESIGN

Mr. Gardner

Introduction, through exercises and projects, to the principles of designing scenery, costumes, lighting, sound and properties for the theatre. *Prerequisite: Theatre 101 or 201 and permission of the instructor.* (Spring)

245 ACTING I

Mr. Beasley, Ms. Costa, Ms. Green

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. The training will culminate in realistic scene work.

251 FUNDAMENTALS OF DIRECTING

Mr. Beasley, Ms. Costa, Ms. Green

Fundamentals of directing for the stage, focusing on text analysis, the director-actor relationship, the director-designer conceptual process and scene work. *Prerequisite: Theatre 201 or 245 and permission of the instructor.*

295 INDEPENDENT STUDY

Staff

For the beginning or intermediate student with a special topic to be pursued under the direction and supervision of a faculty member. The topic of study must be reviewed and approved by the faculty member before permission is granted for enrollment. Normally, assigned work and criteria for evaluation will be clearly established by the instructor before the beginning of the semester and in all cases no later than the end of the Drop/Add period. *Prerequisite: Permission of the instructor.*

331 SCENE DESIGN AND TECHNOLOGY

Mr. Gardner

Advanced study, through exercises and projects, of the materials, principles and techniques of designing scenery for the theatre, with parallel study of related technical areas. *Prerequisite: Theatre 231.* (Spring)

332 LIGHTING DESIGN AND TECHNICAL PRODUCTION

Mr. Gardner

Advanced study, through exercises and projects, of the tools, principles and techniques of designing and executing stage lighting, with parallel study of related technical areas. *Prerequisite: Theatre 231.* (Spring)

345 ACTING II

Mr. Beasley, Ms. Costa, Ms. Green

Study and application of the Stanislavsky acting process. Group and individual exercises designed to promote personalization and emotional fullness in characterization. Advanced techniques for scene and character analysis. Performances of scenes from classical realism, acting for the camera scenes, and Shakespeare's plays. Not open to first-year students. *Prerequisite: Theatre 245.*

- 351 DIRECTING Ms. Costa
Study and employment of directing principles, culminating in presentation. Each student will direct a one-act play for the Studio Theatre Series. *Prerequisite: Theatre 251 and permission of the instructor.* Limited to juniors and seniors only. (Spring)
- 371 WORLD THEATRE HISTORY Ms. Green
Study of the theory and practice of stage performance throughout the world from ancient Greece to the present. Lectures, readings and discussions, with emphasis on the Western tradition. (Fall)
- 375 AMERICAN THEATRE STUDIES Ms. Green
Selected topics in American theatre practice, including an historical overview and topical study of current regional activity. The course will include a group trip during spring break to a city regarded as an important site of contemporary theatre. Depending on programming and scheduling opportunities, Atlanta, Washington, Chicago, and New York will be considered as possible destinations. (Spring; even-numbered years)
- 380–385 SPECIAL TOPICS IN THEATRE Staff
Group study of selected theatre topics. *Prerequisite: Permission of the instructor.*
- 390–396 INDEPENDENT STUDY Staff
For the advanced student with a special topic to be pursued under the direction and supervision of a faculty member. The topic of study must be reviewed and approved by the faculty member before permission is granted for enrollment. Normally, assigned work and criteria for evaluation will be clearly established by the instructor before the beginning of the semester; in all cases this will occur before the end of the Drop/Add period. *Prerequisite: Permission of the instructor.*
- 390 INDEPENDENT STUDY—HISTORY AND CRITICISM Ms. Green
Topics normally involve reading assignments, research projects and papers. *Prerequisite: Permission of the instructor.*
- 391 INDEPENDENT STUDY—ADVANCED ACTING Ms. Costa
Topics normally involve role research, preparation and/or performance. *Prerequisite: Permission of the instructor.*
- 392 INDEPENDENT STUDY—ADVANCED DIRECTING Ms. Costa
Topics normally involve background research, script analysis, promptbook preparation, scene and/or play direction. *Prerequisite: Permission of the instructor.*
- 393 INDEPENDENT STUDY—ADVANCED DESIGN Mr. Gardner
Topics may concentrate on any area of theatre design, including scenery, lighting, costumes, makeup, properties or sound, and normally involve design exercises and projects. *Prerequisite: Permission of the instructor.*
- 394 INDEPENDENT STUDY—DRAMATURGY Staff
Play analysis and interpretation in a performance-related context. Topics normally involve research in analytical methodologies as well as participation in production as an assistant to a faculty or guest director. *Prerequisite: Permission of the instructor.*
- 395 INDEPENDENT STUDY—STAGE MANAGEMENT Staff
Practicum in play preparation and oversight responsibility for mainstage or studio production, including rehearsal assistance, promptbook preparation, backstage communications and performance management. *Prerequisite: Permission of the instructor.*
- 396 INDEPENDENT STUDY—PLAYWRITING Staff
Topics normally involve writing exercises and a fully-developed original playscript. *Prerequisite: Permission of the instructor.*

399 ADMINISTRATION OF THE NOT-FOR-PROFIT ARTS ORGANIZATION

Mr. Martin

Issues of administration, operations, evaluation, education, public cultural policies and funding as they relate to the visual and performing arts. Readings, papers, and discussions, including regular sessions with executive directors of Charlotte-Mecklenburg arts organizations. Recommended for juniors and seniors with interest in the arts, contemporary American culture, public policy, and/or relevant economic issues (Fall of odd-numbered years.) *Prerequisite: Permission of instructor.*

401 THEATRE PRACTICUM

Staff

Field work and study in production, administration or dramaturgy in an off-campus program approved by the department and supervised by a department faculty member. Preparatory readings, research, and written work relevant to the area of study are required. Grading for this course is Pass/Fail. *Prerequisite: Permission of the instructor.*

445 ACTING III

Ms. Costa

Advanced study of one or more production styles involving in-depth research and resulting in class performance. An effort will be made to tailor course content to promote the individual actor's development. *Prerequisites: Theatre 245, 345 and permission of the instructor.*

495 SENIOR PROJECT FOR MAJORS

Staff

An independent project, pursued under the guidance of a faculty member, reflecting the student's particular area of interest and expertise and demonstrating mastery of that area. For senior Theatre majors only. *Prerequisite: Approval of project by department faculty. (Spring)*

499 HONORS TUTORIAL AND THESIS

Staff

Required for graduation with honors in Theatre. For Theatre majors only. *Prerequisite: Approval of topic by department faculty. (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)

201 THEORY AND PRACTICE IN PERSUASION

Ms. McAlister

Theories of persuasion applied through frequent classroom speeches on significant current issues. *Prerequisite: Speech 101 or permission of the instructor. (Fall)*

295 INDEPENDENT STUDY

Ms. McAlister

Independent work under the direction of a faculty member who determines the means of evaluation. Open to advanced students with special projects. *Prerequisites: Speech 101 and permission of the instructor. (Fall, Spring)*

390 SPECIAL TOPICS IN ORAL COMMUNICATION

Ms. McAlister

Group study of selected topics in Oral Communications. *Prerequisite: Permission 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, Asian Studies, Computer Science, Education, Ethnic Studies, Gender Studies, International Studies, Medical Humanities, Neuroscience, and Southern Studies.

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 and Mathematica 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:
 - BIO 341 (Biostatistics and Experimental Design)
 - CHE 351 (Physical Chemistry I)
 - CHE 352 (Physical Chemistry II)
 - CHE 401 (Inorganic Chemistry)
 - CSC 325 (Numerical Analysis)
 - MAT 210 (Mathematical Modeling)
 - MAT 235 (Differential Equations and Infinite Series)
 - 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 and Mathematica with Applications)
3. One course selected from:
 - MAT 210 (Mathematical Modeling) or
 - MAT 235 (Differential Equations and Infinite Series)
4. One course selected from:
 - ECO 204 (Statistics)
 - PSY 310 (Psychological Research — Design and Analysis)
 - SOC 260 (Social 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)
 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. Donna K. Molinek. A student must submit a written application to the Applied Mathematics Advisory Committee by the last day of class of the spring 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. Certification of completion of all the requirements for the concentration is made by the Registrar upon the recommendation of the Applied Mathematics Advisory Committee.

ASIAN STUDIES CONCENTRATION

Given the global influences and issues that emerge from the diverse region of Asia, the Asian Studies concentration provides students with a coherent, interdisciplinary introduction to the economics, cultures, history, and politics of this dynamic region. The concentration offers students a choice of three tracks: East Asian Studies, South Asian Studies, and Middle Eastern Studies. Concentrators will work with a faculty advisor to design a coherent program which may include some courses outside the chosen track.

Requirements:

Six courses distributed among at least three departments and as follows:

1. Completion of one of the following:
 CIS 160 (Introduction to East Asian Studies)
 HIS 171 (India)
 HIS 175 (Islamic Civilization and the Middle East, 600 – 1500)
 HIS 176 (Islamic Civilization and the Middle East since 1500)
 HIS 181 (China)
2. Completion of five other courses in Asian Studies. (Check with the Registrar's Office for a list of eligible courses.)
3. A study of a language appropriate to the student's chosen track. (The language and level of competence required will depend on the student's program and on the resources available for language instruction.)
4. An international experience in Asia.

Note: A grade of "C" or higher must be earned in all graded courses applied towards the concentration. No more than two 100-level courses may be included in the concentration; no more than two of the six courses may be applied both to the concentration and to a major.

Application Procedure

The Asian Studies concentration is administered by the Asian Studies Advisory Committee. The faculty liaison is Dr. Shelley Rigger. A student must submit a written application at the beginning of the junior year to the Asian Studies Advisory Committee. If a substitution for any of the courses is to be considered, the applicant must explain in writing the reason for the request and show how such substitution(s) would enhance the proposal. Certification of completion of all the requirements for the concentration is made by the Registrar upon the recommendation of the Asian Studies Advisory Committee.

COMPUTER SCIENCE CONCENTRATION

The Computer Science Concentration, jointly sponsored by the departments of Mathematics and Physics, provides a solid foundation for further study in the subject of computer science.

Requirements:

Six courses distributed as follows:

1. Either CSC 121 (Programming and Problem Solving), or PHY/CSC 200 (Computational Physics);
2. MAT 221 (Discrete Methods); and
3. CSC 223 (Introduction to Object-Oriented Programming).
4. Two courses chosen from:
PHY 310 (Electronics and Instrumentation);
CSC 321 (Data Structures and Algorithms); or
CSC 325 (Numerical Analysis).
5. One elective course selected from:
one course among PHY 310, CSC 321, or CSC 325 not used to satisfy requirement (4) above;
CSC 482 (Computer Science Seminar); or an approved independent study or seminar at the 300- or 400-level (normally CSC 395, CSC 396, or PHY/CSC 397).

No more than two courses from those courses which constitute a student's major may be applied toward the concentration. A grade of "C" or higher is required in all courses applied toward the concentration.

The Physics Computation Center in Dana Building provides a high-powered computing environment for students in advanced computer science courses. Students interested in balancing their academic experience with more practical experience in computing are encouraged to investigate an outside internship, for example, with Davidson's Information Technology Services.

Application Procedure

The Computer Science Concentration is administered by the Computer Science Advisory Committee. The faculty liaison is Dr. Stephen Davis. A student must submit written application to the Advisory Committee by the end of the first week of classes in the fall semester of the senior year. Since some courses in the concentration have several prerequisites and some courses are offered in alternate years, early planning is advised. Certification of completion of all requirements for the concentration is made by the Registrar upon the recommendation of the Computer Science Advisory Committee.

EDUCATION CONCENTRATION

The concentration in Education prepares students to enter the field of teaching. The concentration has two tracks: (1) the *traditional student-teaching track* leading to North Carolina Teaching Licensure in English, Mathematics, Social Studies, Latin, French, or Spanish; and (2) the *interdisciplinary track* designed for students who are interested in education but not currently interested in pursuing teaching licensure—these students might be preparing for graduate school, for teaching at an independent school where licensure is not required, or for obtaining a lateral-entry position in a discipline for which Davidson does not offer licensure (e.g., Art, Biology, Chemistry, German, Music, Russian, Theatre).

Requirements

Licensure Track: (Students should meet with the Chair of the Education Department during their first year to plan their schedules and discuss application procedures.)

Completion of:

1. four courses before the final semester of the senior year: PSY101, EDU 121, EDU 242, and EDU 243 with a grade of "C" or higher;
2. in the final semester of the senior year, complete the student-teaching block by taking EDU 400, 410-411, and 420 concurrently; and
3. prior to student-teaching:
 - a. achieve designated minimum scores on the Praxis 1 series,
 - b. earn a minimum overall GPA of 2.5,
 - c. provide recommendations from the Dean of Students, the departmental advisor, and one other faculty member regarding the student's interest and suitability for teaching; and
 - d. be approved by the Teacher Education Committee.

Interdisciplinary Track:

Completion of six courses with a grade of "C" to include:

1. EDU 121 (History of Educational Theory and Practice);
2. three supporting courses from the clusters below;
3. EDU 302 (Field Placement in Education) in the final semester;
4. a 300- or 400-level course other than an independent study in the major that would have particular value to the candidate's teaching, with prior approval based on an essay demonstrating an intellectual link between the course and education; and
5. no more than two courses which are also part of the a student's major.

Cluster 1 (Learning, Cognition, and Development) *One course selected from the list below.*

- EDU/PSY 241 (Child Development)
- EDU 242 (Educational Psychology and Teaching Exceptionalities)
- EDU/PSY 243 (Adolescent Development)
- PSY 276 (Cognitive Psychology)

Cluster 2 (School and Society) *Two courses from one sub-cluster, or one course from a sub-cluster and an additional course from Cluster 1. Two different departments must be represented.*

- a. African American, Asian American, Hispanic, and Native-American Cultures
 - ENG 282 (African American Literature)
 - ENG 384 (Native American Literature)
 - MUS 142 (African American Music)
 - HIS 302 (African American History to 1887)
 - HIS 303 (African American History since 1887)
 - HIS 350 (African American Intellectual History)
 - PSY 250 (African American Psychology)
 - SOC 210 (Being Asian in America)
 - SPA 244 (US Latino Literature in English)
 - SPA 245 (US Latino Culture in English)
- b. Communication and Language
 - ENG 310 (The English Language)
 - ENG 343 (Chaucer)
 - PHI 216 (Philosophy of Language)
 - SPE 101 (Principles of Oral Communication)
- c. Criticism and Fine Arts
 - ART 124 (American Art)
 - ART 310 (Modern and Contemporary Art Criticism)
 - ENG 391 (Literary Criticism)
 - MUS 122 (American Music)
 - THE 375 (American Theatre Studies)
- d. Diversity
 - ANT/SOC 205 (Ethnic Relations)
 - EDU 250 (Multicultural Education)
 - ENG 284 (Ethnic American Literatures)
 - POL 215 (The Politics of Feminism)
 - POL 216 (The Politics of Diversity)
 - PSY 352 (Adv. Seminar: Gender Identity)

- SOC 217 (Gender and Society)
- SOC 221 (Urban Sociology)
- e. Social Studies
 - ANT 371 (Ethnographic Writing and Research)
 - ECO 101 (Introduction to Economics)
 - HIS 317 (The European Renaissance)
 - PSY 352 (Adv. Seminar: Children and Television)
 - REL 260 (Religion in America)
 - SOC 202 (Social Problems)
 - SOC 260 (Social Analysis)
 - SOC 371 (Methods in Social Research)

The concentration in Education is administered by the Teacher Education Committee. The faculty liaison is Dr. Richard Gay. A student must submit written application to the Teacher Education Committee by the last class day of the fall semester of the junior year. The proposal must specify the courses to be used to satisfy the concentration requirements. Certification of completion of all requirements for the concentration is made by the Registrar upon the recommendation of the Teacher Education 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. ANT/SOC 205 (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)
- ANT 232 (Contemporary Ghanaian Society and Culture)
- ENG 282 (African American Literature)
- ENG 383 (CIS 383) (Caribbean Literature)
- FRE 361 (Francophone Africa and the Caribbean)
- HIS 302 (African American History to 1877)
- HIS 303 (African American History Since 1877)
- HIS 345 (American Slavery)
- HIS 350 (African American Intellectual History)
- HIS 357 (The Civil Rights Movement in the U.S.)
- HIS 446 (African American Women in 19th Century America)
- HIS 451 (African American Cultural History)
- POL 240 (Politics of Africa)
- SOC 358 (Zambian Society and Culture)

Native American Track

- ANT 251 (Mesoamerican Civilizations)
- ANT 253 (Contemporary Peoples of Mesoamerica)
- ANT 255 (Native Peoples of North America)
- ANT 352 (Heritage of Conquest in Mesoamerica)

ANT 354 (Art and Writing of Ancient Maya)
 ENG 384 (Native American Literature)
 HIS 441 (Ethnic Relations in Early America)

Latino Track

HIS 161 (Latin America)
 HIS 361 (Greater Mexico Since 1810)
 MUS 241 (Music of Latin America)
 POL 475 (Politics of the Andes)
 SPA 244 (US Latino Literature)
 SPA 245 (US Latino Culture)
 SPA 373 (Mexico: Yesterday and Today)
 SPA 374 (Caribbean Peoples, Ideas, and Arts)
 SPA 375 (Latin American Women Writers)

- 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 208 (Early Cities and States)
 ANT 257 (The African Continuum)
 ANT 350 (Art, Society and Culture)
 ANT 412 (Telling Our Lives)
 ENG 281 (Literature of the American South)
 ENG 284 (Ethnic American Literature)
 HIS 340 (Colonial America)
 HIS 343 (The Old South)
 HIS 344 (The South Since 1865)
 MUS 229 (American Culture of the 1950s)
 SOC 210 (Being Asian in America)
 SOC 245 (The Family in Comparative Perspective)

- d. 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 essay based on a first-hand experience directly related to the student's special focus—Africana, Native American, or Latino. Topics may be related to participation in an internship, field research, or international study. The essay is due to the faculty liaison no later than the fifth week of classes in the semester following the completion of the first-hand experience. Standards for the paper are established by the faculty liaison.

Application Procedure

The Ethnic Studies concentration is administered by the Ethnic Studies Advisory Committee. The faculty liaison is Dr. Brenda A. Flanagan. 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. Certification of completion of all the requirements 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 gender 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: SOC 307 (Gender and Society); ENG 295 (Women Writers); HIS 306 (American Women to 1870) or 307 (American Women 1870 to the Present); POL 215 (Politics of Feminism);
 - b. one 400-level seminar or a department seminar 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 any course in section a. (above) as well as the following group:
 - ANT 325 (Images of Women: Myth to Media)
 - ANT 342 (Culture and Sexuality)
 - ANT 385 (Domesticated Religion)
 - ANT 410 (Gender and Sex Roles in Cross-Cultural Perspective)
 - ANT 413 (Telling Our Lives: Women's Narratives)
 - ART 222 (Painted Women to Women Painting)
 - BIO 361 (Women and Medicine)
 - BIO 361B (Issues in Reproduction Medicine)
 - BIO 362/PHI 350-353 (Sex, Technology, and Morality)
 - CHI 207 (Engendering Chinese Cinema)
 - CLA 433/HIS 413 (Gender in Greek Society)
 - ECO 100W (Why Women Make Less than Men)
 - ECO 227 (Gender and Economics)
 - ENG 100W (Beauties and Monsters)
 - ENG 282 (African American Literature)
 - ENG 284 (Contemporary Multicultural Drama)
 - ENG 294 (Studies in Modernism)
 - ENG 340 (Studies in Medieval and Renaissance Literature)
 - ENG 361 (Sex and Sensibility)
 - ENG 392 (Studies in Literature by Women)
 - ENG 394 (Disability and Literature)
 - ENG 444 (Feasts and Fasts)
 - ENG 454 (Cross-Gendering Then and Now)
 - ENG 465 (American Feminism and Theater)
 - ENG 472 (Jane Austen and Thomas Hardy: Sex, Politics and the Novel)
 - ENG 473 (Virginia Woolf)
 - ENG 481 (19th Century American Women Novelists)
 - ENG 492 (Emily Dickinson)
 - FRE 221 (Games People Play)
 - FRE 223 (Childhood and Youth)
 - FRE 225 (Male and Female)
 - FRE 320 (The French Novel)
 - FRE 321 (Gender Relationships in the French Novel)
 - GER 231 (Cultural Topics in Translation)
 - HIS 422 (Gender in Early Modern Europe)
 - HIS 444 (Gender and the South)
 - POL 450 (Contemporary Feminist Political Theory)
 - POL 460 (The Politics of Reproduction)
 - PSY 352/CIS 352 (Gender Identity)
 - REL 142 (Autobiography and Religion)
 - REL 248 (Christianity and Nature)
 - REL 320 (The Genesis Narrative)
 - REL 355 (Woman and the Body in the Christian Tradition)
 - SPA 358 (Women's Voice in Medieval and Renaissance Spain)
 - SPA 375 (Latin American Women Writers)

A maximum 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. Ann Fox. 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. Certification of completion of all the requirements 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 understanding and 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 may 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 R. Appleyard. Students shall submit a written proposal to the Committee by the conclusion of the late Drop/Add period of the fall semester of the senior year. Certification of completion of all the requirements for the concentration is made by the Registrar upon the recommendation of the International Education Committee.

MEDICAL HUMANITIES CONCENTRATION

Davidson's Medical Humanities Program promotes an interdisciplinary understanding of medicine and health care. It enables students to appreciate the strengths and limits of the natural sciences, social sciences and humanities as they seek to explain and to achieve a measure of control over disease, illness and suffering. It helps students to grasp the institutional character of health care delivery, especially how legal and political institutions influence the production, distribution and delivery of services.

Medical Humanities courses emphasize the role ethical values play in defining problems as “medical,” worthy of scientific study, calling for mobilization of social as well as individual resources. The courses help students to develop the analytical skills that permit clear thinking and writing about the complex tradeoffs involved in developing, using and paying for health care.

The Davidson/CMC Connection. In 1990, Davidson College and the Carolinas Medical Center joined in a formal agreement “to cooperate and share resources toward the common betterment of health care, the education and training of physicians, and improved understanding of the relationship between medicine and society.” Under the auspices of this agreement, Davidson students enjoy access to an expanded range of educational opportunities that only a large teaching hospital can provide.

Requirements

1. Philosophy 130 (Medical Ethics); required of all.
2. Five electives, only two of which count toward the major. No more than two electives may be taken from any one department or from those listed by the Center for Interdisciplinary Studies.

Electives are selected from:

- ANT 340 (Medical Anthropology)
- ANT 342 (Culture and Sexuality)
- BIO 304 (Molecular Biology)
- BIO 307 (Immunology)
- BIO 331 (Behavioral Neuroscience)
- BIO 361 (Seminar on Childbirth)
- BIO 362A (Seminar: Issues in Reproductive Medicine)
- BIO 372 (Biology Research)
- CIS 303 (History of Medicine)
- CIS 365 (Literature and Medicine)
- CIS 380 (Issues in Medicine)
- CIS 390 (Health Care Ethics)
- CIS 397 (Primary Health Care in the New Millennium)
- ECO 222 (322) (Health Economics)
- POL 314 (214) (Public Policy)
- POL 316 (Civil Liberties)
- POL 460 (The Politics of Reproduction)
- PSY 231 (Abnormal Psychology)
- PSY 245 (Psychology of Aging)
- PSY 303 (Psychological Research—Behavioral Neuroscience)
- PSY 304 (Psychological Research—Memory)
- PSY 314 (Psychological Research—Clinical)
- PSY 315 (Psychological Research—Child Development)
- PSY 319 (Psychological Research—Adult Development)
- PSY 324 (Advanced Neuroscience)
- PSY 364 (Seminar: Behavioral Medicine and Health Psychology)
- PSY 378 (Aging and Memory)
- REL 284 (Comparative Perspectives on Death and Dying)
- REL 380 (Chinese Popular Belief)
- SOC 360 (Medical Sociology)

One of the electives may be an independent study, tutorial, or practicum arranged with a member of the Medical Humanities faculty. Students planning to do this must meet with Dr. Lance Stell.

Application Procedure

The Medical Humanities Steering Committee oversees and guides the Medical Humanities Concentration which is administered by Dr. Lance Stell, the program director. Students interested in completing the concentration should obtain an application form in Preyer 105 and arrange to meet with Dr. Stell to review the application and proposal for the concentration. If one of the proposed electives is an independent study or practicum, the student shall ordinarily provide for approval a complete description of that course prior to the term of enrollment. Any changes to the courses used to fulfill the concentration must be submitted in writing to the director for his approval. Certification of completion of all requirements for the concentration is made by the Registrar upon the recommendation of the Director of the Medical Humanities Program.

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 303 (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 301 (Genetics)

BIO 303 (Biochemistry)

BIO 304 (Molecular Biology)

BIO 306 (Developmental Biology)

BIO 307 (Immunology)

BIO 308 (Cell Biology)

BIO 311 (Comparative Anatomy)

BIO 312 (Animal Physiology)

BIO 323 (Animal Behavior)

BIO 361–362 (Seminar)

BIO 371–373 (Research/Independent Study)

CHE 303 (Bioorganic Chemistry)

CHE 306 (Biophysical Chemistry)

CHE 308 (Chemistry of Biomedical Polymers)

MAT 210 (Mathematical Modeling)

PHI 130 (Medical Ethics)

PHI 217 (380) (Philosophy of Mind)

PHI 230 (125) (Philosophies of Medicine)

PSY195 (Independent Study)

PSY 276 (Cognitive Psychology)

PSY 282 (Learning)

PSY 284 (Drugs and Behavior)

PSY 301 (Psychological Research—Sensation and Perception)

PSY 302 (Psychological Research—Behavioral Pharmacology)

PSY 304 (Psychological Research—Memory)

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 administered 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. Certification of completion of all requirements for the concentration is made by the Registrar upon recommendation of the Neuroscience Advisory Committee.

SOUTHERN STUDIES CONCENTRATION

A concentration in Southern Studies offers students the opportunity to explore traditional disciplines through an interdisciplinary perspective that focuses on the significance of the American South (and societies in the western hemisphere that directly affected its development) as a region comprised of different cultures and peoples. Students study the American South and its history, politics, religious traditions, visual and musical images, languages, archeological past, natural environment, as well as its future. This concentration encourages students to examine the myths and realities of life in the South and to foster scholarly investigation of this unique and fascinating region in order to understand its place and role in the nation. While the immediate goal of a concentration in Southern Studies is to stimulate intellectual curiosity and to provide strategies for investigation of this region, the long term goal is to help Davidson students understand the universal by examining the particular and come to a greater understanding of the larger world.

Requirements

1. Satisfactory completion of five courses or their equivalent to include:
 - a. One introductory course: HIS 343 (The Old South); HIS 344 (The South Since 1865); ENG 281 (Literature of the American South)
 - b. At least one 300- or 400-level seminar: HIS 442 (The South in the Revolutionary Era); HIS 444 (Gender and the South); ART 346 (Visual Traditions of the American South); POL 461 (Southern Politics); ENG 486 (Faulkner and Welty); or department seminars to be designated by the Advisory Committee.
 - c. Three electives chosen from the approved list of courses below. One elective may be an independent study (390s), practicum, or summer internship undertaken with the approval of the Advisory Committee.
 - ANT 205 (Ethnic Relations)
 - ANT 221 (The Caribbean Experience)
 - ANT 257 (The African Continuum)
 - ART 346 (Visual Traditions in the American South)
 - ECO 221 (321) (Economic History of the United States)
 - ENG 281 (Literature of the American South)
 - ENG 282 (African American Literature)
 - ENG 383 (Caribbean Literature)
 - ENG 486 (Faulkner and Welty)
 - FRE 361 (Francophone Africa and the Caribbean)
 - HIS 302 (African American History to 1877)
 - HIS 303 (African American History Since 1877)
 - HIS 340 (Colonial America)
 - HIS 343 (The Old South)
 - HIS 344 (The South Since 1865)
 - HIS 345 (American Slavery)
 - HIS 346 (The Civil War and Reconstruction)
 - HIS 357 (The Civil Rights Movement in the United States)
 - HIS 442 (The South in the Revolutionary Era)
 - HIS 444 (Gender and the South)
 - HIS 455 (Law and Society in American History)
 - MUS 122 (American Music)
 - MUS 142 (African American Music)
 - POL 461 (Southern Politics)
 - REL 361 (Religion in the American South)

SOC 205 (Ethnic Relations)
SOC 415 (The Black Church)
SOC 416 (Theories of Race Relations)
SPA 374 (Caribbean Peoples, Ideas, and Arts)

2. Only two courses in the student's major may be counted toward the concentration; no more than two courses in any one department may be counted toward the concentration; and no more than two courses focusing on the Caribbean may count toward this concentration.
3. A grade of "C-" or higher is required in all courses counted toward the concentration. No course taken as pass/fail will count toward the concentration.

Application Procedures

The Southern Studies Concentration is administered by the Southern Studies Advisory Committee. The faculty liaison is Dr. Sally McMillen. Students shall submit a written application to the Advisory Committee by the end of fall semester of their junior year. The application will designate the courses to be used to satisfy concentration requirements. Any internship or course taken at another institution must be approved by the Advisory Committee. Certification of completion of all requirements for the concentration is made by the Registrar upon the recommendation of the Southern Studies Advisory Committee.



OFFICIAL RECORD, 2000-01

THE BOARD OF TRUSTEES (AS OF JANUARY 1, 2001)

Davidson College is governed by a Board of Trustees. Twenty-four of the Trustees represent the Presbyterian Church (U.S.A.), sixteen of which are confirmed by the presbyteries within the State of North Carolina, and eight at-large from the national membership. Twelve are elected at-large by the Trustees themselves and eight by the alumni. In addition, seven members of the Board serve *ex officio*, including the President-elect and President of the National Alumni Association, the Chair and Past Chair of the Board of Visitors, the Chair of the National Campaign, the Secretary of the Board of Trustees, and the President of the College.

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Larry J. Dagenhart, Attorney/Partner, Smith Helms Mulliss & Moore—Charlotte, North Carolina

J. Roy Davis, Jr., Chairman Emeritus, S&D Coffee, Inc.—Concord, North Carolina

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C. Michael Deese, Attorney/Managing Partner, Charapp, Deese & Weiss, LLP—McLean, Virginia

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Margaret Haynes, Director, Tier Technologies—Washington, D.C.

Gretchen M. Johnston, Chairman, Marsh Associates, Inc.—Charlotte, North Carolina

Rebecca Bruce Jones, Instructor and Lab Coordinator, Department of Chemistry, UNC Wilmington—
Wilmington, North Carolina

- Elizabeth E. Kiss, Director, The Kenan Institute for Ethics, Duke University—Durham, North Carolina
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- Arthur Ross III, Pastor, White Memorial Presbyterian Church—Raleigh, North Carolina
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- Robert F. Vagt, President, Davidson College—Davidson, North Carolina
- David Waddill, International Investment Manager, Moore Capital Management—New York, New York
- R. Scott Woodmansee, Retired Minister, First Presbyterian Church of High Point—Davidson, North Carolina

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Rupert T. Barber, Jr., Professor Emeritus of Theatre and Speech B.S., (Louisiana State), M.A. (Columbia), Ph.D. (Louisiana State)	(1963, 1998)
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John Nicholas Burnett, Maxwell Chambers Professor Emeritus of Chemistry B.A., M.S., Ph.D. (Emory)	(1968, 1997)
Richard Clyde Burts, Jr., Registrar Emeritus and Professor Emeritus of Psychology A.B. (Furman), M.A., Ed.D. (Columbia)	(1961, 1985)
Thomas A. Cartmill, Professor Emeritus of Physical Education B.S. (Springfield), M.Ed. (Johns Hopkins)	(1974, 1985)
Richard Cargill Cole, Virginia Lasater Irvin Professor Emeritus of English A.B. (Hamilton), M.A., Ph.D. (Yale)	(1961, 1993)
Limone C. Collins, Professor Emeritus of Biology B.S. (Prairie View A & M), M.S., Ph.D. (Iowa)	(1984, 1988)
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Joseph Turpin Drake, Professor Emeritus of Sociology B.S. (Davidson), M.A., Ph.D. (UNC Chapel Hill)	(1957, 1977)
James Monroe Fredericksen, Professor Emeritus of Chemistry B.S. (Richmond), Ph.D. (Virginia)	(1957, 1989)
William Francis Frey, Professor Emeritus of Physics A.B. (King), M.S., Ph.D. (Vanderbilt)	(1960, 1999)
Ralph William Gable, Professor Emeritus of Chemistry B.S. (Texas), M.A., Ph.D. (Duke)	(1960, 1994)
David Carroll Grant, Professor Emeritus of Biology A.B. (Wooster), Ph.D. (Yale)	(1968, 2000)
Douglas Clay Houchens, Professor Emeritus of Art B.F.A., M.F.A. (Richmond Professional Institute)	(1953, 1978)
Robert Bruce Jackson, Jr., Vail Professor Emeritus of Mathematics B.S. (Davidson), Ph.D. (Duke)	(1956, 1995)
Robert David Kaylor, James Sprunt Professor Emeritus of Religion A.B. (Southwestern), B.D. (Louisville Seminary), Ph.D. (Duke)	(1964, 1999)
John D. Kelton, Charles A. Dana Professor Emeritus of Psychology B.S. (Davidson), Ph.D. (UNC Chapel Hill)	(1959, 1997)
Donald L. Kimmel, Jr., Professor Emeritus of Biology A.B. (Swarthmore), M.D., M.Sc. (Temple), Ph.D. (Johns Hopkins)	(1971, 2000)
George Labban, Jr., W. R. Grey Professor Emeritus of Classical Studies A.B., M.A., Ph.D. (Texas)	(1952, 1984)

- William Tuthill Lammers, Associate Professor Emeritus of Biology (1959, 1998)
A.B. (Emory), M.S. (Ohio State), Ph.D. (Emory)
- Malcolm Lester, Charles A. Dana Professor Emeritus of History (1959, 1989)
A.B. (Mercer), M.A., Ph.D. (Virginia)
- Glenn Carlos Lindsey, Professor Emeritus of Economics (1958, 1998)
B.B.A., M.B.A. (Georgia)
- Samuel Dow Maloney, James Sprunt Professor Emeritus of Religion and Philosophy (1954, 1994)
A.B. (Davidson), B.D., Th.M., Th.D. (Union Seminary-Richmond)
- Alexander Jeffrey McKelway, Paul B. Freeland Professor Emeritus of Religion (1965, 1998)
A.B. (Davidson), B.A. (Princeton Seminary), Th.D. (Basel)
- Winfred Pleasants Minter, Professor Emeritus of Political Science (1957, 1981)
B.S., M.S. (Virginia Polytechnic), Ph.D. (Chicago)
- C. Louise Nelson, Professor Emerita of Economics (1964, 1988)
B.S., Ph.D. (UNC Chapel Hill)
- Jack R. Perry, Director Emeritus of the Dean Rusk Program in International Studies and Professor Emeritus of Political Science (1985, 1995)
A.B. (Mercer), M.A., Ph.D. (Columbia)
- Max Eugene Polley, J.W. Cannon Professor Emeritus of Religion (1956, 1993)
A.B. (Albion), B.D., Ph.D. (Duke)
- J. Harris Proctor, Charles A. Dana Professor Emeritus of Political Science (1970, 1991)
A.B. (Duke), M.A. (Fletcher School of Law and Diplomacy), Ph.D. (Harvard)
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B.S. (Davidson), M.A., Ph.D. (Duke)
- Daniel Durham Rhodes, Paul B. Freeland Professor Emeritus of Religion (1960, 1984)
A.B. (Davidson), B.D. (Louisville Seminary), Ph.D. (Duke)
- Jerry Allan Roberts, Professor Emeritus of Mathematics (1965, 1993)
B.E.Py., M.S., Ph.D. (North Carolina State)
- Thomas A. Rogerson, Assistant Professor Emeritus of Spanish (1964, 1994)
A.B. (Queens, NY), M.A. (Wisconsin) (Deceased 11/01/00)
- Junius Brutus Stroud, Richardson Professor Emeritus of Mathematics (1960, 1994)
B.S. (Davidson), M.A., Ph.D. (Virginia)
- William Holt Terry, Dean of Students Emeritus (1962, 1994)
B.S. (Davidson), M.Div., D.Min. (Union Seminary-Richmond)
- Hallam Walker, Professor Emeritus of French (1965, 1985)
A.B., M.A., Ph.D. (Princeton)
- Wilmer Hayden Welsh, Professor Emeritus of Music (1963, 1991)
B.S. (Johns Hopkins), B.Mus., M.Mus., Artist's Diploma (Peabody Conservatory)
- John H. Williamson, Herman Brown Professor Emeritus of Biology (1981, 2000)
B.S. (North Carolina State), M.S. (Cornell), Ph.D. (Georgia)
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B.A., M.A. (Vanderbilt), Ph.D. (Georgia Institute of Technology)
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A.B., M.A., Ph.D. (Rutgers)

T.C. Price Zimmermann, Vice President for Academic Affairs and Dean of Faculty Emeritus (1977, 1999)
and Charles A. Dana Professor Emeritus of History
B.A. (Williams), B.A., M.A. (Oxford), A.M., Ph.D. (Harvard)

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Carrie Brittain, Circulation and Reference Librarian Emerita (1960, 1970)
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A.B. (Concord), B.A. in L.S. (UNC Chapel Hill)

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B.A. (Campbell), M.S. in L.S. (UNC Chapel Hill)

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◆ CONTINUING FACULTY, 2000–01

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A.B. (Princeton), M.A., Ph.D. (Harvard)
(Fall Semester)

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B.A. (Yale), Ph.D. (University of Chicago)

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International Studies and Professor of Economics
A.B. (Ohio Wesleyan), A.M., Ph.D. (University of Michigan-Ann Arbor)

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B.A. (Pomona), M.A., Ph.D. (UCLA)

Ben Baker, Associate Professor of Economics (1997, 1997)
B.A. (Wofford), M.A. (University of South Carolina, Columbia)

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B.A. (Colby), M.A., Ph.D. (Virginia)

Cole Barton, Professor of Psychology (1983, 1994)
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Mario J. Belloni, Assistant Professor of Physics (1998, 1999)
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Karen Kabat Bernd, Assistant Professor of Biology (1998, 1998)
B.A. (Franklin and Marshall), M.A., Ph.D. (Princeton)

Irl C. Bivens, Professor of Mathematics (1982, 1992)
A.B. (Pfeiffer), Ph.D. (UNC Chapel Hill)

+David N. Blauch, Associate Professor of Chemistry (1993, 1999)
B.S. (Lebanon Valley College), Ph.D. (California Institute of Technology, Pasadena)

- María Dolores Bollo-Panadero, Assistant Professor of Spanish
B.A. (Universidad de Sevilla, Spain), M.A., Ph.D. (Michigan State) (1998, 2000)
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B.M., M.M. (University of Cincinnati), Ph.D. (University of Michigan, Ann Arbor) (1990, 1996)
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B.S. (Emory & Henry), Ph.D. (University of Georgia) (1989, 1994)
- Kenneth L. Brown, Director of the Dean Rusk Program in International Studies
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B.A. (Pomona), M.A. (Yale), M.A. (New York University), Ph.D. (University of Cape Coast) (1995, 1996)
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B.S. (Wake Forest), M.S., Ph.D. (Virginia) (1978, 1992)
- +A. Malcolm Campbell, Associate Professor of Biology
B.S. (Davidson), Ph.D. (Johns Hopkins) (1994, 2000)
- Shireen E. Campbell, Associate Professor of English
B.A. (Florida Atlantic), M.D., Ph.D. (Tulane) (1993, 1999)
- Felix Alvin Carroll, Jr., Joseph R. Morton Professor of Chemistry
B.S. (UNC Chapel Hill), Ph.D. (California Institute of Technology) (1972, 1986)
- Verna M. Case, Professor of Biology
B.S., M.S., Ph.D. (Pennsylvania State) (1974, 1991)
- John Addis Casey, Executive Director and Professor of Information Technology
B.S. (Loyola), M.S., Ph.D. (Michigan State) (1983, 1995)
- Kelly A. Chaston, Assistant Professor of Economics
B.A. (Rhode Island), M.A. (University of New Hampshire), Ph.D. (Boston) (1997, 1997)
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B.S., Ph.D. (North Carolina State) (1983, 1993)
- +Suzanne W. Churchill, Assistant Professor of English
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B.F.A. (Boston Conservatory of Music), M.F.A. (University of Pittsburgh) (1994, 1997)
- Russell Crandall, Assistant Professor of Political Science
B.A. (Bowdoin), M.A., Ph.D. (Johns Hopkins) (2000, 2000)
- Milton B. Crotts, Associate Professor of Music
B.M.Ed., M.Mus.Ed. (UNC Greensboro), D.M.A. (University of South Carolina, Columbia) (2000, 2000)
- Stephen L. Davis, Professor of Mathematics
B.A. (Lindenwood), Ph.D. (Rutgers) (1981, 1996)
- Scott D. Denham, Associate Professor of German
A.B. (University of Chicago), A.M., Ph.D. (Harvard) (1990, 1996)
- Vivien E. Dietz, Associate Professor of History and Humanities
A.B. (Harvard), M.A., Ph.D. (Princeton) (1990, 1996)
- Charles D. Dockery, Professor of French
B.A. (Earlham), M.A., Ph.D. (Iowa) (1974, 1988)
- Michael Edwin Dorcas, Assistant Professor of Biology
B.S., M.S. (University of Texas at Arlington), Ph.D. (Idaho State) (1998, 1998)

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B.A. (Mississippi College), M.A., Ph.D. (Duke)
- Hansford M. Epes, Jr., Registrar and Professor of German and Humanities (1964, 1985)
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B.A. (Richmond College, CUNY), Ph.D. (SUNY at Stony Brook)
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B.A., M.A., Ph.D. (University of Michigan, Ann Arbor)
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B.Sc. (William and Mary), Ph.D. (Yale)
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B.A. (Kalamazoo), M.Div. (McCormick Theological Seminary),
M.A., Ph.D. (Chicago)
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B.S., B.A. (SUNY at Buffalo), M.A., Ph.D. (Indiana University, Bloomington)
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B.A., M.A. (Duke), Ph.D. (Virginia)
- Irwin Stuart Goldstein, Professor of Philosophy (1983, 1998)
B.A. (Carleton University), M.Litt. (Bristol), Ph.D. (Edinburgh)
- Karen Gwen Hales, Assistant Professor of Biology (2000, 2000)
B.A. (Swarthmore), Ph.D. (Stanford)
- 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)
- Susan Marie Hendrickson, Assistant Professor of Chemistry (1999, 1999)
B.S. (Bates), Ph.D. (Colorado State)
- Burkhard J. Henke, Associate Professor of German (1993, 1999)
Zwischenprüfung (Ludwig-Maximilians Universität),
M.A. (University of California, Santa Barbara), Ph.D. (University of California, Irvine)
- J. Alberto Hernández-Chiroldes, Professor of Spanish (1979, 1991)
B.A. (Puerto Rico), M.A. (Middlebury), Ph.D. (University of Texas, Austin)
- Peter Neal Hess, Gail M. and Ernest G. Doe Professor of Economics (1980, 1993)
B.A. (Bowdoin), Ph.D. (UNC Chapel Hill)

- Laurie J. Heyer, Assistant Professor of Mathematics (2000, 2000)
B.S., M.S. (University of Texas at Arlington), Ph.D. (University of Colorado, Bolder)
- John Gill Holland, Professor of English (1967, 1980)
A.B. (Washington and Lee), Ph.D. (UNC Chapel Hill)
- Ann M. Ingram, Associate Professor of English (1994, 2000)
B.A. (Stanford), M.A. (Monterey Institute of International Studies),
M.A., Ph.D. (Emory)
- Randall M. Ingram, Associate Professor of English (1995, 2000)
A.B. (Davidson), Ph.D. (Emory)
- Rudy Jackson, Jr., Assistant Professor of Education (2000, 2000)
B.S. (Randolph-Macon), M.Ed. (James Madison), Ph.D. (Lehigh)
- 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), M.A., Ph.D. (Brandeis)
- Gayle H. Kaufman, Assistant Professor of Sociology (1999, 1999)
B.S., M.S. (Cornell), Ph.D. (Brown)
- John E. Kello, Professor of Psychology (1974, 1991)
B.S. (Old Dominion), M.A., Ph.D. (Duke)
- 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 Classics and History (1979, 1993)
B.A., M.A., Ph.D. (Yale)
- Carole Ann Kruger, Associate Professor of French (1987, 1994)
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 Emeritus of the College and (1984, 1984)
Samuel E. and Mary W. Thatcher Professor of Religion
B.A. (Davidson), B.D. (Union Seminary-Richmond), S.T.M. (Yale),
M.A., Ph.D. (Princeton)
- Zoran Kuzmanovich, Associate Professor of English (1988, 1994)
B.A., M.A. (University of Wisconsin-Milwaukee),
Ph.D. (University of Wisconsin-Madison)
- William David Lawing, J. Estes Millner Professor of Music (1976, 1994)
A.B. (Davidson), M.M., D.M.A. (Cleveland Institute of Music)
- Neil Lerner, Assistant Professor of Music (1997, 1997)
B.A. (Transylvania), A.M., Ph.D. (Duke)
- 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)
- Leonid Livak, Assistant Professor of Russian (2000, 2000)
B.A. (University of Michigan-Ann Arbor), M.A. (Middlebury),
M.A., Ph.D. (University of Wisconsin-Madison)
- Barbara Mary Lom, Assistant Professor of Biology (2000, 2000)
B.A. (Lawrence), Ph.D. (Northwestern University Institute for Neuroscience)
- William K. Mahony, Professor of Religion (1982, 1996)
A.B. (Williams), M.Div. (Yale), Ph.D. (Chicago)
- Maria Magdalena Maiz-Peña, Associate Professor of Spanish (1992, 1998)
B.A., M.A., Ph.D. (Arizona State)
- Robert John Manning, Charles A. Dana Professor of Physics and Humanities (1968, 1985)
A.B. (Gettysburg), M.S., Ph.D. (Virginia)
- +Paul L. Marciano, Assistant Professor of Psychology (1997, 1998)
B.A. (Davidson), M.S., M.Phil., Ph.D. (Yale)
- David W. Martin, Professor of Economics (1984, 1997)
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)
- Margaret R. McCarthy, Assistant Professor of German (1995, 1995)
B.A. (Connecticut College), M.A., Ph.D. (University of Rochester)
- Mark R. McCulloh, Professor of German (1982, 1996)
A.B. (Alabama), M.A., Ph.D. (University of Illinois at Urbana-Champaign)
- Sally G. McMillen, Professor of History (1988, 1998)
B.A. (Wellesley), M.L.S. (Pratt Institute), M.A. (UNC Charlotte), Ph.D. (Duke)
- Kenneth J. Menkhous, Associate Professor of Political Science (1991, 1996)
B.A. (Xavier), M.A., Ph.D. (University of South Carolina, Columbia)
- Paul B. Miller, Assistant Professor of English (1999, 1999)
B.A. (College of Wooster), M.A., Ph.D. (Ohio State)
- Elizabeth M. Mills, Professor of English (1985, 1999)
B.A., M.A. (University of Texas-El Paso), Ph.D. (UNC Chapel Hill)
- Donna K. Molinek, Associate Professor of Mathematics (1992, 1998)
B.S. (University of Alaska Anchorage), M.S. (Northern Arizona), Ph.D. (UNC Chapel Hill)
- Kristi S. Multhaup, Assistant Professor of Psychology (1996, 1996)
B.A. (Gustavus Adolphus College), M.A., Ph.D. (Princeton)
- +Margaret P. Munger, Associate Professor of Psychology (1994, 2000)
B.A. (University of Chicago), M.A., M. Phil., Ph.D. (Columbia University)
- Richard D. Neidinger, Professor of Mathematics (1984, 1997)
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)

- William Rodger Nutt, Professor of Chemistry (1971, 1985)
A.B. (Ohio Wesleyan), M.A., Ph.D. (Duke)
- Jeanne N. O'Neill, Associate Professor of Classics (1994, 2000)
B.A. (Union College), M.A. (Indiana), A.M., Ph.D. (Harvard)
- Louis L. Ortmyer, Professor of Political Science (1977, 1989)
B.A. (Yale), M.A., Ph.D. (Denver)
- 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)
- Christopher J. Paradise, Assistant Professor of Biology (2000, 2000)
B.S. (SUNY at Albany), M.A. (SUNY at Binghamton), Ph.D. (Pennsylvania State)
- Leland Madison Park, Director of the Library (1967, 1975)
A.B. (Davidson), M.Ln. (Emory), Adv. M. in L.S., Ph.D. (Florida State)
- **Alan Michael Parker, Associate Professor of English (1998, 2000)
B.A. (Washington University), M.F.A. (Columbia University School of the Arts)
- Malcolm Overstreet Partin, Mary Reynolds Babcock Professor of History (1968, 1980)
A.B. (UNC Chapel Hill), M.A., Ph.D. (Duke)
- Luis H. Peña, Professor of Spanish (1987, 1997)
B.A. (Universidad de Monterrey), M.A., Ph.D. (Arizona State)
- Patricia A. Peroni, Associate Professor of Biology (1992, 1998)
B.A. (SUNY College at Plattsburgh), M.L.S. (SUNY at Albany), M.S. (Bucknell), Ph.D. (Duke)
- Karl A. Plank, James W. Cannon Professor of Religion (1982, 1995)
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)
- Jeremiah Lee Putnam, Professor of Biology (1973, 1988)
B.S., M.S., Ph.D. (Texas A & M)
- Julio J. Ramirez, R. Stuart Dickson Professor of Psychology (1986, 1995)
B.S. (Fairfield), M.A., Ph.D. (Clark)
- Shelley Rigger, Brown Associate Professor of Political Science (1993, 1999)
A.B. (Princeton), Ph.D. (Harvard)
- William M. Ringle, Professor of Anthropology (1986, 1998)
B.A. (Johns Hopkins), M.A., Ph.D. (Tulane)
- David M. Robb, Assistant Professor of Philosophy (1999, 1999)
B.A. (Stanford), M.A., Ph.D. (Cornell)
- Susan L. Roberts, Associate Professor of Political Science (1993, 1994)
B.A. (Wake Forest), M.A., Ph.D. (University of Notre Dame)
- Clark G. Ross, Vice President for Academic Affairs, Dean of Faculty,
and Frontis W. Johnston Professor of Economics (1979, 1990)
B.A. (University of Pennsylvania), Ph.D. (Boston College)
- Robert D. Ruth, Associate Professor of Sociology (1971, 1980)
A.B. (SUNY at Buffalo), M.A., Ph.D. (Duke)
- Lakshmanan Sabaratnam, Associate Professor of Sociology (1986, 1991)
B.A. (University of Ceylon), M.A., Ph.D. (University of Washington)

- Cort Savage, Associate Professor of Art (1992, 1998)
B.A. (Indiana), M.F.A. (Syracuse)
- Merlyn D. Schuh, James G. Martin Professor of Chemistry (1975, 1986)
B.A. (South Dakota), Ph.D. (Indiana)
- Patrick Joel Sellers, Assistant Professor of Political Science (2000, 2000)
B.A. (Davidson), M.A., Ph.D. (Duke)
- Nina E. Serebrennikov, Associate Professor of Art (1987, 1993)
B.A. (The George Washington University), M.S.L.S., M.A., Ph.D. (UNC Chapel Hill)
- Thomas C. Shandley, Vice President for Student Life and Dean of Students (1994, 1994)
B.A. (Simpson College), M.A. (Bowling Green State University),
Ph.D. (University of Minnesota)
- **Janet Harrison Shannon, Associate Professor of Sociology (1990, 1996)
B.S. (Saint Joseph's), M.A., Ph.D. (Temple)
- Brian J. Shaw, E. Craig Wall, Jr. Distinguished Teaching Professor in Humanities and
Professor of Political Science and Humanities (1982, 1996)
B.A. (SUNY at Stony Brook), M.A., Ph.D. (UNC Chapel Hill)
- Vivian Shen, Assistant Professor of Chinese (1998, 1999)
B.A. (Shandong University), M.A., C.Phil., Ph.D. (University of California, Los Angeles)
- Alan J. Singerman, Professor of French (1982, 1991)
B.A. (Ohio), M.A., Ph.D. (Indiana)
- Catherine Slawy-Sutton, Professor of French (1985, 1999)
Licence d'anglais, Maitrise d'anglais (University of Nice),
M.A., Ph.D. (Indiana)
- C. Shaw Smith, Jr., Professor of Art History and Humanities (1986, 2000)
A.B., M.A., Ph.D. (UNC Chapel Hill)
- Fred H. Smith, Assistant Professor of Economics (2000, 2000)
B.A. (Kenyon), M.A. (University of Delaware), Ph.D. (Vanderbilt)
- Mark A. Smith, Assistant Professor of Psychology (1998, 1998)
B.A. (Lenoir-Rhyne), Ph.D. (UNC Chapel Hill)
- J. Russell Snapp, Associate Professor of History (1988, 1994)
B.A. (University of the South), M.A., Ph.D. (Harvard)
- Harlow Gregory Snyder, Assistant Professor of Religion (2000, 2000)
B.S. (Seattle Pacific), M.S. (Columbia), M.Div., S.T.M., M.Phil., Ph.D. (Yale)
- Raymond Sprague, Professor of Music (1999, 1999)
B.A. (Williams), M.M. (University of New Mexico, Albuquerque),
D.M.A. (University of Colorado, Boulder)
- Mark T. Stanback, Assistant Professor of Biology (1995, 1995)
B.S. (Davidson), Ph.D. (University of California, Berkeley)
- Jennifer E. Stasack, Associate Professor of Music (1991, 1997)
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)
- Erland P. Stevens, Assistant Professor of Chemistry (1998, 1998)
B.S. (Duke), Ph.D. (University of Michigan-Ann Arbor)

Durwin R. Striplin, Assistant Professor of Chemistry B.S. (Eastern New Mexico), Ph.D. (Washington State)	(1996, 1997)
Homer Bates Sutton, Professor of French A.B. (Davidson), M.A., Ph.D. (Indiana)	(1980, 1995)
John R. Swallow, J.T. Kimbrough Associate Professor of Mathematics B.A. (University of the South), M. Phil., M.S., Ph.D. (Yale)	(1994, 2000)
I. Job Thomas, Professor of History B.A., M.A. (Madras), Ph.D. (Michigan)	(1979, 1994)
Mary Caroline Thornberry, Professor of Political Science B.A., M.A. (Duke), Ph.D. (Michigan)	(1980, 1991)
Michael K. Toumazou, Professor of Classics A.B. (Franklin and Marshall), M.A. (Loyola University of Chicago), M.A., Ph.D. (Bryn Mawr)	(1987, 2000)
Mary S. Vásquez, Professor of Spanish B.A. (Florida State), M.A., Ph.D. (University of Washington)	(1996, 1996)
Robert F. Vagt, President B.A. (Davidson), M.Div. (Duke)	(1997, 1997)
Russ C. Warren, Professor of Art B.F.A. (New Mexico), M.F.A. (University of Texas at San Antonio)	(1978, 1992)
John Wertheimer, Associate Professor of History B.A. (Oberlin), M.A., Ph.D. (Princeton)	(1993, 1999)
David R. Wessner, Assistant Professor of Biology A.B. (Franklin and Marshall), Ph.D. (Harvard)	(1998, 1998)
Todd G. Will, Associate Professor of Mathematics B.A. (Carleton), Ph.D. (University of Illinois at Urbana-Champaign)	(1993, 1999)
Robert C. Williams, Vice President for Academic Affairs and Dean of Faculty Emeritus and Vail Professor of History B.A. (Wesleyan), A.M., Ph.D. (Harvard)	(1986, 1986)
Lauren W. Yoder, James Sprunt Professor of French B.A. (Eastern Mennonite), M.A., Ph.D. (Iowa)	(1973, 1989)
John Nicholas Yukich, MacArthur Assistant Professor of Physics B.A. (Kenyon), Ph.D. (University of Virginia)	(1998, 1998)
Rosemary Lévy Zumwalt, Paul B. Freeland Professor of Anthropology B.A. (University of California, Santa Cruz), M.A., Ph.D. (University of California, Berkeley)	(1983, 1995)

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 2000-01

** On Leave Spring Semester 2000-01

+ On Leave 2000-01

● Study Abroad Year Program: Germany or France

●● Study Abroad Semester Program: Art, Classics, or India

◆ Tenured/Tenure-track appointments

OTHER INSTRUCTIONAL APPOINTMENTS, 2000–01

- Anthony S. Abbott, Adjunct Professor Emeritus of English
 A.B. (Princeton), M.A., Ph.D. (Harvard)
 (Spring Semester)
- Ana-Isabel Aliaga-Buchenau, Adjunct Assistant Professor of German
 Zwischenprüfung (Georg-August Universität Göttingen), M.A., Ph.D. (UNC Chapel Hill)
- Timothy A. Beach-Verhey, Visiting Instructor in Religion
 B.A. (Hope College), M.Div. (Union Theological Seminary)
- Jack M. Beasley, Visiting Associate Professor of Theatre
 B.A. (Vanderbilt), M.F.A. (University of Georgia)
- Maurya Boyd, Adjunct Assistant Professor of Psychology
 B.A. (Davidson), M.S., Ph.D. (Ohio State)
- Ann Lee Bressler, Adjunct Assistant Professor of History
 B.A. (Pennsylvania State), M.A., Ph.D. (University of Virginia)
 (Spring Semester)
- David M. Brown, Visiting Assistant Professor of Chemistry
 B.A. (Berry), Ph.D. (Emory)
- Sandra Kay Brown, Adjunct Lecturer in Education
 B.A., M.Ed. (Oklahoma City University)
- D. Henry Buckley, Adjunct Professor of French
 B.A. (Tufts), M.A., Ph.D. (University of Michigan)
- Michael Clark, Visiting Assistant Professor of Classics
 A.B. (Brown), M.A. (University of California, California, Los Angeles), D. Phil. (Oxford)
- Ruskin K. Cooper, Staff Accompanist and Studio Teaching Associate
 B.M. (Oberlin College Conservatory of Music), M.M. (University of South Florida),
 D.M.A. (UNC Greensboro)
- Margaret DeWitt Crosby, Adjunct Lecturer in Interdisciplinary Studies
 B.A., Ph.D. (UNC Chapel Hill)
 (Fall Semester)
- D. Scott Cutting, Adjunct Lecturer in Psychology
 B.A. (Davidson), M.A., Ph.D. (UNC Greensboro)
 (Summer 2000)
- Melissa H. Dancy, Visiting Instructor in Physics
 B.S. (Furman), M.S., M.S.Ed. (Purdue)
- John Dinan, Visiting Assistant Professor of Political Science
 B.A., M.A., Ph.D. (University of Virginia)
- Talisman Ford, Adjunct Assistant Professor of Medical Humanities
 B.A. (Troy State University), M.A. (University of Alabama), Ph.D. (Vanderbilt)
 (Fall Semester)
- Irene Fornes, McGee Professor of Writing
 (Spring Semester)
- Anthony William Geiger, Assistant Professor of Military Science
 B.A. (North Georgia College)
- Evelyn C. Gerdes, Lecturer in Education
 B.S., M.A. (East Carolina)

David Carroll Grant, Adjunct Professor Emeritus of Biology
A.B. (Wooster), Ph.D. (Yale)

T. Christian Grattan, Visiting Assistant Professor of Chemistry
B.S. (Allegheny), Ph.D. (University of South Carolina, Columbia)

Sharon L. Green, Visiting Assistant Professor of Theatre
B.A. (University of Rochester), M.A. (University of Toronto), Ph.D. (CUNY)

Pamela C. Grundy, Adjunct Assistant Professor of Interdisciplinary Studies
B.A. (Yale), M.A., Ph.D. (UNC Chapel Hill)
(Spring Semester)

J. George Guise, Adjunct Lecturer in Sociology
B.A. (Davidson), J.D. (Vanderbilt University School of Law)
(Spring Semester)

J. Ronald Higdon, Adjunct Lecturer in Theatre
B.A. (SUNY-Geneseo), M.F.A. (University of South Carolina, Columbia)
(Spring Semester)

Steven L. Isenberg, James K. Batten Professor of Public Policy
B.A. (University of California, Berkeley), B.A., M.A. (Worcester, Oxford), J.D. (Yale)
(Spring Semester)

Peter Janssens, Director of the Language Resource Center and Adjunct Assistant Professor of Spanish
B.A., M.A. (University of Brussels), M.A., Ph.D. (Emory)
(Spring Semester)

Jennifer M. Keith, Visiting Assistant Professor of English
B.A. (Rollins), Ph.D. (Emory)

Jeffrey S. Kellogg, Visiting Assistant Professor of Psychology
B.A. (Hampden-Sydney), M.A. (Cleveland State), Ph.D. (University of Memphis)

Donald L. Kimmel, Jr., Adjunct Professor Emeritus of Biology
A.B. (Swarthmore), M.D., M.Sc. (Temple), Ph.D. (Johns Hopkins)
(Fall Semester)

Martha Koljonen, Studio Teaching Associate
B.M. (Cleveland Institute of Music)

John Kenneth Krebs, Visiting Assistant Professor of Physics
B.S. (Georgia Institute of Technology), M.Ed., Ph.D. (University of Georgia)

Cynthia Lawing, Staff Accompanist and Studio Teaching Associate
B.M. (Wittenburg), B.M., M.M. (Cleveland Institute of Music)

Isaac Jack Lévy, Visiting Professor of Spanish
B.A. (Emory), M.A. (University of Iowa), Ph.D. (University of Michigan)

Martha R. McAlister, Lecturer in Speech
B.S. (Northwestern), M.A. (UNC Greensboro)

Patricia Lynn McBrayer, Music Departmental Accompanist
B.M. (Mars Hill), M.C.M. (Southern Baptist Theological Seminary)

Audrey R. McCulloh, Adjunct Lecturer in German
A.B., M.A. (University of Alabama)
(Fall Semester)

Linda C. McNally, Lecturer in Biology
B.S., M.S. (UNC Charlotte)

- Milena Minkova, Adjunct Assistant Professor of Classics
Diploma, Ph.D. (University of Sofia), Licentiate, Ph.D. (Pontifical Salesian University)
- Mary W. Muchane, Visiting Assistant Professor of Biology
B.Sc. (University of Nairobi), M.Sc. (University of Sheffield), Ph.D. (Duke)
- Brendan M. O'Sullivan, Visiting Instructor in Philosophy
B.A. (Davidson)
- Janet F. Painter, Adjunct Lecturer in Education
B.A. (Lenoir-Rhyne), M.Ed. (UNC Charlotte)
- William Porter, Adjunct Lecturer in Medical Humanities
B.S. (Presbyterian), M.D. (Medical University of South Carolina)
(Spring Semester)
- Alicia Purcell, Studio Teaching Associate
B.M. (St. Mary's College), M.M. (Indiana University at Bloomington)
- Jane C. Rawson, Adjunct Lecturer in Psychology
B.A. (UNC Chapel Hill), M.A. (Appalachian), Ph.D. (Ohio)
(Summer 2000)
- Kimberley Richards, Visiting Assistant Professor of Art
B.F.A. (Northern Michigan), M.F.A. (University of Colorado, Boulder)
- Carlos Manuel Rivera, Visiting Assistant Professor of Spanish
B.A. (University of Puerto Rico), M.A. (New York), Ph.D. (Arizona State)
- Marie L. Rogers, Adjunct Lecturer in Education
B.A. (Duke), M.A. (UNC Charlotte)
- J. Lewis Sigmon, Adjunct Lecturer in Medical Humanities
A.B. (UNC Chapel Hill), M.D. (UNC School of Medicine Chapel Hill)
(Fall Semester)
- Christian A. Terfloth, Adjunct Lecturer in Chinese
B.A. (San Francisco State), M.A. (Indiana)
(Fall Semester)
- Diane Basgall Thornton, Studio Teaching Associate
B.M., M.M. (Temple)
- Rosebud A. Turner, Adjunct Lecturer in Education
B.A. (Bethune Cookman College), M.Ed. (UNC Charlotte)
- Robert C. Whitton, Adjunct Assistant Professor of Mathematics
B.S. (Davidson), M.A., Ph.D. (University of Pennsylvania)
(Spring Semester)
- Troy B. Williams, Adjunct Instructor in Russian
B.A. (University of California at Davis), M.A. (Duke)

NEW FACULTY AND INSTRUCTIONAL APPOINTMENTS, 2001–2002

- Ana-Isabel Aliaga-Buchenau, Visiting Assistant Professor of German
Zwischenprüfung (Georg-August Universität Göttingen), M.A., Ph.D. (UNC Chapel Hill)
- David Alvarez, Visiting Assistant Professor of English
B.A., M.A. (University of California, Davis), M.A., Ph.D. (expected) (Cornell)
- David Malet Armstrong, Kemp Visiting Distinguished Professor of Philosophy
B.A. (University of Sydney), B. Phil. (Oxford), Ph.D. (University of Melbourne)
(Spring Semester)
- Timothy A. Beach-Verhey, Director of the Exploration of Vocation Program and
Adjunct Lecturer in Religion
B.A. (Hope), M.Div. (Union Theological Seminary)
(Spring Semester)
- Jack M. Beasley, Visiting Associate Professor of Theatre
B.A. (Vanderbilt), M.F.A. (University of Georgia)
- Zachary P. Biles, Visiting Assistant Professor of Classics
B.A. (University of Maryland), M.A., Ph.D. (University of Colorado, Boulder)
- David M. Brown, Visiting Assistant Professor of Chemistry
B.A. (Berry), Ph.D. (Emory)
- D. Henry Buckley, Visiting Professor of French
B.A. (Tufts), M.A., Ph.D. (University of Michigan)
- Jacquelyn Culpepper, Artist Associate in Voice
B.S. (Western Carolina), M.M. (Baylor)
- D. Scott Cutting, Adjunct Lecturer in Psychology
B.A. (Davidson), M.A., Ph.D. (UNC Greensboro)
(Summer 2001)
- Melissa H. Dancy, Visiting Assistant Professor of Physics
B.S. (Furman), M.S., M.S.Ed. (Purdue), Ph.D. (NC State)
- Anne de Lattre, James K. Batten Professor of Public Policy
Baccalauréat, License es Lettres (University of Paris), M.A. (Columbia), M.A. (Johns Hopkins)
(Spring Semester)
- Talisman Ford, Adjunct Assistant Professor of Medical Humanities
B.A. (Troy State), M.A. (University of Alabama), Ph.D. (Vanderbilt)
(Fall Semester)
- Stuart Harris Goldberg, Visiting Assistant Professor of Russian
B.A. (Williams), M.A. Ph.D. (expected) (University of Wisconsin-Madison)
- Garth L. Green, Visiting Assistant Professor of Anthropology
B.A. (Duke), M.A. Ph.D. (New School for Social Research)
- ◆ Sharon L. Green, Assistant Professor of Theatre
B.A. (University of Rochester), M.A. (University of Toronto), Ph.D. (CUNY)
- Pamela C. Grundy, Adjunct Assistant Professor of History
B.A. (Yale), M.A. Ph.D. (UNC Chapel Hill)
(Fall Semester)
- Michael J. Guasco, Visiting Assistant Professor of History
B.A. (University of Portland), M.A. (Villanova), Ph.D. (College of William and Mary)

- J. George Guise, Adjunct Lecturer in Sociology
B.A. (Davidson), J.D. (Vanderbilt)
(Fall Semester)
- Peter Janssens, Director of the Language Resource Center and Adjunct Assistant Professor of French
B.A., M.A. (University of Brussels), M.A., Ph.D. (Emory)
(Fall Semester)
- ◆Kyra A. Kietrys, Assistant Professor of Spanish
B.A. (Wellesley), M.A. (Middlebury), Ph.D. (expected) (University of Pennsylvania)
- Donald L. Kimmel, Adjunct Professor Emeritus of Biology
A.B. (Swarthmore), M.D., M.Sc. (Temple), Ph.D. (Johns Hopkins)
(Fall Semester)
- John Kenneth Krebs, Visiting Assistant Professor of Physics
B.S. (Georgia Institute of Technology), M.Ed., Ph.D. (University of Georgia)
- ◆Jung Lee, Assistant Professor of Religion
B.A. (Amherst), Ph.D. (expected) (Brown)
- Captain Patrick N. Leslie, Assistant Professor of Military Science
B.S. (Eastern Michigan)
- Montserrat Linares, Visiting Assistant Professor of Spanish
Licenciatura en Filología Hispánica (Universitat de Barcelona, Spain),
Ph.D. (University of Pennsylvania)
- Keith T. Martin, Adjunct Lecturer in Theatre
B.F.A., M.F.A. (UNC Greensboro)
(Fall Semester)
- Kathleen B. McElhanev, Adjunct Assistant Professor of Psychology
B.A., M.A., Ph.D. (University of Virginia)
(Fall Semester)
- Ulrich Meyer, Visiting Assistant Professor of Philosophy
Vordiplom (University of Heidelberg), M.A., Ph.D. (University of Cambridge),
Ph.D. (expected) (Massachusetts Institute of Technology)
- Brendan M. O'Sullivan, Visiting Instructor in Philosophy
B.A. (Davidson)
- William G. Porter, Adjunct Lecturer in Medical Humanities
B.S. (Presbyterian), M.D. (Medical University of South Carolina)
(Spring Semester)
- Jane C. Rawson, Adjunct Lecturer in Psychology
B.A. (UNC Chapel Hill), M.A. (Appalachian), Ph.D. (Ohio)
(Summer 2001)
- J. Lewis Sigmon, Adjunct Lecturer in Medical Humanities
A.B. (UNC Chapel Hill), M.D. (UNC School of Medicine Chapel Hill)
(Fall Semester)
- Nancy M. Slagle, Visiting Instructor in Spanish
B.A. (University of Tennessee), M.A. (Winthrop)
- Ludmila O. Van Dree, Adjunct Lecturer in Russian
B.A. (Kharkov State University), B.S. (University of Wisconsin-Green Bay)
- Robert C. Whitton, Visiting Assistant Professor of Mathematics
B.S. (Davidson), M.A. Ph.D. (University of Pennsylvania)

NAMED PROFESSORSHIPS

Mary Reynolds Babcock Professorship—This professorship 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.

James Knox Batten Professorship—The Batten Professorship in Public Policy was created in 1995 by grants from the John S. and James L. Knight Foundation and Knight-Ridder, Inc. in memory of James K. Batten, Class of 1957. The Batten Professorship is an interdisciplinary position held by a series of individuals with experience and expertise in such diverse realms as politics, economics, urban affairs, journalism, and the sciences.

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.

Brown Professorship In Asian Studies—The Brown Foundation of Houston, Texas, established this professorship in 1989 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 professorship enabled Davidson to inaugurate the teaching of chemistry.

Covington Visiting Professorship—Established in 1982 by Howard W. Covington, Class of 1937, this endowment brings exciting teachers to campus as visiting professors.

John Crosland Professorship—This professorship was established in 1995 by John Crosland, Class of 1951, and his wife Judith E. Crosland.

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.

R. Stuart Dickson Professorship—This professorship was established in 1994 by the Dickson Foundation and the Ruddick Corporation to honor longtime Davidson trustee R. Stuart Dickson, Class of 1951.

Gail M. and Ernest G. Doe Professorship—Established in 1998 by Ernest G. Doe, Class of 1969, and his wife Gail to recognize a faculty member of the department of economics who excels in undergraduate teaching, has a record of superior professional achievement, and exemplifies the moral and intellectual values of Davidson College.

Beverly F. Dolan Professorship—This professorship for a member of the mathematics or physical science faculty was established in 1993 by Tectron, Inc., to honor the service of its retiring chief executive officer and chairman of the board, Beverly F. Dolan.

James B. Duke Professorship—This professorship 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—The Freeland Professorship was created in 1981 through a bequest from Dr. Paul B. Freeland, Class of 1925, a minister from Crowley, Louisiana.

W.R. Grey Professorship—The Grey Professorship 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—This professorship was created in 1960 by a gift from the Z. Smith Reynolds Foundation to honor Virginia Irvin, wife of George L. Irvin, Class of 1924, and a cousin of R.J. Reynolds, Jr.

Frontis W. Johnston Professorship—Established in 1986 through gifts from Dr. Johnston's family, colleagues, and friends, this professorship 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 professorship was created in 1968 and later augmented by the William R. Kenan Foundation.

John T. Kimbrough Professorship of Mathematics—Established in 1998 by gifts from his children, Lawrence M. Kimbrough '63, Mary P. Kimbrough King, John T. Kimbrough, Jr. '58 and William A. Kimbrough, to honor John T. Kimbrough, Professor of Mathematics at Davidson College from 1928–1974.

MacArthur Professorship—This rotating position, established in 1981 by a gift from the John D. and Catherine T. MacArthur Foundation of Chicago, helps bring promising young professors to Davidson.

Nancy and Erwin Maddrey Professorship—This professorship was established in 1993 by Davidson trustee E. Erwin Maddrey III, Class of 1963, and his wife Nancy Burgess Maddrey.

James G. Martin, Jr. Professorship—This professorship was established in 1991 by friends and admirers of the Honorable James G. Martin, Class of 1957, in recognition of his service to the State of North Carolina as governor.

McGee Visiting Professorship—Established by John F. McGee, Class of 1943, and his wife to bring gifted writers to campus as visiting professors. Gail Adams, Elizabeth Benedict, Wayne Fields, Karen Jones-Meadows, Peter Meinke, Sheri Reynolds, and Robert Morgan are among those who have visited Davidson as McGee Professors.

J. Estes Millner Professorship—This professorship was established in 1997 through a major bequest of J. Estes Millner, Class of 1926 to support teaching in the department of music.

Joseph R. Morton Professorship—Established in 1990 by Joseph R. Morton, Class of 1920, to support teaching in the departments of chemistry, physics or mathematics.

Richardson Professorship—This professorship was established in 1962 in response to a challenge grant from the H. Smith Richardson Foundation.

James Sprunt Professorship—This professorship was established in 1925 by a bequest from this remarkable and erudite North Carolina businessman.

Samuel E. and Mary West Thatcher Professorship—This professorship was established by a bequest from Mary Thatcher and by gifts from John Thatcher, Class of 1948. This chair enabled Davidson to develop a program in medical humanities.

Vail Professorship—This professorship was established by a gift from Foster and Mary McGaw in 1977, in honor of James D. Vail III, Mrs. McGraw's son, and his family.

E. Craig Wall, Jr. Distinguished Professorship in the Humanities—Established through gifts from family, friends and business associates of Mr. Wall, Class of 1959, and a grant from the National Endowment for the Humanities. This chair supports teaching in the Humanities Program, and honors Craig Wall's service to Davidson as chairman of the Board of Trustees.

Wayne M. and Carolyn A. Watson Professorship—This professorship was established in 1991. Created by gifts from Mr. and Mrs. Wayne M. Watson, parents of Bryna Watson, Class of 1982.

Williamson Professorship—This professorship was created in 1926 through a trust fund left by William Holt Williamson, Class of 1886.

ADMINISTRATIVE STAFF (AS OF MAY 1, 2001)

OFFICE OF THE PRESIDENT

Robert F. Vagt, B.A. (Davidson), M.Div. (Duke), *President*

Brenda P. King, *Administrative Coordinator, President's Office*

Wendy M. Roberts, B.A. (UNC Charlotte), *Administrative Assistant to the President*

Planning and Institutional Research

Linda M. LeFauve, B.A. (Wells), M.A. (SUNY-Buffalo), M.A. (SUNY-Geneseo), *Director*

Michael P. Lowrey, B.A. (UNC Chapel Hill), M.A. (North Carolina State), *Research Analyst*

ACADEMIC AFFAIRS

Clark G. Ross, B.A. (Pennsylvania), Ph.D. (Boston College), *Vice President for Academic Affairs and Dean of Faculty, Frontis W. Johnston Professor of Economics*

Marcia G. Beck, B.A. (Nazareth), M.S.Ed. (SUNY-Brockport), *Assistant Dean for Academic Administration*

Patricia T. Gardner, *Executive Assistant*

Academic Support Services

Frances Alexander, *Departmental Assistant for Anthropology, Mathematics, Philosophy, and Sociology*

Sharon Baggarley, B.A. (UNC Charlotte), *Audiovisual Specialist*

Amy L. Becton, B.S. (Florida State), *Teaching Assistant for Biology/Psychology*

Debra D. Brannon, *Departmental Assistant for Chemistry*

Cheryl F. Branz, *Departmental Assistant for German/Russian, Political Science, and Spanish*
 Lynn Brickels, B.A. (UNC Chapel Hill), *Departmental Assistant for Music*
 Barbara M. Carmack, *Departmental Assistant for Economics*
 Karin L. Davis, B.S. (Davidson), *Davidson Fellow, Department of Chemistry*
 Ann Milner Douglas, B.A. (North Carolina Wesleyan), *Departmental Assistant for History and the Office of Academic Affairs*
 Fern L. Duncan, *Departmental Assistant for Psychology*
 Jeffrey Stuart Erickson, A.B. (Cornell), M.F.A. (Southern Illinois University-Carbondale), *Slide Curator*
 Jack W. Erter III, B.S. (Davidson), *Lab Assistant Intern for Chemistry*
 Kay Hollyday Filar, B.A. (Westminster), *Departmental Assistant for Art*
 Betty Hartsell, *Departmental Assistant for Biology*
 Joseph Ronald Higdon, B.A. (SUNY-Geneseo), M.F.A. (University of South Carolina), *Theatre Technical Director*
 Peter Janssens, Licence, M.A. (University of Brussels), Ph.D. (Emory), *Director of Language Resource Center*
 Thomas S. Lipinski, B.S. (San Diego State), M.S. (Purdue), *Lab Manager, Department of Physics*
 Peggy C. Maiorano, B.S. (Clemson), M.S. (UNC Charlotte), *Teaching Assistant for Biology*
 Pamela R. Mange, R.N. (Mobile), *Medical Humanities/Premedicine Assistant*
 Melanie J. McAlpine, B.A. (Meredith), *Departmental Assistant for Chinese, Classics, French and Religion*
 Patricia McCue, B.S., M.A.E. (East Carolina), *Assistant for July Experience*
 Nancy S. Mitchell, *Departmental Assistant for English*
 Jean L. Newman, *Departmental Assistant for Medical Humanities and Premedicine*
 Carrie Rathbun, B.S. (Michigan State), *Departmental Assistant for Physics*
 Claudia B. Shinn, *Departmental Assistant for Theatre*
 Diane P. Stirling, *Director of Instructional Support*
 Gabriele M. Strelow, *Stock Room Manager/Chemistry*
 Brad Thomas, B.A. (UNC Charlotte), *Art Gallery Director*
 Christopher Michael Walters, A.B. (Davidson), *Davidson Fellow, Departments of Music and Theatre*

Center for Interdisciplinary Studies

Robert John Manning, A.B. (Gettysburg), M.S., Ph.D. (Virginia), *Director*
 Ruth Ann Swart, *Departmental Assistant*

Dean Rusk Program in International Studies

Kenneth L. Brown, B.A. (Pomona), M.A. (Yale), M.A. (New York), Ph.D. (Cape Coast), *Director*
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 Beverly Winecoff, *Grants and Contracts Assistant*

Library

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 Sharon H. Byrd, A.B. (Pfeiffer), M.A. in L.S. (UNC Chapel Hill), *Head of Public Services and Head of Reference*
 Jean C. Coates, B.A. (King), M.L.S. (UNC Greensboro), *Assistant Head of Public Services for Circulation and Interlibrary Loan*
 Lynda Dalton, *Senior Library Assistant/Cataloging*
 Loyce S. Davis, *Presidential Papers Indexer*
 Dustin C. Edge, A.B. (Davidson), *Assistant to the College Archivist/Fellow*
 Sara B. Enders, *Senior Library Assistant/Government Information*
 Joseph Gutekanst, *Interlibrary Loan Coordinator*
 Jason L. Hamrick, A.B. (Davidson), *Assistant to the College Archivist/Intern*
 Karin H. Huntley, *Senior Library Assistant/Acquisitions*
 Patricia J. Johnson, B.S. (Georgia Southern), *Senior Library Assistant/Acquisitions*

Susan M. Kerr, B.A., M.S.L.S. (UNC Chapel Hill), *Technical Services Manager*
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 Gina Overcash Petrie, A.B. (Davidson), M.L.S., M.A. (UNC Chapel Hill), *Assistant Head of Public Services for Bibliographic Instruction and Collection Development*
 June B. Quick, *Senior Library Assistant/Business Office/Acquisitions*
 Sanford Jackson Radcliffe, B.S. (Appalachian State), *Senior Library Assistant, Night Circulation Supervisor*
 Derek A. Rodriguez, B.A. (Duke), M.L.S. (UNC Chapel Hill), *Systems Librarian*
 Kim E. Sanderson, B.A. (Florida International), M.L.S. (UNC Chapel Hill), *Head of Technical Services and Head of Cataloguing; Special Collections Coordinator*
 Denise B. Sherrill, B.S. (Western Carolina), *Library Business Manager*
 Alice G. Sloop, B.A. (Berea), *Senior Library Assistant/Acquisitions*
 Linda Y. Snyder, *Senior Library Assistant/Public Services*
 Mittie C. Wally, *Senior Library Assistant/Serials*
 Kelly Sink Wood, B.S., M.L.S. (UNC Greensboro), *Assistant Head Technical Services/Head of Acquisitions & Serials*

Love of Learning

Brenda H. Tapia, B.S. (Howard), M.Div. (Johnson C. Smith Seminary), *Director*
 Angela Craghead, B.S. (NC A&T State), *Assistant Director*

Military Studies

Richard D. Kingsberry, B.S. (Fayetteville State), M.P.A. (UNC Chapel Hill), *Lieutenant Colonel, U.S. Army*
 William A. Geiger, B.S. (North Georgia), *Major, U.S. Army Field Artillery*

Office of Study Abroad

Carolyn M. Ortmyer, B.S. (UCLA), M.A. (Denver), *Coordinator*
 Ann Brindisi, B.A. (University of Redlands), *Counselor*
 Valerie Chicora, *Staff Assistant II*
 Carol Sandke, A.A. (Edison C.C.), *Staff Assistant*

Office of Teacher Education

Richard R. Gay, B.A., M.A. (University of Richmond), Ph.D. (UNC Greensboro), *Director*
 Elaine B. Houser, *Departmental Assistant*

Registrar

Hansford M. Epes, A.B. (Davidson), Ph.D. (UNC Chapel Hill), *Registrar*
 Alice Antal, B.S. (St. Francis), *Assistant Registrar for Information Technology*
 Kristina S. Brantley, B.A. (Mars Hill), M.Ed. (Georgia), *Assistant Registrar*
 Nancy Y. Dickens, *Staff Assistant I*
 Lori C. Hayes, B.A. (UNC Charlotte), *Staff Assistant II*
 Wanda H. Underwood, *Registrar's Office Coordinator*

ADMISSION AND FINANCIAL AID

Nancy J. Cable, B.A. (Marietta), M.Ed. (Vermont), Ph.D. (Virginia), *Vice President and Dean of Admission and Financial Aid*
 Susie Abernethy, *College Visit/College Fair Coordinator*
 Marilyn C. Ainslie, B.A. (UNC Chapel Hill), *Applications Coordinator*
 Janis Beam, B.S. (East Carolina), *Applications Processor*
 Henry Boardman, B.A. (East Carolina), *Information Technology Coordinator*
 Diane Brown, *Financial Aid Receptionist*
 Warren Buford, B.A. (Davidson), *Senior Assistant Dean of Admission and Financial Aid, Director of Multicultural Recruitment*
 Emma Coello Butler, B.A. (Middlebury), *Admission Counselor*
 Janice Claybrook, B.A. (UNC Chapel Hill), M.S. (UNC Greensboro), *Assistant Dean of Admission and Financial Aid*

Amy Dougherty, *Admission Receptionist/Travel Coordinator*
 Linda Erickson, B.F.A. (SUNY-Empire State), *Financial Aid Counselor*
 Wendy Faucette, *Admission Switchboard Operator*
 Deborah B. Hogg, A.A. (St. Petersburg Jr.), *Senior Assistant Dean of Admission and Financial Aid*
 Lynda D. Suther Keller, B.A. (UNC Charlotte), *Senior Admission Assistant*
 Kevin Lamb, B.A. (Earlham), M.Ed. (Vanderbilt), *Assistant Dean of Admission and Financial Aid/Scholarship Coordinator*
 Kathleen McKelvey, *Executive Assistant to the Dean*
 Kathy Bray Merrell, B.A. (Davidson), *Senior Associate Dean of Admission and Financial Aid*
 Kathleen Stevenson-McNeely, B.A. (Rhodes), M.B.A. (Queens), *Senior Associate Dean of Admission and Financial Aid*
 Eleanor W. Payne, B.A. (Salem), *Senior Associate Dean of Admission and Financial Aid*
 Elizabeth Reid, B.A. (Davidson), *Admission Counselor*
 JoAnne Shackelford, A.A. (Brookstone), *Application Processor*
 Cathy Spencer, *Staff Assistant II*

ATHLETICS AND PHYSICAL EDUCATION

James E. Murphy III, A.B. (Davidson), M.S. (Georgia Tech), C.P.A., *Director*
 Gary C. Andrew, A.B. (Michigan), M.S. (Pennsylvania State), *Men's Track & Cross Country*
 Scott M. Applegate, B.S. (East Carolina), M.Ed. (Miami), *Head Athletic Trainer*
 Steve Ascher, B.S. (University of Portland), *Assistant—Women's Tennis*
 Charles R. Bender, B.S. (Davidson), *Sports Information Director*
 Scott Briggs, B.A. (Davidson), *Assistant Coach—Men's Tennis*
 Mike Clark, B.A. (Lycoming), *Assistant Coach—Football*
 Meade Clendaniel, B.A. (West Chester University), *Assistant Coach—Football*
 Richard J. Cooke, B.S., M.S. (University of Richmond), *Head Coach—Baseball*
 Will DuBose, *Equipment Room Assistant*
 Jeffrey L. Frank, A.B. (Davidson), J.D. (Florida), *Senior Men's Administrator and Head Coach—Men's Tennis*
 Mary Claire Gardin, B.S. (St. Augustine), *Assistant Coach—Women's Basketball*
 Jennifer B. Halliday, B.A. (UNC Chapel Hill), *Head Coach—Field Hockey*
 Ted A. Hautau, *Head Diving Coach*
 Brett P. Hayford, A.B. (Davidson), *Assistant Coach—Football*
 Elizabeth W. Hayford, B.S. (Wingate), *Assistant Athletic Trainer*
 Jamie Hendricks, B.S. (Western Carolina), *Assistant Ticket Office Manager*
 Todd Herman, B.A. (Pfeiffer), *Assistant Coach—Men's Soccer*
 Kevin C. Hundley, B.A. (Middlebury), *Head Coach—Women's Soccer*
 Leland T. Jones, B.S. (Mt. Olive), *Assistant Director of Physical Education*
 Mike Kelly, B.S. (St. Joseph's of Maine), *Assistant Coach—Men's Basketball*
 Judith S. Krenzer, B.S. (Catawba), *Assistant Director of Physical Education*
 Al Logan, B.S. (Muskingum), M.Ed. (Miami), *Assistant Coach—Football*
 Jim Lonlon, B.A. (Rides), M.A. (Trenton State), *Head Coach—Swimming*
 Sterling T. Martin, Jr., A.B. (Davidson), M.Ed. (UNC Charlotte), *Lake Campus Director*
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 Martin McCann, A.B. (Davidson), *Director of Marketing/Promotions*
 Robert H. McKillop, B.S. (Hofstra), *Head Coach—Men's Basketball*
 Kary McNay, B.S., B.A. (Appalachian State), M.E. (University of Georgia), *Director of Compliance*
 F. Daniel Morphis, B.S. (Appalachian State), *Equipment Manager*
 Craig Nisgor, B.A. (University of Buffalo), M.A. (Ball State), *Assistant Coach—Swimming*
 Thomas C. Oddo, A.B. (Davidson), *Head Coach—Wrestling*
 Leah Parrish, B.S., M.S. (Eastern Kentucky), *PE Staff Assistant, Business Manager*
 Jeff Pounds, B.S., (California State—Sacramento), M.E. (West Virginia), *Assistant Athletic Trainer*
 Caroline B. Price, B.S. (Furman), *Senior Women's Administrator and Head Coach—Women's Tennis*
 Robert E. Price, B.A. (Muskingum), *Director of Athletics for Finance and Administration*
 Jennifer R. Roos, A.B. (Davidson), *Assistant Coach—Women's Basketball*
 G. Lee Sargent, B.A. (Harvard), M.A. (Tufts), *Ticket Office Manager*
 Mary Elizabeth Schwartz, B.S. (Maryland), *Head Coach—Lacrosse*

Jeanette P. Scire, *Staff Assistant—Football*
 Charles D. Slagle, A.B. (Davidson), *Head Coach—Men's Soccer*
 Jennifer Straub, B.A. (Wake Forest), *Women's Cross Country/Track*
 Timothy M. Straub, B.S. (Wake Forest), *Head Coach—Golf*
 Marc Sweet, B.S. (Syracuse University), *Assistant Coach—Track and Field*
 Michael Toop, B.A. (Merchant Marine Academy), *Head Coach—Football*
 Damon Towe, B.S. (Western Carolina), *Assistant Coach—Baseball*
 Carri Walker, B.A. (Wake Forest), *Assistant Coach—Women's Basketball*
 Jason Zimmerman, A.B. (Davidson), *Assistant Coach—Men's Basketball*

BUSINESS AND FINANCE

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 Tammy Benschhof, A.A.S. (Eastern Wyoming), C.P.S., *Business and Finance Administrative Coordinator*

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Richard Terry, A.B. (Davidson), M.A.T. (UNC Chapel Hill), *Director*
 Linda Campbell, *CatCard Services Manager*
 GayGayle M. Daily, *Administrative Assistant, Dining Services*
 Bonnie Dunavent, B.A. (Michigan State), *Manager, Purchasing/Production*
 Glenda T. Erwin, *Systems Manager, Bookstore*
 Linda Faulkner, *Assistant Manager—Union Cafe*
 Gwendolyn S. Gardner, *Bookstore Manager*
 Sylvia Hager, *Administrative Assistant, Catering*
 Ellar Hicks, B.A. (UNC Greensboro), *CatCard Services Assistant*
 Siri L. Holland, B.A. (UNC Charlotte), M.L.S. (UNC Chapel Hill) *Bookstore Specialist*
 Donald R. Humphrey, *Assistant Manager—Laundry*
 Aaron Jackson, *Manager—Laundry*
 Judith F. Jackson, B.S. (East Carolina), *Guest House Manager*
 Laura Knight, B.A. (Culinary Institute of America), *Associate Director of Catering*
 Barbara Metzler, B.S. (West Virginia Wesleyan), *Director of Dining Services*
 Julie Mills, *Operations Manager, Bookstore*
 Dee Phillips, B.S. (Winthrop), *Associate Director/Board Plan*
 Ed Rutkowski, B.G.S. (Kent State), *Associate Director of Cash Operations*
 Charlotte Sappenfield, B.A. (Sacred Heart), *Catering Manager*
 Marah Treppel, (UNC Wilmington), *Catering Manager*
 Patsy G. Woods, *Assistant Manager/Textbook Manager—Bookstore*

Business Services

Edward A. Kania, B.S. (St. Joseph's), C.P.A., *Controller and Director of Business Services*
 Jane P. Avinger, B.S. (Davidson), M.A. (UNC Chapel Hill), C.P.A., *Assistant Controller*
 Rene E. Baker, A.A. (Rowan Technical), *Senior Payroll Accounting Assistant*
 Deborah W. Barnette, C.C.M., *Cash Management Coordinator*
 Nancy W. Barrier, *Business Services Assistant*
 Jane N. Biggerstaff, C.M.M., *Central Services Coordinator*
 Sharon P. Broome, *Central Services Assistant*
 Elizabeth S. Covington, B.A. (Meredith), *Director of Purchasing*
 Susan B. Fuller, B.S. (Virginia Tech), C.P.A., *Assistant Controller*
 Lori B. Gaston, B.S. (Appalachian State), C.P.A., *Associate Controller*
 Donna M. Hamm, *Senior Accounts Receivable Assistant*
 Kim I. Mattice, *Senior Accounts Payable Assistant*
 Edna G. Rimmer, A.A. (Lenoir-Rhyne), *Cashier*
 Allen Sherrill, *Mail Courier*

Human Resources

- Carl K. Sorensen, B.A. (Wheaton), M.I.M. (Thunderbird), *Director of Human Resources*
 Diann S. Cavin, *Human Resources Assistant*
 Ashleigh D. Justice, B.S. (Western Carolina), *Assistant Director of Human Resources*
 Jennifer A. Lazarus, B.A. (UNC Chapel Hill), *Human Resources Coordinator*
 Mary E. Linville, *Human Resources Assistant*
 Pam D. Tesh, *Assistant Director of Human Resources*

Information Technology Services

- John A. Casey, B.S. (Loyola), Ph.D. (Michigan State), *Executive Director and Professor of Information Technology*
 Debbie L. Alford, *Desktop Technology Support Coordinator*
 Brent Babb, A.A.S. (ECPI), *Network Technician*
 Jaimie M. Beatty, B.S. (Lenoir-Rhyne), *Systems Programmer/Analyst*
 Anne H. Bower, B.A. (Wesleyan), *Help Desk Coordinator*
 Ruth C. Bratton, B.A. (George Mason College), *Director, Administrative Computing*
 Kevin D. Cauble, B.A. (UNC Charlotte), *Programmer-Analyst*
 Abigail Creasy, B.A. (UNC Chapel Hill), *Systems Programmer*
 Connie M. Dellinger, A.A.S. (Mitchell), *Computer Services Assistant*
 Kristen Eshleman, B.A. (UNC Chapel Hill), M.S. (London School of Economics), *Instructional Technologist*
 Sabrena L. Gray, B.S. (UNC Charlotte), *Programmer*
 Crystal C. Lear, A.A.S. (Rowan Technical), *Coordinator of Telecommunications Services*
 Robert H. Lee, B.S. (Davidson), *Coordinator, Network Services*
 David J. Link, B.S. (Lenoir-Rhyne), *Systems Programmer/Analyst*
 Brian J. Little, B.A. (North Carolina State), *Computer Support Analyst*
 Lydia B. Lorenzin, *Director, Client Support Services*
 Robert G. Macdonald, *Residential Network Coordinator*
 Marcia M. Makl, B.S. (University of California—Santa Barber), *Director of Networks & Systems*
 Kimberly McGee, B.B.A. (University of Texas—San Antonio), M.P.A. (UNC Charlotte), *Systems Programmer/Analyst*
 Julie A. Memrick, B.A. (Russell Sage), *Computer Training Coordinator*
 Mur Muchane, B.A. (Warren Wilson), M.S. (Tennessee), *Director, Instructional Technology*
 Christopher I. Newton, B.S. (UNC Chapel Hill), *Computer Support Analyst*
 Melanie G. Overcash, *Computer Operator*
 Russell L. Reed, B.A. (UNC Asheville), *Help Desk Coordinator*
 John W. Robbins, Jr., B.A. (Davidson) *Systems Analyst*
 Alan Rothberg, A.A.S. (Rowan—Cabarrus), *Network Technician*
 Elizabeth B. Sherrill, *Personal Computer Products Specialist*
 Lisa E. Smith, B.S. (Bowling Green State), M.A. (Case Western Reserve), *Facilities Coordinator*
 Sandy Wierman, B.A. (Sweet Briar), *Programmer*
 Patrick Wilhelm, B.M. (NC School of the Arts), *Systems Programmer*
 David P. Wright, B.S., M.S. (UNC Charlotte), *Programmer*

Investments and Financial Planning

- R. Burton Hudson, Jr., B.B.A. (Wake Forest), M.B.A. (Florida State), C.F.A., C.C.M., *Director*

Physical Plant

- David Holthouser, B.S. (North Carolina State), *Director of Facilities and Engineering*
 Kevin Anderson, *Supervisor for Mechanical Maintenance*
 Jerry Archer, *Associate Director for Operations & Maintenance*
 Annette B. Bagley, B.A., B.S., M.B.A. (Georgia), *Plant Accounting Manager*
 Irvin Brawley, Jr., B.S. (North Carolina State), *Associate Director for Business and Property Management*
 Timothy W. Brotherton, B.S. (UNC Charlotte), *Assistant Director Engineering and Construction, Professional Engineer*
 Rhonda Cannon, *Office Assistant*
 Gloria Cole, *Assistant Superintendent of Building Services*
 Tony Freeze, *Warehouse Manager*

Terry Gantt, *Staff Assistant II*
 Rick Leichman, A.A.S. (Rowan Cabarrus), *CADD and Facilities Data Coordinator*
 Jill Lowe, B.A. (UNC Charlotte), *Staff Assistant II*
 Hazel Martin, *Assistant Superintendent of Building Services*
 Joy McCain, B.S. (Clemson), *Assistant Director for Grounds and Landscape Planning*
 Sylvia W. McDaniel, *Manager of Housing and Insurance*
 Scott Overcash, B.S. (North Carolina State), *Warehouse Assistant*
 Mack V. Puckett, *Supervisor of Electrical Maintenance*
 Ronnie Shirley, *Project Engineer*
 Sam Westmoreland, *Supervisor of Building Maintenance*
 Drew Whittington, B.S. (Louisiana State), *Work Management Systems Administrator*
 Barbara Zaionz, B.A. (Salem), *Assistant Director for Building Services*

COLLEGE RELATIONS

Kristin Hills Bradberry, A.B. (Davidson), *Vice President for College Relations*
 Kevin R. McCarthy, B.A. (Providence), M.A. (Wake Forest), M.A., Ph.D. (Notre Dame), *Director of the Campaign*
 David M. McClintock, A.B. (Davidson), *Campaign Officer*
 Jill C. Mackey, A.B. (Lyndon State), B.A. (New England), *Information Technology Specialist*
 Margaret Rixham, B.A. (University of the South), *Associate Director, Corporate & Foundation Relations*
 Patricia H. Schorb, *Staff Assistant*
 Christina E. Shi, A.B. (Davidson), *Information Technology Specialist*
 Gail Smith Sloop, *Executive Assistant*

Alumni Relations

Matthew B. Merrell, A.B. (Davidson), J.D. (UNC Chapel Hill), *Director*
 Nancy Blackwell, *Associate Director*
 Ruth French, *Staff Assistant*
 Christina B. Knox, A.B. (Davidson), *Associate Director*
 Linda Kunkle, *Staff Assistant*
 Griffin W. Rankin, A.B. (Davidson), *Davidson Fellow*

College Communications

Margaret Boykin Kimmel, A.B. (Davidson), *Director*
 Patricia C. Burgess, *Communications Assistant/Office Manager*
 Gayle McManigle Fishel, B.A. (Elon), *Director of Design*
 William R. Giduz, A.B. (Davidson), M.S. (Columbia), *Director, Media Relations*
 Jacqueline Ng, B.F.A. (Appalachian State), *Assistant Director of Design*
 Alexandra Oregon, A.B. (Davidson), *Media Relations Fellow*
 Shannon F. Plattner, B.A. (Furman), M.Ed., (South Carolina), *Communications Associate*
 Truda Shinker, B.Ph. (Miami), M.S.J. (Ohio), *Communications Associate*
 Sandra M. Tucker, B.A. (Salem College), M.A. (North Carolina State), M.A. (Dallas Theological Seminary), *Editor of New Media*

Development

Eileen M. Keeley, A.B. (Davidson), *Director of Development*
 John Bell, A.B. (Davidson), *Assistant Director, Capital Gifts*
 Carol S. Boroughs, B.A. (Furman), *Staff Assistant*
 Susan J. Cooke, A.B. (Wake Forest), M.P.A. (Virginia Commonwealth), *Associate Director, Capital Gifts*
 C. Gayle Craig, B.A. (UNC Chapel Hill), *Staff Assistant*
 Karin M. Douglas, B.S. (Davidson), *Assistant Director, Capital Gifts*
 David J. Fagg, B.S. (Davidson), M.A. (Boston), *Associate Director, Davidson Athletic Foundation*
 James M. Gibert III, A.B. (Davidson), J.D. (Emory), *Director, Planned Giving*
 Stephanie R. Glaser, A.B. (Davidson), J.D. (UNC Chapel Hill), *Director, Capital Gifts*
 Terrence S. Hines, A.B. (Davidson), M.A. (Ohio), J.D. (UNC Chapel Hill), *Director, Athletic Foundation*
 Lauren Kenchington, A.B. (Davidson), *Fellow, Davidson Athletic Foundation*
 Adrienne A. Jones, B.S. (Davidson), *Fellow, Annual Fund*

Harriet O. Kessler, B.A. (Texas), *Assistant Director, Annual Fund*
 Sara Page Lewis, B.A. (Wake Forest), *Staff Assistant*
 Sherry N. Malushizky, A.B. (UNC Charlotte), M.A. (UNC Charlotte), *Director, Friends of the Arts*
 Mary Lib Richards, B.A. (UNC Chapel Hill), *Assistant Director, Annual Fund*
 Deb Rutkowski, B.A. (Kent State), *Staff Assistant*
 Mary Sumner, B.A. (Salem), *Staff Assistant*
 Valerie A. Tartaglia, *Staff Assistant*
 Matthew A. Terrell, A.B. (Davidson), M.A. (University of Richmond-Westhampton), *Associate Director of Development*
 Wesley D. Thornton, A.B. (Davidson), *Fellow, Davidson Athletic Foundation*
 Mary C. Tucker, B.B.A. (Montreat), *Director, Annual Fund*

Donor Relations

Denise Hart Howard, *Director*
 Mary Mack Benson, *Gift Records Coordinator*
 Kelley Cherry, B.A. (UNC Chapel Hill), *Special Events Coordinator*
 Virginia K. Dowdy, *Staff Assistant*
 Joan A. Franz, *Gift Records Coordinator*
 June Robb, *Staff Assistant*

WDAV Classical 89.9 Radio

Kim Hodgson, B.A. (Antioch), M.A. (Wisconsin), *General Manager*
 Joe Brant, B.S. (Michigan State), *Announcer/Producer*
 Liz Syverson Barr, *Office Manager/Volunteer Coordinator*
 Francis Dominguez, M.A., M.F.A. (New Orleans), *Acting Program Director*
 Sharrin Edwards, *Announcer/Traffic Coordinator*
 Sharon Johnson, B.A. (Agnes Scott), M.A. (UNC Chapel Hill), *Corporate Support Representative*
 Jill McGuire, B.A. (Southern Connecticut State), *Director of Development*
 Mike McKay, B.A., M.Ed. (UNC Charlotte), *Announcer/Producer*
 LuAnn Ritsema, B.A. (Hunter College), *Marketing Director*
 Rachel Stewart, A.B. (Davidson), *Director, New Media Planning*
 Kristen Tuttle, B.A. (Notre Dame), *Member Service Coordinator*
 Theodore Weiner, *Music Director*

STUDENT LIFE

Thomas C. Shandley, B.A. (Simpson College), M.A. (Bowling Green State), Ph.D. (Minnesota), *Vice President for Student Life/Dean of Students*
 Denise Allen, *Executive Assistant*
 Ernest Jeffries, B.M., M.Ed. (South Carolina), *Assistant Dean of Students, Director of Minority Student Affairs*
 Leslie M. Marsicano, A.B., M.Div., (Duke), *Associate Dean of Students*
 K. Annette Reagan, *Staff Assistant II*

Career Services

Guerino (Tony) A. Butchello, B.B.A. (Notre Dame), M.S.Ed. (St. Bonaventure), *Interim Director*
 Sharon L. Archer, *Office Manager/Receptionist*
 Ellen W. Giduz, B.S.N. (Duke), M.Ln. (Emory), M.A., Ph.D. (UNC Chapel Hill), *Careers Librarian*
 Brenda Harvey, *Coordinator of Recruiting Activities*
 Elizabeth K. Westley, B.A. (James Madison University), M.A. (Bowling Green State University-Ohio), *Assistant Director*
 Monice M. White, B.A. (University of Missouri), M.A., Ph.D. (Ohio State), *Associate Director*

College Chaplain

Robert Spach, A.B. (Davidson), M.A. (Virginia), M.Div. (Princeton Theological Seminary), *Chaplain*
 Brenda H. Tapia, B.S. (Howard), M.Div. (Johnson C. Smith Seminary), *Assistant Chaplain*
 Linda Gurley, *Staff Assistant II*
 Sandy Poole, *Staff Assistant II*

College Union

William H. Brown, B.A. (Davidson), M.C.E. (Presbyterian School of Christian Education), *Director*
 C. Allen Clark, B.S. (East Carolina), *Technical Services Coordinator*
 Drew Crawford, B.S. (Davidson), *Evening Operations Manager*
 Lynda C. Daniels, *Master Calendar Coordinator*
 Ed Daugherty, B.S. (Davidson), *Director of Davidson Outdoors*
 Nikkole Davis, B.A. (Winthrop), M.Ed. (Georgia), *Program Advisor*
 Mike Goode, B.S. (Davidson), M.Ed. (Oregon State), *Assistant Director of Davidson Outdoors*
 Bridgett Green, B.A. (Davidson), *Program Advisor*
 Gina Nossel, *Staff Assistant*
 Cheryl Rampal, *Staff Assistant*
 Tim Stroud, B.A. (Furman), M.P.A. (University of Missouri, Kansas City), *Operations Manager*
 Anne Taylor, B.A. (University of South Carolina), *Technical Director*

Office of Community Services

Ruth Pittard, B.S. (East Carolina), *Assistant Dean for Community Service and Director of the Bonner Scholars Program*
 Linda Gurley, *Staff Assistant II*
 Rosie Molinary, A.B. (Davidson), *Coordinator Service/Bonner*
 Sandy Poole, *Staff Assistant II*
 Jill Williams, A.B. (Davidson), *Assistant Coordinator Service/Bonner*

International Student Office

Sherri L. Spillman, B.A. (James Madison), *Advisor*
 Valerie Chicora, *Staff Assistant II*

Public Safety and Police

Samuel R. McKelvey, B.S. (Central Missouri), *Director*
 Marshal (Dickie) Fleming, *Officer*
 Timothy Freeze, *Sergeant*
 Stacey H. Hill, *Staff Assistant I*
 Dane D. Laney, B.S. (Western Illinois), *Sergeant*
 Jason C. Nance, *Officer*
 Tim G. Ramsey, *Officer*
 Tricia S. Warren, *Officer*

Residence Life

Kurt C. Holmes, B.S. (Allegheny), M.A. (West Virginia), *Associate Dean of Students/Director of Residence Life*
 Erin Domagalski, B.A. (Virginia Polytechnic Institute), *Area Coordinator*
 Debra U. Harrison, A.A. (Central Piedmont), *Coordinator of Housing Operations*
 Amy K. Hector, B.A., M.S. (UNC Greensboro), *Area Coordinator*
 Judy Klein, B.A. (Mundelein), *Security Access Coordinator*
 Sharon Leahy, B.S. (Ball State), *Office Manager*
 Craig Rinker, B.S. (Allegheny), M.Ed. (Georgia), *Patterson Court Advisor*
 Leslie A. Urban, B.A. (Davidson), M.A. (Ohio State), *Associate Director of Residence Life*
 Troy B. Williams, B.A. (University of California, Davis), M.A. (Duke University), *Area Coordinator, Adjunct Faculty, Department of German and Russian*

Student Health and Counseling Center

W. David Staton, A.B. (Davidson), Ph.D. (UNC Chapel Hill), *Director, Psychologist*
 Jeffrey Berger, B.S. (Indiana), M.D. (University of Kentucky College of Medicine), *Physician*
 David Cook, B.S. (North Carolina State), M.D. (UNC School of Medicine), *Medical Director, Physician*
 Donna Coombs, R.N. (New Hampshire Technical Institution), *Registered Nurse*
 Donald L. Copeland, B.S. (Davidson), M.D. (UNC School of Medicine), *Physician*
 DeWitt Crosby, A.B., Ph.D. (UNC Chapel Hill), *Psychologist*
 Elisabeth Evenshine, B.S. (University of California-Los Angeles), M.D. (Jefferson Medical College, Philadelphia), *Physician*
 Thomas E. Jenike, B.A. (University of Colorado-Boulder), M.D. (Ohio State), *Physician*

Lee Beth Lindquist, B.S. (Mississippi State), M.D. (University of Mississippi), *Physician*
 Nance Longworth, B.S.W. (East Carolina), M.S.R.C. (UNC Chapel Hill), *Counselor*
 Mary McClain, A.A. (Mitchell), *Staff Assistant*
 Janet Poole, R.N. (CPCC School of Nursing), *Head Nurse*
 Georgia S. Ringle, B.A. (Newcomb College), M.P.H. (Tulane School of Public Health & Tropical
 Medicine), *Health Educator*
 T. Michael Sherrill, B.S. (North Carolina State), M.D. (East Carolina University School of Medicine),
Physician
 Vicki B. Sherrill, R.N. (Presbyterian Hospital School of Nursing), *Registered Nurse*
 Kay Thomasson, *Staff Assistant*

SCHOLARSHIPS AND STUDENT FINANCIAL ASSISTANCE

These scholarship and financial assistance 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 of alumni, parents and friends through the Annual Fund. Those interested in strengthening financial aid resources at Davidson are invited to contact the Director of Development.

For details on applying for financial assistance, see "Admission and Financial Aid" in this catalog.

ENDOWED SCHOLARSHIP FUNDS

Annual income from these named endowments provides resources for the following merit-based named scholarships.

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.

Adair P. and Edward M. Armfield Tennis Scholarship—Established in honor of Adair and Edward M. Armfield, Sr., Class of 1937, by George Dean and Susan Phifer Johnson for outstanding student athletes playing varsity tennis.

Edward M. Armfield Tennis Scholarship—Established by Edward M. Armfield, Sr., Class of 1937, for student athletes with a special ability in tennis.

Thompson S. and Sarah S. Baker Scholarship—Established by this Class of 1926 alumnus whose prominence at Davidson gave evidence of his later civic and business leadership, and by his wife Sarah; for students whose accomplishments, purposefulness, service and maturity mark them as capable of the highest achievement.

Bank of America/Kemp Scholars Program—Established by Bank of America in memory of Francis B. Kemp '63; a program for exceptional upperclass students to engage in independent study and research opportunities.

Ernest H. Barry, Jr. Scholarship—Established by this member of the Class of 1977 to assist middle-income families in securing a Davidson education for their sons and/or daughters. Preference is for student athletes who embody the best qualities of academic and athletic ability.

James K. and Jean T. Batten Scholarship—Established by this member of the Class of 1957 and his wife for students interested in careers in public affairs.

John Montgomery Belk Scholarship—Established by this member of the Class of 1943, whose career has been marked by extraordinary leadership and service in business, civic affairs, and the church; for students from the Southeast whose leadership in academics, student government, athletics, or service distinguish them as capable of the highest achievement.

Samuel H. Bell Scholarship—Established by a 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.

Basil M. Boyd, Jr. Scholarship—Established by friends and family of Dr. Boyd and by a grant from the Brown Foundation; for student athletes who are interested in medical careers.

Robert Gray Bryan Scholarship—Established in memory of this member of the Class of 1970, native of LaGrange, North Carolina, and member of the 1969 National Championship College Bowl Team—"The measure of a man's life is the well-spending of it, not the length." (Plutarch). For students from North Carolina who possess great personal character, keen intellect, and the potential for leadership in the greater society.

Prosser S. and Helen D. Carnegie Scholarship—Established by their friends and family in memory of Helen and Sandy Carnegie '50 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 Drs. Joanne Causey Ratchford and J. Thomas Ratchford, Class of 1957, in honor of Professor Emeritus James Y. Causey, longtime professor and chair of the Spanish Department at Davidson, and in memory of the Rev. Raymond Howard Ratchford '17, Dr. Benjamin U. Ratchford '26, and Elizabeth S. Ratchford; for students demonstrating excellence in academics, leadership, and community service.

Clark Family Scholarship—Established by Jerry Clark, Class of 1959, in honor of the many ties that bind the Clark family to Davidson College; for student athletes who have demonstrated academic and leadership ability, with personal qualities of integrity and determination.

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 1983—Created by this class to recognize students with academic distinction.

Class of 1985—Established by this class to encourage minority enrollment and participation in college life.

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 Georgia; with a preference for the Atlanta area.

Major General Thomas G. Corbin Scholarship—Established by classmates in memory of this member of the Class of 1937 for student athletes who show promise of leadership at Davidson and in the larger community.

Patricia Cornwell Scholarship—Established by this member of the Class of 1979 for students with exceptional ability and promise in creative writing. Cornwell Scholars may be creative writers of poetry or fiction, drama or film; writers who combine creativity with knowledge of science or technology; journalists; or other writers who demonstrate extraordinary talent.

Covington Golf Scholarship—Established by Howard W. Covington, Class of 1937, for student athletes with a special ability in golf.

Covington Tennis Scholarship—Established by Howard W. Covington, Class of 1937, for student athletes with a special ability in tennis.

Kenneth S. Crews Scholarship—Established by this member of the Class of 1970 for students from Texas or Oklahoma with exceptional leadership and academic abilities.

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.

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.

Dr. Chalmers G. and Alice G. Davidson Scholarship—Established by family and friends to honor the ideals of Dr. Davidson and the support of Mrs. Davidson during his 58 years of tenure as professor, librarian, and archivist; for students from South Carolina or Mecklenburg County, North Carolina.

Deaton-Sherrill Scholarship—Established by Mr. and Mrs. Fred Deaton, Jr. '53 of Statesville, North Carolina, honoring members of the Deaton and Sherrill families and their many ties to Davidson College; for student athletes with academic and athletic promise.

Deese/Connor Scholarship—Established by friends and family to honor Fred Deese and Louis Connor, longtime employees of the college; for African-Americans from North Carolina who are first generation college students.

James B. Duke Scholarship—Established by The Duke Endowment of Charlotte, North Carolina, for exceptional students.

Philip L. Edwards Scholarship—Established by this trustee *emeritus* and member of the Class of 1949 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 Teaching 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 memory of this member of the Class of 1967 by his classmates and friends. This scholarship supports students from Arkansas demonstrating potential for leadership and an interest in community and public service.

Joe E. Gaddy Athletic Scholarship—Endowment established by this member of the Class of 1967 for student athletes.

Pat and Katie Gilchrist International Scholars Program—Established by family in memory of this member of the Class of 1922, recipient of the Doctors of Law (LL.D) from Davidson College, and his wife, to honor their lifelong devotion to Davidson and dedication to strengthening international relations; for summer grants for international study.

Glaxo Wellcome Women in Science Scholarship—Established by The Glaxo Wellcome Foundation for women with a strong interest in the sciences and to recognize excellence and encourage women to enter the science profession.

Allen J. Graham, Jr. Scholarship—Established by this member of the Class of 1932 for academically excellent students from the Southeast, with a preference for the Greenville/Upstate South Carolina area.

Remi G. Gruber Athletic Scholarship—Established by this member of the Class of 1967 and his wife Sibby.

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 for students interested in business and entrepreneurship.

John R. and Sara C. Hay Scholarship—Established by a bequest from Sara C. Hay in memory of her husband, Class of 1910, for children of Presbyterian (U.S.A.) ministers.

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.

Michael Terry Holland Scholarship—Established by friends and admirers of Terry Holland, Class of 1964, in recognition of his service to Davidson as player, coach, and athletic director; to be awarded to outstanding student athletes.

Hornaday-Harris Scholarship—Established by George '64 and Berkeley Hornaday Harris in memory of her father, Jim Hornaday, and to honor their family; for outstanding student athletes.

Francis B. Kemp Scholarship—Established by this member of the Class of 1963 and by gifts in his memory from family, friends, and VISA U.S.A. Inc.; for students interested in careers in business or finance.

Dr. Kent Williams Kercher Scholarship—Established by Paul and Sylvia Kercher in honor of their son, a *cum laude* graduate of the Class of 1990; for upperclass students with need who will pursue a career in medicine, with a preference for the children of Christian clergy.

Missy and John Kuykendall Scholarship—Established by the Board of Trustees and the college family in honor of Davidson's fifteenth president, John Kuykendall, and his wife Missy; for students who, through their habits of mind, leadership, and character, offer the potential to provide the college community the kind of servant leadership that characterized the 13-year presidency (1984–1997) of John Kuykendall, Davidson Class of 1959.

Dan LaFar Scholarship—Established by Dan S. LaFar, Jr., Class of 1957, for scholarship assistance, either need- or merit-based, as proving most helpful to Davidson College and its students at any time.

Julian and Robert J. Lake Scholarship—Established by J. Gilmour Lake, Class of 1958, in memory of his father, Class of 1928, and his brother, Class of 1966; for children of the Presbyterian clergy who desire to attend Davidson.

Collier Cobb Lilly Scholarship—Established by Mr. and Mrs. Edward G. Lilly, Jr. '48 in memory of their son Collier, Class of 1989, and by his friends; for exceptionally talented and motivated students from North and South Carolina.

Zachary F. Long, Jr. Music Scholarship—Established by Zach Long, Class of 1965 and former Director of Alumni Relations, for students with special talents and achievements in music.

Lowrance Scholarship—Established by Sallie and Fred T. Lowrance '69 for exceptional students.

E. Erwin Maddrey II Scholarship—Established by E. Erwin Maddrey II, Class of 1963, and his wife Nancy; for students from the Greenville/Upstate South Carolina area.

David Grier and Louise McMichael Martin Scholarship—Established by the J.M. Tull Foundation of Atlanta in memory of Davidson's 13th president, Class of 1932, and his wife; for academically excellent students from Georgia.

Andrew A. McElwee, Sr. Scholarship—Established by Andrew A. McElwee, Jr. '77 and his wife Connie, in memory of his father; for students with academic merit.

Dalton L. McMichael Scholarship—Established by Mr. McMichael for student athletes who show significant promise as collegiate varsity athletes and special academic achievement in one or a range of academic subjects.

Archibald Buxton McQueen Scholarship—Established in memory of this member of the Class of 1902 by his daughters.

J. Estes Millner Scholarship—Established by J. Estes Millner, Class of 1926, to provide scholarship support to students demonstrating exceptional talent in music; to be awarded through competitive auditions.

Mitchem Family Scholarship—Established by W. Spencer Mitchem, Class of 1959, for academically gifted students; a preference for tennis players who meet the academic criteria.

The Thomas B. Moore Scholarship—Established in memory of Thomas B. Moore, Class of 1949, by family and friends wishing to honor this remarkable scholar. This scholarship provides financial assistance to juniors and seniors who will pursue a career in either medicine or medical research.

Mulliss Scholarship—Established by the family of William F. Mulliss, a *summa cum laude* graduate of the Class of 1933.

Charles F. Myers, Jr. —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.

Charles F. Myers, Jr. Preministerial Scholarship—Established by The Duke Endowment to honor its long-time trustee and 1933 alumnus of Davidson College, the Charles F. Myers, Jr. Preministerial Scholarship provides support and encouragement to students interested in careers in the Presbyterian ministry.

Julius Dobson Neely and Joseph Dobson Scholarship—Established by Mrs. Algine Neely Ogburn to honor the memory of her father, Julius Dobson Neely, and great-grandfather, Joseph Dobson, a member of the Class of 1849; for students pursuing the study of Latin.

C. Louise Nelson Scholarship—Established by Malcolm T. Murray, Jr. '67 and Edward E. Crutchfield, Sr. '63, as well as by other students and friends, to honor Dr. Nelson, a Davidson College economics professor from 1964–1988; for students interested in the study of economics.

W. Olin and Marian Nisbet Scholarship—Established by trustee W. Olin Nisbet '63 and his wife Marian; for African-American students at Davidson College.

Amos Norris Scholarship—Established by Robert Norris, Class of 1972, in honor of his father, Amos Norris; for outstanding student athletes with integrity, a strong work ethic, and excellent leadership qualities.

Barbara and Jerry T. Norvell, Jr. Scholarship—Established by this member of the Class of 1958 for outstanding student athletes.

Dr. John W. Packer Memorial Scholarship—Established by Gordon B. LeGrand, Class of 1961, and classmates and friends of John Packer, Class of 1961, and by the Packer family; with a preference for student athletes interested in the life sciences.

Pepper Visual Arts Scholarship—Established by James G. Pepper, Class of 1965, and his mother Mrs. John K. 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 *emerita* Jane Harris Armfield in honor of her nephew, a member of the Class of 1974, for student athletes 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, for students from the Salisbury, North Carolina, area who demonstrate excellence, commitment, and leadership through involvement in school, community organizations, and athletics.

D. Douglas Rice Scholarship—Established as part of the Davidson Scholars Program by this member of the Class of 1950, for student athletes.

William J. "Dick" Richards Scholarship—Established by this member of the Class of 1923 for student athletes from the Southeast who play varsity baseball.

Lunsford Richardson Scholarship—Established in memory of Mr. Richardson, a member of the Class of 1914, by his son and four daughters.

Rostan Family Scholarship—Established by John P. Rostan, Jr. '39, John P. Rostan III '66, and James H. Rostan '67; for exceptional rising seniors who are interested in economics and business careers.

Dr. Lee M. Seagle Memorial Scholarship—Established by Nancy F. Seagle in memory of her husband, a member of the Class of 1954, in commemoration of his distinguished service to his community through the practice of medicine; for students who wish to practice family medicine in North Carolina.

The Sesquicentennial Scholarship—Established by the Class of 1987 in honor of Davidson's 150th anniversary; for students who exhibit excellence in leadership, service, and scholarship.

James C. and Florence P. Smith Scholarship—Established by their son and daughter-in-law, Dr. James C. Smith, Jr., Class of 1961, and Linda F. Smith, and their granddaughters Stacy Pannill Smith Rice '90 and Mary Hunter Smith Goss; 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 John I. Smith Charities, Inc. of Greenville, South Carolina, in honor and memory of college trustee John I. Smith, Class of 1924; for students possessing leadership, academic excellence, and an interest in community service.

W. Thomas Smith Scholarship—Established by this member of the Class of 1948 for graduating seniors in recognition of outstanding academic achievement, demonstrated leadership, and service to the community. The scholarship provides for two consecutive semesters of study at a major university outside the United States.

Richard A. and Elizabeth Snipes Athletic Scholarship—Established by this member of the Class of 1971 in honor of his mother Elizabeth and in memory of his father Richard A. Snipes, Sr.; for outstanding student athletes participating in one of Davidson's Division I programs.

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.

Ellen and Phelps Sprinkle Soccer Scholarship—Established by the R. David Sprinkle '66 family in honor of Ellen '95 and Phelps '93; for outstanding athletes playing varsity soccer.

Dr. and Mrs. Thomas F. Staley Scholarship—Established by Thomas F. Staley, Class of 1925, and his wife in memory of his parents; for students interested in the ministry.

Stewart-McRae Scholarship—Established by bequests from Sara E. Stewart and her sister Addie S. McRae.

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; for 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.

Underdown Family Scholarship—Established by the Underdown Family Foundation for student athletes.

Vail Music Scholarship—Established by gifts from the McGaw Educational Foundation, this scholarship for outstanding musicians honors Mr. and Mrs. James D. Vail III and their son James D. Vail IV, Class of 1983.

Vann Family Scholarship—Established by James M. Vann, Class of 1950, to encourage student athletes who participate in non-revenue sports.

William D. Vinson Athletic Scholarship—Established by this member of the Class of 1948 to support student athletes playing lacrosse.

May Ervin Wall Scholarship—Established by E. Craig Wall, Sr., in honor of his daughter, May Ervin Wall, the sister of the late E. Craig Wall, Jr., Class of 1959, and aunt of Ben Wall '98, Judith Wall '87, Craig Wall III '92, May Martin Bryan '93, Grier Martin III '91, and Blair and Sarah Otto '02; for student athletes participating in wrestling or women's sports.

Mary Lincoln Wilkes Scholarship—Established by a distribution from the Mary Lincoln Wilkes Trust for students from Mississippi.

Dr. Hadley M. and Kathryn G. Wilson Scholarship—Established through the generosity of Dr. B. Hadley Wilson '76 and Hannah Wilson, in honor of Dr. Wilson's parents. This scholarship provides support for academically-gifted students from North Carolina.

ANNUALLY EXPENDABLE SCHOLARSHIP FUNDS

Annual gifts and grants support the following named merit-based scholarships for Davidson students.

BB&T Scholars Program—BB&T Financial Corporation established this scholarship program to recognize and encourage outstanding scholars who have expressed an interest in a business-related career.

Gaither Pearson Ballou Women's Athletic Scholarship—Established by Gaither and Robert Deaton '85, as part of the Davidson Scholars Program, in honor of Gaither's grandmother. This scholarship is in support of female student athletes.

Batte Brothers Athletic Scholarship—Established by George A. Batte, Jr. '27 in honor of his brother James H. Batte '35; for outstanding student athletes at the varsity level.

George A. Batte, Jr. Athletic Scholarship—Established for student athletes, as part of the Davidson Scholars Program, by this member of the Class of 1927.

Romare Howard Bearden Scholarship—Established by Mrs. Bearden in memory of her husband, for African-American students with exceptional ability and promise in studio art.

Allen V. Beck, Jr. Golf Scholarship—Established as part of the Davidson Scholars Program in memory of Allen V. Beck, Jr., Class of 1956, by his son C. Vance Beck, Class of 1982.

David and Mitzi Beckham Volleyball Scholarship—Supported by this member of the Class of 1958 and his wife, parents of Suzanne Beckham Shuker '88 and Tamara Beckham Bayles '90 and great fans of all Davidson athletics, as part of the Davidson Scholars Program, for student athletes playing varsity volleyball.

Lowell L. Bryan Scholars Program—Established by Lowell L. Bryan, Class of 1968, for outstanding male and female scholar athletes.

Lyman L. Bryan Scholarship—Established by Lowell L. Bryan, Class of 1968, to honor his father; for academically-strong student athletes who excel in wrestling or women's lacrosse.

James Robert Bryant, Jr. Scholarship—Established by the Patterson-Barclay Foundation, at the direction of Lee Patterson Allen, in recognition of the leadership, compassion, and unselfish contribution to the lives of others exemplified by the late James Robert Bryant, Jr., Class of 1942. This scholarship is for students with both stellar records of academic achievement and financial need.

Butler Soccer Scholarship—Established by Frederick C. Butler, Class of 1958, for student athletes playing varsity soccer.

J. J. Clark, Jr. Swimming Scholarship—Established by J.J. Clark, Jr., Class of 1959, for student athletes participating in the swimming and diving program.

Classes of 1984 and 1985 Soccer Scholarship—Established by Mike '85 and Alison '84 Mauze for student athletes competing on the men's soccer team.

Cordle-Sherrill Track/Cross-Country Scholarship—Established as part of the Davidson Scholars Program by Mr. and Mrs. Robert B. Cordle, Class of 1963, in honor and memory of their fathers T. Llew Cordle and J.P. Sherrill, Jr.

Cornelson Scholarship—Established by Mr. George H. Cornelson IV, Class of 1953, for outstanding entering students who plan to major in economics.

Davidson Scholars Program—Established by Davidson trustees Lowell L. Bryan '68 and A. Alex Porter '60, for academically exceptional scholar athletes.

William E. Dole Athletic Scholarship—Established as part of the Davidson Scholars Program by Richard V. Fulp, Class of 1964, in memory of this former Davidson College football coach.

Philip C. Dotts Athletic Scholarship—Established as part of the Davidson Scholars Program by this member of the Class of 1972.

Final Four Scholarship—Established by the seniors who participated in the 1992 NCAA Men's Soccer Final Four Tournament for student athletes who play men's varsity soccer.

Hudgins Swimming Scholarship—Established by Thomas M. Hudgins, Class of 1961, for student athletes participating in varsity swimming.

Edward P. Imbrogio Swimming Scholarship—Established by this member of the Class of 1981 for outstanding student athletes participating in varsity swimming.

J. Gregory Johnson Athletic Scholarship—Established by this member of the Class of 1972 for student athletes playing varsity baseball.

Ross W. Manire Athletic Scholarship—Established by this member of the Class of 1974 for student athletes demonstrating exceptional leadership and athletic abilities.

Jean Martin and Carolyn Van Every Scholarship—Established by Martin B. Foil, Jr., Class of 1955, to honor his mother and wife; for gifted upperclass women preparing for careers in business.

The McAlister Scholarship—Established by the Alexander Worth McAlister Foundation and augmented by Vaughn McAlister, Class of 1950, in recognition of the Alexander Worth McAlister family's ties to Davidson College through his sons, John '18, Lacy, Class of 1920, 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; for upperclass students possessing exceptional academic credentials and demonstrated leadership ability.

James L. Moore, Jr. Baseball Scholarship—Established by this member of the Class of 1964 for student athletes playing varsity baseball.

Charles A. Neisler Golf Scholarship—Established as part of the Davidson Scholars Program by this member of the Class of 1949.

Henry Parks Neisler, Sr. Scholarship—Endowment established by his son David, a 1981 graduate of the college, in honor of this 1949 alumnus; for students with financial need from Cleveland County, North Carolina.

H. Stephen Norton Athletic Scholarship—Established as part of the Davidson Scholars Program by this member of the Class of 1956.

Olin Family Soccer Scholarship—Established as part of the Davidson Scholars Program by David B. Olin, Class of 1964, for outstanding soccer players.

Peter Parrott Swimming Scholarship—Established as part of the Davidson Scholars Program through gifts from Peter Parrott, Jr., Class of 1967, for athletes who participate in Davidson's swimming program.

Michael and Melinda Russ Soccer Scholarship—Supported by this member of the Class of 1977 and his wife for student athletes playing varsity soccer.

Dr. Tom Scott Golf Scholarship—Established by friends and family in memory of Tom Scott, longtime Davidson College Athletic Director and pioneer in intercollegiate athletic competition, and supported through the annual Tom Scott Golf Tournament.

The Sheftall Family Golf Scholarship—Established by Scott Sheftall '73 in tribute to the memory of his father LeeRoy Sheftall, Jr. and his mother Cornelia Dozier Sheftall; for student athletes with exceptional character and academic standing who have demonstrated excellence in competitive golf.

F. Anderson Sherrill Tennis Scholarship—Established by this member of the Class of 1962 for an athlete participating in the tennis program.

Douglas H. Stickney Scholarship—Established by this member of the Class of 1977 and his wife for student athletes who participate 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.

Ukrop Family Scholarship—Established by Mr. and Mrs. Robert Ukrop, Sr. in honor of their children Jacquelin Ukrop '93 and Robert Ukrop '92; for student athletes playing soccer, lacrosse, or field hockey.

Valdese Scholarship—Established by the Rostan Family Foundation to recognize and support outstanding students from Valdese, North Carolina.

Wade Baseball Scholarship—Established by Julius Jennings Wade, Jr. '50, Julius Jennings Wade III '79, and their families; for student athletes playing varsity baseball.

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; to encourage especially promising students to consider the Christian ministry or other church vocations.

T. Henry Wilson, Jr. Athletic Scholarship—Established by this member of the Class of 1951 for student athletes.

Women's Tennis Scholarship—Established by Hugh M. Dennis, Class of 1971, for student athletes who participate in women's tennis.

ENDOWED FUNDS FOR STUDENT FINANCIAL ASSISTANCE

Annual income from the named endowments listed below provides need-based financial assistance for Davidson students.

Akers Family Scholarship—Established by Stephen L. Akers, Class of 1973, for students with financial need.

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.

Elizabeth Love Applegate Scholarship—Established by a bequest from Mrs. Applegate, mother of Davidson graduates James S. Love, Jr. '47 and Julian Love '60.

Gayle Owen Averyt Scholarship—Established by Colonial Life & Accident Insurance Company of Columbia, South Carolina, in honor of Gayle Owen Averyt, Class of 1955, and in recognition of his outstanding service to his company and his community; for students with financial need.

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 Scholarship—Established by a bequest from Mrs. Baker, in memory of her husband, a member of the 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 Davidson College trustee *emeritus*.

The Bethea Scholarship—Established by A.D. Bethea in honor of the Bethea family's ties to Davidson College through Osborne Bethea '22, A.D. Bethea '31, J. Earle Bethea '47, and Osborne Bethea, Jr. '63.

Dr. and Mrs. James Cyrus Black Scholarship—Established by the Misses 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 in recognition of 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.

W. Harllee Branch, Jr. Scholarship—Established by family and friends in honor of this trustee *emeritus* and member of the Class of 1927; for students from Georgia, Alabama, Mississippi and Florida who have demonstrated financial need and a record of outstanding academic achievement and leadership in student activities.

F. Cooper Brantley Scholarship—Established by this member of the Class of 1970 for students with financial need.

Dr. C.K. 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 from 1941–53.

Frank Reid Brown Scholarship—Established by this member of the Class of 1930 and his wife for students with financial need who have demonstrated academic excellence.

Dr. J.R. and Mrs. Annettie Judson Brown Scholarship—Established by their sons, J.R. Brown of Greensboro, N.C., W. F. Brown of High Point, N.C., and W.C. Brown of Barium Springs, N.C.

Peter McCormack Brown Scholarship—Established by Mr. and Mrs. Raymond M. Brown in memory of their son, a member of the Class of 1950.

Bryan Family Scholarship—Established by Mr. and Mrs. William J. Bryan, Jr. in honor of their children Elizabeth '90, Mary '92, and William III '95; for students with need from Tennessee.

Joseph M. Bryan, Sr. Scholarship—Established by a bequest from Joseph M. Bryan, Sr. to provide financial support to any student with need attending Davidson College.

Scott Candler, Jr. Scholarship—Established in memory of this member of the Class of 1949 by his wife Betty Jeanne Ellison Candler to provide financial aid for deserving students.

William T. Cassels, Jr. Scholarship—Established by William T. Cassels, Jr., Class of 1951, for students with financial need.

Class of 1928 Scholarship—Established by gifts of class members for students with 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.

James Orr Cobb Scholarship—Established by Elizabeth and James Orr Cobb, Jr. '50 in memory of his father, a member of the Class of 1912.

Daniel B. Coltrane Scholarship—Established by Lester D. Coltrane III '40 and Phyllis Crooks Coltrane in memory of their son, a member of the Class of 1970.

Robert L. Cook Family Scholarship—Established by Mr. and Mrs. Robert L. Cook, Jr., Class of 1961, and their son John R. Cook '92 for students 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., Class of 1944.

Craig Family Scholarship—Established by Ben T. Craig, Class of 1954, and family for student athletes with need whose parents did not have the advantage of a college education. Recipients must demonstrate excellence, commitment, and leadership through involvement in school, community organizations, and athletics.

The Craig-Huske Scholarship—Established by the First Presbyterian Church of Reidsville, North Carolina.

Thaddeus C. Crawford Scholarship—Established by Mrs. Frances Crawford Henry in memory of her grandfather, a Presbyterian preacher, teacher and miller in Georgia who was believed to have been the first student to arrive at the new Davidson College campus in 1836; for students with an interest in church vocations.

Boyd and Marion Creath Scholarship—Established by Mr. and Mrs. L. Boyd Creath of Davidson, North Carolina.

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.

John Rood and Rubie Ray Cunningham Scholarship—Established by Mr. and Mrs. W. Ray Cunningham, Class of 1951, for students with financial need.

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.

The Davis Family Scholarship—Established by Mr. and Mrs. William Kearns Davis '60 for students with financial need.

Ned and Adelaide Davis Scholarship—Established by this member of the Class of 1961 and his wife, to provide financial aid for student athletes, with a preference for those playing football.

Robert Pickens Davis Scholarship—Established in honor of Robert Pickens Davis, member of the Class of 1932, by his daughters Cooper Davis Davidson and Lila Ross Davis; for students with financial need.

Deussen Scholarship—Established by Helmut and Elizabeth Deussen for students interested in a career involving science and technology and/or intending to major in mathematics, economics, physics, foreign languages or international affairs. Students from either North or South Carolina with demonstrated financial need are eligible for this assistance.

Ann Garrou Dickey Scholarship—Established by the Reverend Doctor David W. Dickey '76 and the Reverend Ann Garrou Dickey '77, through a grant from the Marie W. Dickey Trust; for ethnic minority women with strong financial need who have shown evidence of spiritual depth.

Daryl Douglas Scholarship—Created in memory of this member of the Class of 1974 by his classmate John Randolph Henwood and other friends.

Professor John Leighton Douglas Scholarship—Established by a bequest from Grace Douglas James in memory of her uncle, Class of 1893.

Bertis Edwin Downs III Scholarship—Established in memory of this 1953 graduate by his son Bertis Downs IV, Class of 1978, for students with financial need.

James H. and Margaret C. Dunford Scholarship—Established by this member of the Class of 1940 for students with need.

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., Class of 1961, and his parents Mr. and Mrs. H.M. Epes.

Samuel J. Ervin III Scholarship—Established by John R. McArthur '77, his wife Margaret Herman '79, members of the Ervin family, and other friends for students with demonstrated financial need who have interest in some area of public service. This scholarship pays tribute to the memory of the Honorable Samuel J. Ervin III, Class of 1948, and recognizes his distinguished career in the law, including service as Chief Judge of the Fourth Circuit Court of Appeals.

Charles Fargo Scholarship—Established by a bequest from Colonel Charles C. Fargo.

First Citizens Bank Scholarship—Established by First Citizens Bank for students with financial need from the bank's operating areas.

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.

Charles L. Fonville Scholarship—Established by this member of the Class of 1957 for students who have demonstrated exceptional qualities of leadership and personal character.

The Foscue Family Scholarship—Established by the Foscue family in memory of A. Lyndon Foscue, Class of 1920, and Thomas Hyman Foscue, Class of 1932.

Dr. Frederick Lybrand Fowler, Jr. Scholarship—Established by Mr. and Mrs. F.L. Fowler in memory of their son, Class of 1964.

Sara Clarkon Fowler Scholarship—Established by H.B. Fowler to honor his wife.

Paul B. Freeland Scholarship—Established in memory of The Reverend Dr. Freeland, Class of 1925, leader of post-World War II Presbyterian Church overseas service and relief efforts.

Herbert J. Frensley Scholarship—Established in memory of this Texas businessman, community leader, and philanthropist by his wife Evelyn and his daughter and son-in-law, Joan and Steve Smith '66; for students with need from Texas.

David W. Garvin Scholarship—Established in honor of this member of the Class of 1959 by his mother Margaret W. Garvin and family; for students with financial need.

Georgia Scholars Fund—Established by an anonymous donor for students from Georgia from middle income families.

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.

Goodwin Chemistry and Physics Scholarship—Established by Henry S. Goodwin '30 and his wife Claire L. Goodwin, and funded in part by the Exxon Education Foundation; for students with interests in chemistry and physics.

Henry S. Goodwin Track Scholarship—Established by Henry S. Goodwin '30 and his wife Claire L. Goodwin, and funded in part by the Exxon Education Foundation; for students with need and an interest in track.

Robert Andrew Gordon, Sr. Scholarship—Established by Lura Gordon in memory of her husband, a member of the Class of 1923, for students with need and high academic ability.

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; preference primarily for a student from Belmont, North Carolina, and secondarily from either of the Carolinas.

Thomas H. and Marie G. Hamilton Scholarship—Established through gifts from Thomas Hamilton, Jr., Maria Cockrum, and Laura Rawl in honor of their parents, Thomas H. and Marie G. Hamilton, for students with financial need.

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 Reverend Alexander Sime '43.

Caleb R. and Mildred B. Harding Scholarship—Established by Mrs. Curtis B. Johnson and Mrs. Mary Brenizer in memory of their parents and in recognition of Mr. Harding's, Class of 1880, 57 years of exemplary teaching at Davidson.

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 financial need who participate in approved work/study programs.

Francis M. Haynes Scholarship—Established by Randall S. Haynes '80 to honor his father; for students with financial need from Alabama.

J. Richard Hayworth Scholarship—Established in memory of this member of the Class of 1936 by Sybel Hayworth and the J. Richard and Sybel F. Hayworth Foundation; for students from the High Point area.

William Randolph Hearst Endowed Scholarship for Underrepresented Populations—Established by a grant from the William Randolph Hearst Foundation of New York City for outstanding minority students with financial need from the Southeast.

Leonard Gray and Rozelia S. Herring Scholarship—Established by the former president and CEO of Lowe's, Inc. for support of students from North Carolina with demonstrated financial need. Preference will be given to students from Alexander, Alleghany, Ashe, Caldwell, Surry, Wilkes, or Yadkin counties.

William Dallas Herring Scholarship—Established by R. Barton Hayes '29, in honor of his friend and fellow North Carolinian Dallas Herring '38; for students from the Carolinas, Georgia, or Virginia who have demonstrated financial need and an interest in studying the humanities, to include classical languages and the arts.

William Heston Scholarship—Established by a gift from this member of the Class of 1924.

William B. Hight, Jr. Scholarship—Established by Bruce '78 and Debbie Dillon Darden '78 in memory of William B. Hight, Jr. for students with financial need who are interested in careers in education.

Frank S. Holt Family Scholarship—Established in memory of Frank S. Holt, Jr. '59, by his parents, Mr. and Mrs. Frank S. Holt, Sr. '34 and other family and friends, including his sons Frank III '90 and Stewart '92; for students from upstate North Carolina, preferably Burlington.

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 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.

James Carlisle Hoskins Memorial Scholarship—Established by Mr. and Mrs. R. Springer Hoskins '50, in loving memory of their son, Jim '84, for students with demonstrated financial need.

Margaret Anderson Houck and Ann Houck Canter Scholarship—Established in honor of his wife and daughter by William G. Houck, Class of 1924. This scholarship is for students with financial need who intend to enter church or service vocations.

James Franklin Hurley Scholarship—Established in memory of this member of the Class of 1893 by the J. F. Hurley Foundation of Salisbury, North Carolina; for students from Rowan County.

Jefferson-Pilot Corporation Scholarship—Established by the Jefferson-Pilot Corporation for students with financial need.

Jennings Family Scholarship—Established by James Walsh and Helen Lippincott Jennings, parents of James Magarge Jennings, Class of 1995; for students from the Delaware Valley 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.

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 A. Long '47 and others to honor this member of the Class of 1900, the respected Superintendent of Barium Springs (NC) Home for Children, and a Davidson College trustee; for students who give promise of leading lives of service to others.

James A. Jones Scholarship—Established by his wife Mary Boyd Jones, other family and friends in memory of this former trustee and member of the Class of 1931; for students with financial need.

Michael D. Kelly Scholarship—Established by this member of the Class of 1973 for outstanding students from Georgia with need.

Huger S. King Scholarship—Established by family and friends in memory of this Davidson trustee and father of Huger A. King, Jr., Class of 1957, and L. Richardson King, Class of 1959, for students from the South Carolina lowcountry.

James B. Kuykendall, Jr. Scholarship—Established in memory of this member of the Class of 1927 by Missy and John W. Kuykendall, '59 and by Mary Elizabeth and Dr. William H. F. Kuykendall '56; for students from Mecklenburg County.

J. Cecil Lawrence Scholarship—Established by friends and family in memory of this member of the Class of 1930 and in recognition of his remarkable contributions to church, community and *alma mater*; for students with financial need.

LeClerc-Burnett Scholarship—Established by Mrs. Helen Davis LeClerc Brown in memory of her husband Dr. Joseph A. LeClerc and in honor of Dr. Nicholas Burnett, Maxwell Chambers Professor of Chemistry at Davidson; for students with need who are preparing for a career utilizing the knowledge of chemistry.

Samuel and Melissa Lee Scholarship—Established for students with need by a bequest from Melissa N. Lee in memory of her husband Samuel McClung Lee, Jr. and his uncle Curtis B. Johnson.

George S. Leight Family Scholarship—Established in memory of George S. Leight, Sr. by his wife and his son George S. Leight, Jr., Class of 1968, for students from North Carolina.

Brent Leviner Scholarship—Established by friends and classmates in memory of A. Brent Leviner, Class of 1992, for students with financial need.

James F. Lewis Scholarship—Endowment established by this member of the Class of 1964 for students with financial need.

Lingle Family Scholarship—Established by John Lingle, Class of 1966, and his wife Nancy; for students with financial need who possess exceptional academic ability.

Hector MacLean Scholarship—Established by Southern National Corporation in honor of Hector MacLean, Class of 1941, in recognition of his service as its chairman and chief executive officer; for students with need from southeastern North Carolina, with a preference for those from Robeson County.

Henry H. Massey Scholarship—Established by a bequest from this member of the Class of 1922 for rising seniors active in community service.

J. S. McAlister, Jr. Family Scholarship—Established in memory of this member of the Class of 1928 by his son, Daniel K. McAlister, Class of 1960, for students with need.

Joseph Moore McConnell Scholarship—Established in memory of this member of the Class of 1899, a distinguished educator, leader, and Davidson faculty member for 32 years who also served seven years as dean of the faculty.

McDonald Family Scholarship—Established by Annette McDonald in memory of her husband Allan J. McDonald and in honor of her daughter Jennifer Claire McDonald, Class of 1993, for students with financial need.

W. E. McElroy Scholarship—Established by a bequest from Mr. McElroy.

William G. McGavock 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, Class of 1930, 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.

John L. McLucas Scholarship—Established by Dr. John L. McLucas, Class of 1941, for students with financial need.

The McPheeters Family Scholarship—Established by Mrs. Lois A. McPheeters.

McRee Scholarship—Established by Davidson parents Mike and Laurie McRee in honor of their daughters Elizabeth '95 and Lanier '99; for exceptional students from Mississippi.

Medlin Scholarship—Established by Mr. and Mrs. John G. Medlin, Jr. in honor of their daughters, Elizabeth Medlin Hale '81 and Ridgely Medlin Phillips '83, to attract students from middle-income families for whom a Davidson College education would not otherwise be financially feasible.

Henrietta Breese Melick Scholarship—Established by George W. Melick to provide financial assistance.

Julius W. Melton and Ann K. Melton Scholarship—Originated by gifts from Henry S. Goodwin, Class of 1930, and his wife Claire, to recognize Julius Melton who directed Davidson's planned gifts program 1973–98, it was augmented by family gifts to honor also Ann Kennedy Melton, his wife, who from 1983–98 served in the Student Health and the Careers Offices of the College; for students with financial need.

William A. Merchant Scholarship—Established by Mrs. William A. Merchant, mother of William A. Merchant, Jr. '36, in memory of her husband.

Lemuel Edwin Messick Scholarship—Established by a bequest from Mr. Messick.

Oscar Lee Miller Family Scholarship—Established in memory of her husband by Rose Evans Miller and by Mr. and Mrs. B. Gales McClintock '40, Mr. and Mrs. Robert Evans Miller '45, and Mr. and Mrs. David Miller McClintock '70; 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.

Moffett-Spencer Scholarship—Established by Alexander S. Moffett, Class of 1937, honoring the many ties that bind the Moffett family to Davidson College and in tribute to President *emeritus* Samuel R. Spencer, Jr., Class of 1940, in recognition of his significant contributions to the college and to higher education nationally; for students with demonstrated need who have shown exemplary personal character and potential for leadership.

The Mary Presnell Montgomery Scholarship—Established by Mrs. Montgomery of Spartanburg, South Carolina, recalling ties to Davidson through her nephews Edward W. Phiifer '32, Alex N. Gee '33, Felix O. Gee '35, and John McD. Moore, Jr. '41; for students from the Spartanburg area.

James L. Moore, Jr. Baseball Scholarship—Established by this member of the Class of 1964 for student athletes playing varsity baseball.

Dr. Samuel W. Moore Scholarship—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.

William H. Neal Scholarship—Established in memory of this member of the Class of 1917 by his son William H. Neal, Jr., Class of 1952, for students with financial need from North Carolina.

Henry Parks Neisler, Sr. Scholarship—Established by his son David, a 1981 graduate of the college, in honor of this 1949 alumnus; for students with financial need from Cleveland County, North Carolina.

John L. and Scott N. Newton Scholarship—Established by Dr. John L. Newton, Class of 1935, and his wife Scott N. Newton in celebration of their family's many ties to Davidson College; to provide financial aid.

Dr. James Douglas Nisbet Scholarship—Established by a bequest from Mrs. Beulah W. Nisbet in memory of this member of the Class of 1881; a preference for students from South Carolina.

W. Olin Nisbet, Jr. Scholarship—Established in memory of this member of the Class of 1928 for student athletes.

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, Class of 1924, in memory of his aunt and uncle; for a rising sophomore science student with financial need.

Malcolm O. Partin Scholarship—Established by friends and admirers of Mary Reynolds Babcock Professor of History Malcolm O. Partin; for students with financial need.

Christopher Dudley Peirce Scholarship—Established by Ura B. Peirce in memory of her husband Colonel Peirce, Class of 1906.

The 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.

Ambassador Jack Perry Scholarship—Established in honor of Dr. Perry by friends and admirers in recognition of his remarkable service to the Dean Rusk Program; for students who wish to pursue medical internships in developing countries.

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; 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 a 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.

Jack Redhead Scholarship—Established by Howard Covington, Class of 1937, and other friends of Dr. John A. Redhead, Jr., longtime pastor of the First Presbyterian Church in Greensboro, North Carolina, Bible scholar, author and avid amateur golfer; for student athletes who compete in intercollegiate golf.

Richard S. Reynolds Scholarship—Established by a grant from the Richard S. Reynolds Foundation in Virginia 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 for students with financial need from the Charlotte/Mecklenburg school system in North Carolina.

Grafton D. Rogers Scholarship—Created by this member of the Class of 1925 to provide scholarships to deserving students in need of financial aid.

Charles B. Ross III Memorial Scholarship—Established by Charles B. Ross, Jr., Class of 1937, in memory of his son.

Royster Scholarship—Established by members of a distinguished Virginia family and 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.

Fred Schwaemmle Scholarship—Established by this member of the Class of 1950 and awarded annually to a student with financial need who is interested in teaching and serving as a role model to younger children in his/her career.

Neal Scott Memorial Scholarship—Established by family and friends in memory of Neal Anderson Scott, Class of 1940, who was killed in the South Pacific during World War II.

Henry C. Shepard Scholarship—Established by a bequest from this member of the Class of 1934.

Shaw-Mickel Scholarship—Established by Harold E. Shaw, Jr. '69 and his wife Minor Mickel Shaw in honor and memory of their parents, Mr. and Mrs. Harold Ellis Shaw and Mr. and Mrs. Buck Mickel; for students with financial need.

The Melba Yount Simmons Scholarship—Established by Thomas D. Simmons, Jr., Class of 1966, in memory of his mother; for students from Texas or the North Carolina Piedmont.

W. Brooks Sloan Family Scholarship—Established in memory of the donor W. Brooks Sloan '26, his mother Laura Maye Houck Sloan, brothers S. Reed Sloan '23, and J. C. Sloan, Jr. '29, and aunt Margaret Julia Houck, all of Salisbury, North Carolina.

Dr. Eustace Henry Smith Scholarship—Established by Henry S. Goodwin '30, and in part by the Exxon Corporation, in honor of this member of the Class of 1942 and to recognize his remarkable medical career in family practice in Avery County, North Carolina; for students who are interested in pursuing careers in family practice.

Arnold Snider Scholarship—Established by this member of the Class of 1966 for minority students with financial need.

James Sprunt Scholarship—Established in 1925 by the generosity of Dr. James Sprunt of Wilmington, North Carolina.

William H. Squires Family Scholarship—Established by gifts from Mr. and Mrs. William H. Squires, Class of 1942, for students with financial need.

C.V. Starr Scholarship—Established by The Starr Foundation for students with academic distinction and financial need.

Steele-Reese Scholarship—Established by a grant from the Steele-Reese Foundation of New York City for students from Appalachia, especially eastern Kentucky.

Donald Grier and Katherine Williams Stephenson Scholarship—Established by Mr. and Mrs. Mason W. Stephenson, Class of 1968, in honor of his parents.

- 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 M. Strickland '48, Sun Trust Banks, Inc., and his friends; for students from Georgia.
- J.B. Stroud Scholarship*—Established by the family of Robert F. Vagt '69 to honor Professor J. B. Stroud '51; for students with need who are interested in mathematics and who possess a broad intellectual curiosity and evident compassion for the less fortunate.
- William Bartlett and Ola Burton Sullivan Memorial Endowed Scholarship*—Established through gifts from the estate and family of Ola Burton Sullivan to provide support to students with financial need.
- James G. and Elizabeth P. Terry Scholarship*—Established by Bill Terry, Class of 1979, to honor his parents; for students with financial need from Alabama.
- Thatcher Scholarship*—Established by John West Thatcher, Class of 1948, 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 on 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; for students from Walton County, Georgia.
- E. Daymond Turner Scholarship*—Established by family and friends of Dr. Turner, Class of 1937, outstanding teacher and administrator; for students whose parents are teachers or ministers.
- Elizabeth P. Van Every Scholarship*—Established by the estate of Elizabeth P. Van Every, longtime friend of Davidson College, for students from North and South Carolina with demonstrated financial need.
- Wachovia Scholarship*—Established by Wachovia Corporation for students with financial need from North Carolina, South Carolina or Georgia.
- Homer D. and Oda Bakston Waters Scholarship*—Established by a bequest from Mrs. Waters of Charlotte, North Carolina.
- Dr. and Mrs. K.D. Weeks, Jr. Family Scholarship*—Established by this member of the Class of 1969 and his wife Rebecca in recognition of the many ties that bind the Weeks family to Davidson College.
- George T. Whisman Scholarship*—Established by this member of the Class of 1955 for students with financial need.
- The Locke White Family Scholarship*—Established by the family in memory of Locke White, Sr. '13, his wife Emma Edmunds White, and their son Locke White, Jr. '39, Charles A. Dana Professor of Physics at Davidson College 1961-1982.
- White-Smith Scholarship*—Established by William Anthony White, Jr., Class of 1952, and his wife Elizabeth Smith White, this scholarship honors the several generations of alumni descendants of Anthony White, Sr., Class of 1847, and Samuel W. Smith, Class of 1929; for study and internships abroad for students with financial need.
- Boyce M. and Delphia G. Wilkinson Scholarship*—Established by the Reverend Frank C. Wilkinson, Class of 1947, and Celeste B. Wilkinson in memory of his parents; for students with need who are considering church vocations.
- George Richardson Wilkinson Scholarship*—Established by a bequest from Homozel Mickel Daniel to honor this member of the Class of 1912; for students interested in the study of biology.
- Charles J. Williams Scholarship*—Established by Charles J. Williams, Class of 1949, to help meet the need of students intending church vocations.
- Louise Murphy Williams Scholarship*—Established by Charles J. Williams, Class of 1949, and Pat M. Williams, Jr., Class of 1947, and through gifts from the Charles J. Williams Foundation.
- Jere W. and Ellen W. Witherspoon Scholarship*—Established in recognition of the service of Jere Witherspoon, Class of 1954, as executive director of The Duke Endowment, by a gift from the trustees of The Duke Endowment, and enhanced by gifts from the Witherspoon family; for students with financial need who wish to pursue a career in health care.
- 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 Jr. Yelverton 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.

American Schlafhorst Foundation Scholarship—Established by the American Schlafhorst Foundation to allow gifted students with financial need from the Charlotte metropolitan area to secure a Davidson College education.

Erskine Bowles Scholarship—Established by business and government leader Erskine Bowles, Davidson's 1999-2000 Wearn Lecturer, for a student with financial need.

Richard and Annamarie Burts Scholarship—Established by Julie Burts Cline and David M. Cline to honor these longtime members of the College faculty and administration; a need-based award for a student who demonstrates a commitment both to the church and to service through example and outright deed.

Dr. Isaac Shepherd Funderburk Scholarship—Established in memory of Dr. Funderburk, a physician from Cheraw, South Carolina, for students from Cheraw or Alexandria, Virginia.

Charles H. and Cornelia D. Hamilton Scholarship—Established by Sarah M. Matheson in memory of her parents, to assist outstanding minority students.

James J. and Angelia M. Harris Scholarship—Funded annually by distributions from the Harris Foundation of Charlotte, North Carolina, for students with financial need from Mecklenburg County.

Grace Douglas James Scholarship—Established by her cousin, The Reverend Agnes D. Kuentzel, in memory of this Davidson woman who worked to establish community and racial harmony; for African-American students with financial need from the North Mecklenburg and Iredell County areas.

Hugh F. MacMillan Scholarship—Established by this member of the Class of 1931 for students with financial need from Georgia.

Mary and Raymond Oeland Language Scholarship—Established by this member of the Class of 1924 and his wife to support foreign language study.

Glover and Frances Trent Scholarship—Established by Glover Trent, Class of 1940, and his wife; for students with financial need.

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.

Woodson Scholarship—Funded annually by gifts from the Margaret C. Woodson Foundation of Salisbury, North Carolina.

STUDENT AID POOL

Each of these endowments provides funds for student assistance.

Robert Abell Scholarship

John Phifer Allison Scholarship

Arrowood Family Scholarship

The Daniel J. Currie, Sr. Scholarship

A.B. and Mary Springs Davidson
Scholarship

George R. French Scholarship

The H. E. Fulcher, Jr. Memorial

Scholarship

Robert Hagood Gambrell Scholarship

George and Monrovia Goudy

Scholarship

Nelle M. Horton Scholarship

James McGilvary Miller Scholarship

David Halbert Howard, Jr.

Scholarship

Joseph L. and Barbara Hunter
Scholarship

William Howard and Nancy Grey
Jetton Scholarship

Belle W. Johnston Scholarship

Samuel Spahr and Ann Maria Laws
Scholarship

Long Street Presbyterian Church

Scholarship

Robert Irwin McDowell Scholarship

Harriet S. McIlwain Scholarship

The McPhaul Fund

James Edward Mills Scholarship

William S. and Rosa W. Patterson

Scholarship

Annie S. Wiley Preston Scholarship

Melinda B. Ray Memorial
Scholarship

Karl and Emma Sherrill Scholarship
SC Foundation of Independent

Colleges Scholarship

The William H. Sprunt Scholarship
Col. Samuel McDowell Tate

Scholarship

The Frances Taylor Scholarship

Rose Totino Scholarship

DeWitt Wallace Scholarship

Winn-Dixie Charlotte Scholarship

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.

George L. Abernethy Endowment—Established by Robert Abernethy, son of this Richardson and Dana Professor of Philosophy from 1946-1976, to strengthen the intellectual life of Davidson by funding programs and projects related to the area of Professor Abernethy's principal interests and life-long work—philosophy, ethics, politics, economics, public health, world affairs, and comparative religion.

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.

Frank Bliss Memorial Photography Fund—for students interested in photography who wish to pursue a non-credit project; established by family and friends in memory of Professor Frank Bliss.

C. Anthony Boon Fund for International Studies—Established by C. Anthony Boon, Jr., Class of 1976, to provide support to the Dean Rusk Program in International Studies by funding study abroad experiences.

Henry and Daisy Bridges Earth Lecture Series—Established by Henry P. Bridges, Jr., Class of 1950, to provide perpetual funding for programs and activities which will increase the discourse about our planet and inform others of important concerns about its ecology.

Cornelson Senior Seminar in Economics—Established by Mr. George H. Cornelson IV, Class of 1953, to support the department of economics through a lecture series and the senior session program.

Embry-Ghigo-Meeks Memorial Fund—For added cultural opportunities for participants in the Davidson at University of Tours program in France; established in memory of French professors J.O. Embry, Francis Ghigo '29, and Walter E. Meeks, Jr., ardent supporters and early faculty directors of the program.

Ken Kelley Program in Historical Studies—Established 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—Established 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 1918, a legendary Davidson English professor, provides resources to supplement classroom instruction with a variety of opportunities for advanced study in English.

Edwin F. Lucas, Jr. Endowment—Established by gifts from Blue Bell, Inc., family and friends, in honor of this member of the Class of 1942; this fund provides support for speakers and programs sponsored by the Pre-Management Committee.

Samuel D. Maloney Endowment for the Study of Religion and Society—Established by generous gifts from the Thomas Jefferson '59 family of Richmond, Virginia, to honor Samuel D. Maloney '48, James Sprunt Professor Emeritus of Religion, who served on the Davidson College faculty from 1954 to 1994; to support both an annual lectureship and student essay prize.

Physics Department Endowment—Established by past majors and other friends to provide departmental awards and other special initiatives.

J. Harris Proctor, Jr. Fund for Political Science—Established in honor of Harris Proctor, longtime chair of the department of political science, this fund provides resources to enrich the study of political science.

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.

Staley Endowment—Established by their son and daughter-in-law, Mr. and Mrs. Thomas F. Staley, to enhance the spiritual life of the Davidson College community.

Stapleton/Davidson Urban Service Internship—Established by G. Donnell Davidson, Class of 1939, and his wife Anne Stapleton Davidson, to involve Davidson students in Christian service projects related to the betterment of life for persons in the more troubled neighborhoods within the City of Charlotte, North Carolina.

Robert T. Stone Internships Fund—Established in memory of this distinguished alumnus of the Class of 1962 to enable one or more students to pursue internships involving the environment and other types of community service.

Richard Wardlow Music Fund—Established through gifts from Richard E. Wardlow and the Schoenith Foundation to support the programs of the department of music.

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 funds are open-ended. The market value of all endowed book funds in the library is now more than \$6 million.

The Susan Dudley Abbott Fund—Established by Dr. Leland M. Park, Class of 1963 and Davidson College Library Director, in honor of the Coordinator of Special Events of the Davidson College Development Office, from 1986-1995. She is the wife of Dr. Anthony S. Abbott, Professor of English.

The George Lawrence Abernethy and Helen McLandress Abernethy Fund—Established by bequest of Dr. Abernethy, Charles A. Dana Professor of Philosophy, 1946-1976.

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 graduate.

The Jean Elizabeth Alexander Fund—Established by members of the Hawley Memorial Presbyterian Church, Polkton, N.C.

The Alumni Association Memorial Fund—Established by the Davidson College Alumni Association in memory of deceased alumni.

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 Jane Jackson Avinger Fund—Established by Dr. Leland M. Park, Class of 1963 and Library Director, in honor of this member of the Town of Davidson Board of Commissioners from 1985-1995 who served as Mayor Pro-Tem, 1991-1993. She is the wife of former Davidson professor, Dr. Robert L. Avinger, Jr., Class of 1960, and the mother of Robert L. Avinger III, Class of 1990.

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 Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in memory of his mother.

The Deborah Kinley Barnhardt Fund—Established by Trustee and Mrs. James H. Barnhardt, Sr. in honor of their daughter-in-law, Mrs. Sadler H. Barnhardt of Charlotte, North Carolina.

The Dorothy McDougle Barnhardt Fund—Established by 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 Trustee Barnhardt by Dr. Warner L. Hall, Chair-emeritus of the Board of Trustees.

The Mr. and Mrs. Thomas M. Barnhardt Fund—Established by their children.

The James Knox Batten Fund—Established in memory of this 1957 graduate, former Trustee, and Chair of the Board of the Knight-Ridder Newspapers by Mrs. Joan Rider Challinor.

The Lucille Hunter Beall Fund—Established by McPherson Scott Beall '25, in memory of his wife.

The Mary Davis Beaty Fund—Established by family and friends in memory of Dr. Beaty, 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 Thomas McL. Breeden Fund—Established by Mr. Howard W. Covington of Greensboro, North Carolina, in memory of his friend and classmate, both members of the Class of 1937.

The Jerrold L. Brooks, Ph.D. Fund—Established in memory of this 1957 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 Alwin C. Burns, Jr. Fund—Established in memory of this 1942 graduate by Vance M. McBurney of San Diego, CA.

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 Herman Spencer Caldwell III Fund—Established by Herman Spencer Caldwell, Jr., Class of 1967, in memory of his son.

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, Class of 1897, and his wife.

The Class of 1972 Memorial Fund—Established by members of this class as a memorial to classmates who have died.

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, Professor of English, 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 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. Incoe, Margaret C. Mackersie, William C. Cunningham '57, and John R. Cunningham III '79.

The Henry Fitshugh Dade Fund—Established by bequest of Mr. Dade, Class of 1938, of Greenville, North Carolina.

The Tom Daggy Fund—Established in memory of Dr. Tom Daggy, Professor of Biology, 1947-1981, by Dr. and Mrs. John H. Williamson.

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 Arthur Prim Dickens, Jr. Fund—Established by Mr. Dickens, Class of 1968, of High Point, North Carolina.

The Charles A. Dixon Fund—Established by Mrs. James G. Paschal in memory of her father, a 1918 graduate.

The Duke Endowment Fund—Established by the Duke Endowment of Charlotte, North Carolina, longtime supporter of Davidson College.

The Darrell and Abby Dupler Fund—Established by a bequest of Darrell and Abby Dupler, former residents of Davidson, North Carolina.

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 English Family Fund—Established by Dr. Raymond A. English, Class of 1969.

The Ursula Chandler Fogleman Fund—Established by family and friends in memory of the Library Business Manager, 1962–1982.

The Margaret Walker Freel Fund—Established by Guy Walker, Class of 1917, in honor of his cousin.

The Dirk French Fund—Established by Richard P. Wharton, Class of 1994, in honor of Dr. French, Professor of Classics.

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 Chair 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 Joe P. Gates Fund—Established in memory of Mr. Gates by his wife, Mrs. Harriett E. Gates of Pisgah Forest, North Carolina, and his daughter, Mrs. Sarah T. Schantz of White Stone, Virginia.

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 Robert D. Gilmer Fund—Established by James M. Vann, Jr., Class of 1950, in memory of his classmate.

The A. V. Goldiere Fund—Established in memory of this 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 F. David Grissett Fund—Established by this 1972 graduate.

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 Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of Board of Trustee Chair 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 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 Board Chair 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 Clifford P. Johnson Fund—Established by Mr. Johnson, a 1977 graduate.

Edward P. and Sarah K. Johnson Fund—Established in honor of his parents by Clifford P. Johnson, Class of 1977.

The Frontis Withers Johnston Fund—Established by Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of Kenan Professor Emeritus of History (1935–1977), Dean of Faculty (1958–1970, 1975–1977). Acting President (1968), and Interim President (1983–1984), a 1930 graduate.

The Jones Family Fund—Established by Dr. Richard Hughes Jones, Class of 1986, honoring three generations of the Jones family who have attended Davidson.

The Keiser Family Fund—Established by Albert Keiser, Jr., Class of 1966, in honor of members of the Keiser Family.

Lois Anne (Sandy) Kemp, Ph.D. Fund—Established in memory of Dr. Kemp, Professor of Spanish, 1972 – 2000, by her friends.

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 Laurance Davies Kirkland, Jr. and Eva Miller Kirkland Fund—Established by William Alexander Kirkland, Jr. '62, and his wife, Ann Carter Kirkland, in honor of his uncle and aunt.

The William Alexander Kirkland and Helon Wilkerson Kirkland Fund—Established by William Alexander Kirkland, Jr. '62, and his wife, Ann Carter Kirkland in memory of his parents. The honorees' granddaughter, Elizabeth Kirkland Sickles, is a member of the Class of 1988.

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 John W. Kuykendall '59 and William H. F. Kuykendall '56.

The John Wells Kuykendall Fund—Established by Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of Davidson's president, a 1959 graduate.

The Zac Lacy Fund—Established by the Department of English in memory of this member of the Class of 1997 who served for a time as night manager of the College Union.

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 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 Chair of the Faculty Library Committee, 1935–1965.

The Charles Edward Lloyd Fund—Established by friends in memory of this Professor of English, 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 John S. Lyles Fund—Established by Dr. Lyles, a 1950 graduate. His son, J. Steedman Lyles, Jr., and wife, Dorothy Fulenwider Lyles, are 1979 graduates.

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 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 John Lacy McLean, Jr. Fund—Established by President Emeritus and Mrs. Samuel R. Spencer, Jr. in honor of his cousin, a 1943 alumnus who also received an honorary LL.D. from Davidson in 1977.

The Gordon E. McMain Fund—Established by Herman S. Caldwell, Jr., Class of 1967, in memory of his longtime friend of Little Silver, New Jersey.

The William K. Mahony Fund—Established by Professor of Religion, William K. Mahony with funds he received as recipient of the Hunter-Hamilton Love of Teaching Award.

The Robert D. Margolis, M.D., D.M.D., M.S. Fund—Established in memory of this 1975 graduate by family and friends.

The J. Chalmers Marrow Fund—Established by Dr. Chalmers G. Davidson in memory of his 1928 classmate.

The John Alexander Mawhinney, Jr. and Lucy Worth Mawhinney Fund—Established in honor of this 1939 graduate and former Trustee and his wife by Dr. and Mrs. Thomas H. Mayor and “Miss Elizabeth Bennett.”

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 F. DeWolfe Miller and Wilhelminia Livingston Miller Fund—Established by bequest of this member of the Class of 1930.

The J. Joseph Miller Fund—Established by James M. Vann, Jr., Class of 1950, in memory of his classmate.

The William Andrew Moffett Fund—Established by a bequest of this 1954 graduate who received an LL.D. in 1994.

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, Instructor in Physics, 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 graduate, Class of 1933, LL.D., 1975, and member of the 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 Rolfe Neill Fund—Established by Dr. Leland M. Park, Class of 1963 and Library Director in honor of Mr. Neill who was Chairman and Publisher of the *Charlotte Observer*, 1975–1997.

The C. Louise Nelson Fund—Established in honor of this Professor Emerita of Economics 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. Newell, Jr. '39, C. Morris Newell '49, granddaughter Virginia E. Newell '78, son-in-law John L. Newton '35, and grandson, Charles L. Newton II '70.

The Jane Harris Nierenberg and Jill Morrison Nierenberg Fund—Established by the granddaughter and great-granddaughter of Brevard Ervin Harris, Class of 1886.

The Mary Winston Crockett Norfleet Fund—Established by friends in memory of the mother of Dr. Robert C. Norfleet, Class of 1970, Vice President for Business and Finance at the college.

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 Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of the 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 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 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 Fradonia Brown Porter Fund—Established by friends of Mrs. Porter. Her son, A. Alex Porter, Jr., is a 1960 graduate.

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 Chair, 1966–1977.

The Charles Edward Ratliff, Sr. Fund—Established in honor of the great-grandson of Vincent Parsons, Class of 1840, by his son, Professor Emeritus of Economics Charles E., Jr., Class of 1947, and his grandson, John Charles Ratliff, 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. Reid III.

- The William T. Reilly III Fund**—Established by classmates and friends in memory of this 1980 graduate.
- The V. O. Roberson, Jr. Fund**—Established by family and friends in memory of the father of Virgil O. Roberson III '62 and W. Earl Roberson '62.
- The Martha Byrd Roberts Fund**—Established by family and friends in memory of this 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 Norman C. Ross and Helen B. Ross Fund**—Established in memory of his parents, by Dr. Clark G. Ross, Frontis W. Johnston Professor of Economics, Vice President for Academic Affairs and Dean of Faculty.
- Robert Colvert Sadler, M.D. Fund**—Established in memory of this member of the Class of 1908, by The R.C. Sadler Foundation.
- 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, Mark W. Scandling '77 and John D. Scandling, 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 Starkey Sharp V Fund**—Established by fraternity brothers and friends in memory of this 1978 graduate.
- The J. Alexander Shaw, M.D. Fund**—Established in memory of this 1918 graduate by his sons, Frank S. Shaw, M.D., Class of 1955, and John G. Shaw, Class of 1958.
- The Della Shore Fund**—Established by friends of Miss Shore who was Head of the Cataloguing Department (1946–1976) and Indexer of Presidential Papers (1979–1987) in the college library.
- The James P. Sifford, Jr. Fund**—Established by this graduate of the class of 1950.
- 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 graduate.
- The Samuel Reid Spencer, Jr. Fund**—Established by Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of President Emeritus (1968–1983), a 1940 graduate.
- Richard A. Stoops Fund**—Established in memory of this 1968 graduate by his friends.
- The James G. Swisher Fund**—Established in memory of Dr. James G. Swisher, Pianist-in-Residence and Associate Professor of Music, 1978–1996 by friends.
- The Melton Hill Tankersley Fund**—Established by bequest of Mrs. Corrie Hill Tankersley in memory of her son, a member of the Class of 1959.
- Farish Carter "Chip" Tate V Fund**—Established in memory of this 1965 graduate by his classmates.
- The Archibald Boggs Taylor and Margaret Louise Webb Taylor Williams Fund**—Established by their children. Mr. Taylor was a 1911 graduate.
- Amelia Paul Thomas Fund**—Established by friends in memory of Mrs. Thomas, wife of Professor I. Job Thomas.
- Thomas G. Thurston II, M.D. Fund**—Established in memory of Dr. Thurston, Class of 1937, by the John G. Murphy Family.
- 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 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 Carolyn A. & Wayne M. Watson Fund—Established by Dana Professor of History and Mrs. T.C. Price Zimmermann in honor of Mr. and Mrs. Watson of Atlanta, Georgia. Their daughter, Bryna Alwyn, is a 1982 graduate.

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 Dr. L. D. Wharton and Lilian Benton Wharton Fund—Established by bequest of Lacy Donnell Wharton, Jr., Class of 1927, in memory of his parents.

The Lacy Donnell Wharton, Jr. Fund—Established by this member of the Class of 1927.

The Mary Tilley Wharton Fund—Established by bequest of Lacy Donnell Wharton, Jr., Class of 1927, in memory of his wife.

The Jack Williams, Jr. Fund—Established by Mrs. Jack Williams, Jr., in honor of her husband, Class of 1934.

The Robert C. Williams Fund—Established in honor of Dr. Williams who was Vice President for Academic Affairs and Dean of Faculty, 1986–1998 by his staff.

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 Jack Womeldorf Fund—Established by this 1961 graduate.

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 Trustee and Mrs. James H. Barnhardt of Charlotte, North Carolina, in honor of Vice President for Academic Affairs and Dean of Faculty Emeritus (1977–1986).

The Anne Katherine Zirkle Fund—Established in memory of this member of the Class of 1994 by friends.

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—This national honor society is the pre-eminent one recognizing outstanding achievement in the study of the liberal arts in the United States. The oldest of the American Greek-letter societies, Phi Beta Kappa was founded in 1776 at the College of William and Mary and now has over 250 chapters at colleges and universities across the country. The Davidson College Chapter of Phi Beta Kappa received its charter as Gamma of North Carolina from the United Chapters (now the Phi Beta Kappa Society) on March 1, 1923. Since then, the local chapter has elected more than 1,900 students to membership-in-course. Seniors at Davidson who maintain an overall average of 3.6 or above on at least eighteen graded, countable courses are ordinarily considered for election, which is by ballot of faculty members of the local chapter. Election to membership, however, is not automatic on the attainment of a certain grade average. In accordance with the constitution of the National Society, students elected 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 take place during the spring semester.

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 honor 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 honor premedical fraternity is North Carolina Alpha.

Delta Phi Alpha—A nationally organized honor 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 honor 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 honor forensic fraternity recognizing excellence in academic achievement, debating, and public speaking.

Eta Sigma Phi—An honor society founded at the University of Chicago in order to stimulate interest in the history, art, and literature of ancient Greece and Rome, and to promote closer relationships among students interested in classical study.

Gamma Sigma Epsilon—A national fraternity recognizing excellence in chemistry. The chapter at Davidson, founded in 1919, is the mother chapter.

Omicron Gamma Chapter of the Order of Omega—A national Greek Service and Leadership Honor Fraternity for men and women who are outstanding within their own organization. Annual initiation to the Order of Mega is open to the top five percent of the Greek population on campus. As a member in this organization students are charged with taking an active role in campus wide leadership and participation as a group in service activities.

Phi Beta Delta—An international honor society open to juniors, seniors, faculty, and staff. It recognizes exceptional achievement in international studies or service and promotion of international awareness.

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 honor 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 Class of 1932.

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.

Franz Boas Award in Anthropology—For the senior anthropology major who best exemplifies the qualities of scholarship, intellectual curiosity, and ethical concern for all of humanity demonstrated by Franz Boas, the principal founder of modern American anthropology.

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 Professor and Dean of Students, the late 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.

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 first-year student athlete who demonstrates the highest level of courage and mental toughness.

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.

Tom Daggy Award—Established in honor of Professor Daggy, who taught in the Department of Biology from 1947 to 1981, this award recognizes outstanding achievement, leadership and service, and a love of exploring the secrets of life.

William B. Hight, Jr. Teaching Award—Established by colleagues, alumni, and friends in memory of Bill Hight, founder and longtime chair of the department of education; for the senior who has demonstrated great potential for a successful career in teaching at the secondary level.

Max Jackson Art History Award—Established by this Charlotte art lover, businessman, and friend of the college, presented annually to the rising senior who has demonstrated not only ability and aptitude, but dedication to the discipline of art history.

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 DeVane 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 DeVane 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 first-year student 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 the most progress during the previous year; honoring the professor who founded Davidson's Art Department in 1953.

David Holbert Howard, Jr. 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 Class of 1928, 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.

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 Class of 1930 and longtime professor of mathematics.

David Parrott Memorial Award—Established by Dr. Larry H. Parrott, Class of 1956, for the rising senior who has shown outstanding sportsmanship and participation in the intramural athletic program.

Phifer Economics Award—For an upperclass student who has made a distinguished record in the study of economics; established by A.K. Phifer.

Harris Proctor Award—Established 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, and 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 Richard 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 Class of 1939 and College Union Director from 1952–1983.

Thomas D. Sparrow Award—Presented in recognition of outstanding dedication and contribution to intercollegiate athletics.

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., Class of 1918, 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., Class of 1918, 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 HONOR AWARDS

Tommy Peters Memorial—The student who best exemplifies the Davidson spirit in intercollegiate athletic competition.

Susan K. Roberts Award—Presented to a woman athlete 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.

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 first-year 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.

Swimming:

Billy Ray High Point Award—Established in 1952 (1992 for women) to recognize the swimmer or diver who scores the most points throughout the entire season.

Pat Miller Most Valuable Award—Established in 1994 to honor former coach Pat Miller and to recognize the most valuable female team member based upon performance, leadership and character.

Dick Redding Most Valuable Award—Established in 1950 to honor former coach Dick Redding and to recognize the most valuable male team member based upon performance, leadership and character.

Tennis:

Harry Fogleman—The varsity tennis player who exemplifies those qualities fostered by Coach Harry Fogleman.

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.



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 Michael Kelly McDonald '03
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 Cam Tu Thi Vu '04

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 Clare Elizabeth Frey '01
 James Taylor Herbert '01
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 Christopher J. Thawley '04
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 Stephanie Clark Corwin '03
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Christopher Kyle Craig
Corey Mikol Crawford
Drew Joseph Crawford
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Bryan Wilson Deaton
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Melissa Grace Farrell
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Nejib Mohammed

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Jeremiah Wilson Parvin

Anne Hersey Patterson

Daisy Elizabeth Patterson

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John Gatling Powell

Jeffrey Marc Ramsden

James Michael Rice

David Creighton Rissing

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David Bly Rosenberg

Mary Kathryn Ross

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Kathryn Elizabeth Schill

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 Lydia Elissa Wilson
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ENROLLMENT 2000–2001

	FALL			SPRING		
	WOMEN	MEN	TOTAL	WOMEN	MEN	TOTAL
First-Year Students	230	236	466	230	230	460
Sophomores*	220	217	437	210	209	419
Juniors*	159	157	316	185	182	367
Seniors*	219	230	449	210	217	427
TOTALS	828	840	1,668	835	838	1,673
One-Year Certificate (International)	3	1	4	3	1	4
Visiting Students	6	0	6	1	0	1
Totals	9	1	10	4	1	5
TOTAL HEADCOUNT*	837	841	1,678	839	839	1,678
FTE			1,678			1,678
*Biosphere2/Columbia University	2	1	3	0	0	0
*Field Studies	4	2	6	1	1	2
*India (one semester)	5	6	11	0	0	0
*Tours (one semester)	5	0	5	1	3	4
*Tours (two semester)	3	2	5	4	2	6
*Würzburg	8	6	14	8	6	14
TOTALS	27	17	44	14	12	26

* Included in Junior, Sophomore, and Senior Numbers

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Colorado	18	Croatia	1
Connecticut	41	Cyprus	2
Delaware	4	Ecuador	4
District of Columbia	13	Ethiopia	1
Florida	127	Finland	1
Georgia	150	France	4
Hawaii	3	Germany	6
Idaho	1	Ghana	2
Illinois	31	Hong Kong	1
Indiana	11	Hungary	1
Iowa	6	India	6
Kansas	5	Ireland	1
Kentucky	31	Israel	1
Louisiana	21	Italy	1
Maine	8	Ivory Coast	1
Maryland	62	Kenya	1
Massachusetts	40	Mexico	1
Michigan	13	Russia	1
Minnesota	12	Saudia Arabia	1
Mississippi	13	Singapore	1
Missouri	17	South Africa	1
Montana	1	South Korea	4
New Hampshire	6	Switzerland	4
New Jersey	44	Taiwan (Republic of China)	2
New Mexico	2	Thailand	1
New York	57	Turkey	5
North Carolina	310	United Kingdom	1
Ohio	47	Yugoslavia	1
Oklahoma	3	Zambia	1
Oregon	8		
Pennsylvania	68		
Rhode Island	7		
South Carolina	87		
Tennessee	64		
Texas	69		
Utah	4		
Vermont	7		
Virginia	105		
Washington	5		
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Wisconsin	9		
Wyoming	1		

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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 1999–2000

- Founded: By Presbyterians in 1837.
- Campus: 450 acres with 80 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, 2000): 1,668 (840 men, 828 women).
- Comprehensive Fee (2001–02): \$30,823
- Full-time Equivalent (FTE) Faculty: 157.1. Tenured-Tenure Track Faculty: 145 all of whom hold an earned doctorate or other terminal degree in their field.
- Student-Faculty Ratio: 10.7:1
- Library: computerized catalogue containing more than 475,000 volumes, 200,000 government documents, 1,900 journal subscriptions, and over 3,000 journals, on-line via NC-LIVE, statewide computer network.
- Computer: Servers for academic computing, library automation, administrative operations, World Wide Web, electronic mail and other distributed computing services. Campus-wide network with ATM backbone; Ethernet connections in all residence hall rooms; networked microcomputer labs and classrooms with 121 Windows and Macintosh computers available to all students for general use.
- Degrees Offered: A.B., B.S. in 20 majors.
- Off-Campus Programs (annual/biennial): Junior Year Abroad/Fall Semester/Spring Semester or June Session in Tours, France; Junior Year Abroad in Würzburg, Germany; Fall Semester in India (2002), Spring Semester Abroad in lands of Classical Antiquity; Summer Program in Mexico (2002); Summer Program in Ghana (2002); Summer Program in Zambia; Summer Archaeological Dig in Cyprus; 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. (2001); Summer Program at Broughton in abnormal psychology at Morganton, N.C.; Semester and Summer Programs with the School for Field Studies in Australia, British West Indies, Canada, Costa Rica, Kenya, and Mexico; and an Earth Semester with Biosphere 2.
- Athletics: 21 intercollegiate teams—eleven men's, and ten women's. Eleven club sports and numerous intramural sports.
- As of September 2000 the five-year graduation rate for students entering in the Fall of 1995 is 89.2 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.

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