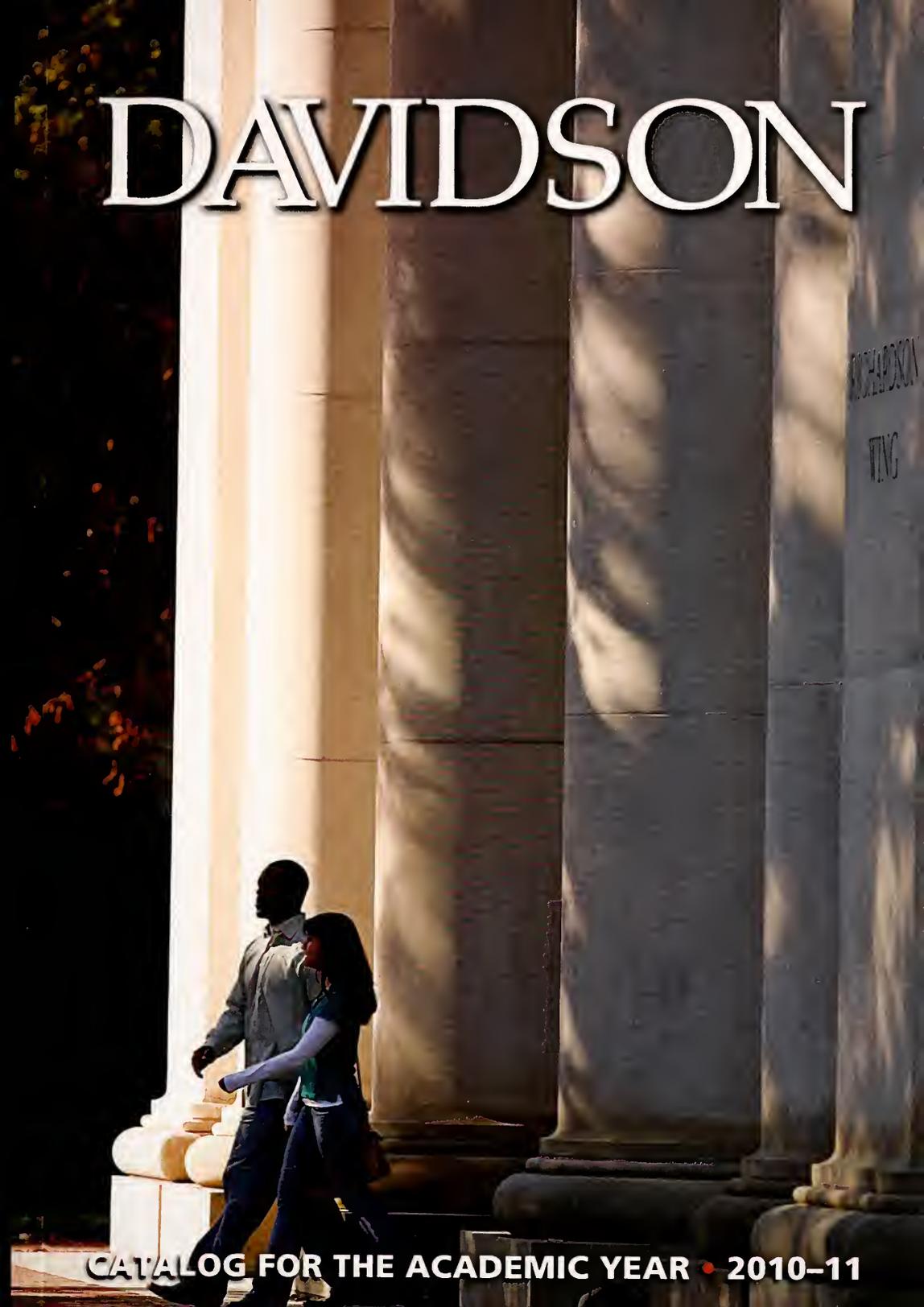
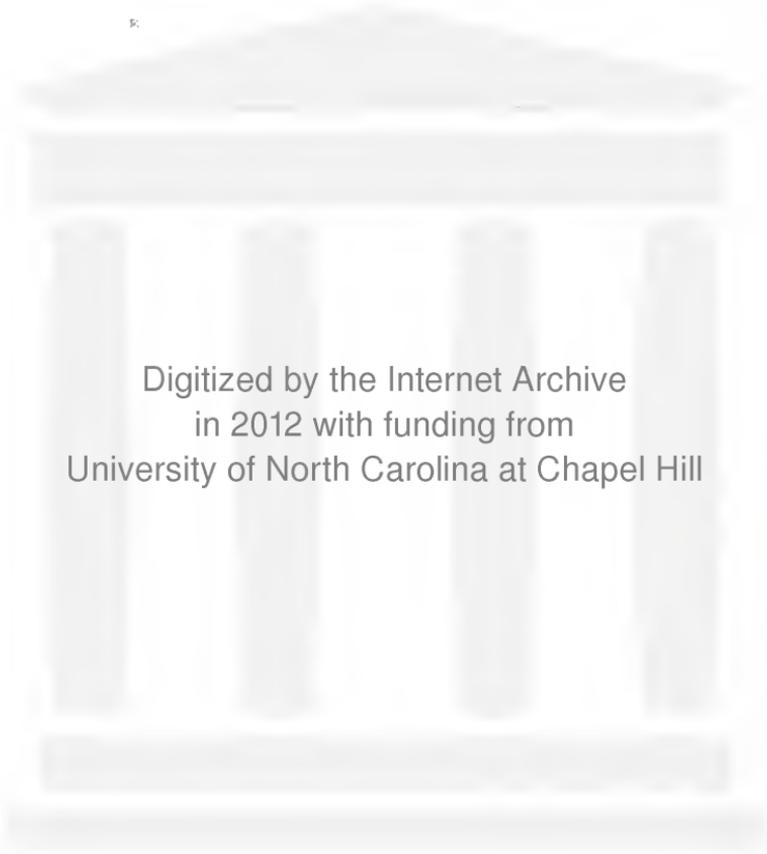


DAVIDSON



CATALOG FOR THE ACADEMIC YEAR • 2010-11



Digitized by the Internet Archive
in 2012 with funding from
University of North Carolina at Chapel Hill

**CATALOG OF
ANNOUNCEMENTS
FOR THE
ACADEMIC YEAR 2010-2011**

**OFFICIAL RECORD
FOR THE YEAR 2009-2010**

DAVIDSON


Published by Davidson College

Edited by the Office of Academic Affairs

2010-2011 ACADEMIC CALENDAR

For detailed schedule information, visit the Registrar's section on the Davidson web site.

Fall Semester 2010

Aug 19-22	Orientation
Aug 23	Classes Begin
Aug 30 - Sept 3	Late drop/add (with \$20 fee) -- in Reg. Office only
Oct 9-12	Fall Break (classes resume Oct 13)
Oct 29-31	Family Weekend
Nov 24-28	Thanksgiving Break (classes resume Nov 29)
Dec 8	Fall Semester Classes End (Dec 6-8, classes at professor's option)
Dec 9	Reading Day
Dec 10 (8:40am) – 16 (5:15pm)	Examination Period (No exams Sunday)

Spring Semester 2011

Jan 10	Classes begin
Jan 17	Martin Luther King, Jr. Day (no classes)
Jan 17-21	Late drop/add (with \$20 fee) -- in Reg. Office only
Feb 28 - Mar 6	Spring Break (classes resume Mar 7)
Mar 18	Last day to declare Pass/Fail grading choices
Apr 23 - 26	Easter Break (classes resume Apr 27)
May 4	Spring Semester Classes End (Apr 28-May 4, classes at professor's option)
May 5	Reading Day
May 6 (8:40am) – 11 (5:15pm)	Examination Period, including Sunday afternoon (Seniors must complete exams by Monday, May 9, 5:15 pm)
May 14	Baccalaureate (4:45 pm)
May 15	Commencement (10:00 am)

Accreditation

- **Southern Association of Colleges and Schools:** Davidson College is accredited in its awarding of baccalaureate degrees by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur GA 30033; Phone: 404-679-4500; Fax: 404-679-4558).
- **American Chemical Society**

Nondiscrimination Policy

Davidson College admits qualified students and administers all educational, athletic, financial, and employment activities without discriminating based on race, color, gender, 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.

TABLE OF CONTENTS

Academic Calendar 2010-11	2
HISTORY AND STATEMENT OF PURPOSE	5
ADMISSION AND FINANCIAL INFORMATION	9
Admission Requirements and Procedures	9
Financial Aid	13
Honors, Awards, and Scholarships	14
Tuition and Fees	19
CAMPUS LIFE	25
The Honor Code and the Code of Responsibility	25
Residence Halls	26
Art, Music, Theatre	28
Athletics and Physical Education	29
Religious and Spiritual Life	30
Social Life	31
Career Services	36
Health and Safety	37
ACADEMIC PROGRAMS AND POLICIES	41
The Curriculum	41
Requirements for Graduation	42
Standards of Progress	45
International Perspectives and Study Opportunities	45
Pre-Professional Programs	51
Academic Support	57
General Information and Regulations	62
COURSES OF INSTRUCTION BY DEPARTMENTS	65
OFFICIAL RECORD	259
Trustees	259
Named Professorships	261
Retired Faculty	265
Continuing Faculty, 2009-10	268
Other Instructional Appointments, 2009-10	279
New Faculty and Instructional Appointments	283
Administrative Staff	286
Curricular Enrichment	299
Book Funds	301
Honor Societies	304
Awards	305
Class of 2010	310
Enrollment Statistics	314
Geographical Distribution	315
Alumni Association	316
Index	317
Capsule Information	320



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. Students came from a variety of religious and regional backgrounds. By 1860, Davidson alumni lived in twelve states and two countries outside the United States.

A bequest in 1856 from Maxwell Chambers of Salisbury, North Carolina, provided the college with the means to strengthen its base and expand its influence. The gift of a quarter of a million dollars made the institution, for a time, the richest college south of Princeton and helped the college survive through the Civil War years. It also provided for the construction of a central academic building that was named in honor of the college's first substantial benefactor. The present Chambers Building, which replaced the one burned in 1921, also bears his name.

While the college had a student body of only twenty-four men in 1866, during the post-war recovery period there was a gradual expansion of curriculum, faculty, and students. Newly added academic disciplines included chemistry, English, history, and physics. By 1890 the teaching faculty included its first Ph.D.-holding professors. Increasing growth in enrollment gave the college a student body of over 300 by 1910.

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 part 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, 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 a broad liberal arts 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 over 1,600 students on campus. The full-time teaching faculty numbers just over 160. Renovations and expansion of campus facilities have supported the college's growth in athletics, the visual arts, the sciences, residential buildings, student and community activities, and the performing arts.

Recent academic program changes include the expansion of concentrations and the options for a second major or minor in many departments, small classes designed to help first-year students make the transition to college-level work and writing, and centers for speaking and writing. In 2007 Davidson College was the first liberal arts college in the country to replace loans with grants in all of its financial aid packages. This initiative, named The Davidson Trust, allows all students, regardless of socio-economic background to graduate debt-free.

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 in 1837 by Presbyterians of North Carolina. Since its founding, the ties that bind the college to its Presbyterian heritage, including the historic understanding of Christian faith called The Reformed Tradition, have remained close and strong. The college is committed to continuing this vital relationship.

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 fulfilling 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. Further, Davidson believes 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.

The Christian tradition to which Davidson remains committed recognizes God as the source of all truth, and believes that Jesus Christ is 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 of humanity and necessarily includes openness to

and respect for the world's various religious traditions. Davidson dedicates itself to the quest for truth and encourages teachers and students to explore the whole of reality, whether physical or spiritual, with unlimited employment of their intellectual powers. At Davidson, faith and reason work together in mutual respect and benefit toward growth in learning, understanding, and wisdom.

As a college that welcomes students, faculty and staff from a variety of nationalities, ethnic groups, and traditions, Davidson values diversity, recognizing the dignity and worth of every person. Therefore, Davidson provides a range of opportunities for worship, civil debate, and teaching that enrich mind and spirit. Further, Davidson challenges students to engage in service to prepare themselves for lives of growth and giving.

Davidson seeks students of good character and high academic ability, irrespective of economic circumstances, 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, who 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. The Trustees commit to being faithful stewards of the traditions of the college. They are charged with governing under the Constitution and By-laws and with providing the financial resources necessary for adequate student aid and appropriate facilities and programs, including furnishing the 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 encourages student engagement with other cultures through domestic and international studies. 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.

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 (1997-2007); Thomas Warren Ross (2007-).



ADMISSION AND FINANCIAL INFORMATION

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 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 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 either test should be completed at least five weeks before the date on which the test is scheduled. Check the College Board web site for testing dates.

It is recommended that juniors take the SAT or the ACT no later than the end of the junior year. This is especially important for those interested in applying under the Early Decision plan. 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 SAT scores also take two subject tests. These tests should be taken no later than the December test date of the senior year. The mathematics test is particularly encouraged. Subject tests should be taken in the spring of the junior year if that subject will not be continued in the senior year.

HOW TO APPLY

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

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 or ACT are received, the applicant will be notified that the application is complete.

Davidson 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) to request our Common Application Supplement or acquire forms from our web site. A Common Application to Davidson is not complete without the Supplement.

All forms required to complete an application can be found at www.davidson.edu in the Admission section. Students may submit an application by mail or online.

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. 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 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 Decision Plan**, letters informing applicants of the decision on their applications will be mailed or posted to the web site prior to April 1. Applicants who are accepted under the Regular Plan are required to make a nonrefundable enrollment deposit by May 1.

DEFERRED ADMISSION

An admitted first-year student may, with the permission of the Dean of Admission, defer matriculation for one year without reapplying to Davidson. The student must first confirm his or her intent to enroll at Davidson by submitting the Candidate's Reply Form and the required \$300 enrollment deposit by May 1. A written request for deferral must also be submitted, preferably along with the enrollment deposit, but no later than June 1. The letter should state in detail what the student will be doing in the interim year. If the deferral request is approved, the student must return the signed deferral contract, coupled with an additional non-refundable deposit in the amount of \$1200.

CAMPUS VISITS

While not required, a campus visit is strongly encouraged. Group and individual 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. For reservations call 1-704-894-2127.

The Office of Admission and Financial Aid is open all year and appointments should be made on our web site or by calling 1-704-894-2230 or 1-800-768-0380 at least two weeks before the proposed visit. The TDD Relay Service available is 1-800-735-2962. Campus tours and information sessions are scheduled daily and available on Saturdays during peak visitation periods (spring and fall). Please call the Admission Office or visit the web site to confirm the time and date. Detailed visit information is available at www.davidson.edu/visit.

CREDIT EARNED PRIOR TO ENTERING DAVIDSON

First-year students may transfer a maximum of four credits from courses taken prior to entering Davidson. The maximum includes credits from AP, IB, joint enrollment, and summer school courses taken between high school graduation and college entrance.

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 (AP) at 1-609-771-7300 or consult the AP web page at www.collegeboard.com/ap/students/index.html. See the Registrar's web page on the Davidson College site (www.davidson.edu) and consult the "information for new students" section of the Registrar's web page for details.

International Baccalaureate Degree Credit

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

Davidson 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, up to a maximum of four courses. See the Registrar's web page on the Davidson College site (www.davidson.edu) for specific examinations, scores, and course equivalents.

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. Transfer evaluation of college courses taken prior to graduation from high school requires:

12 — Admission and Financial Information

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. The responsibility for having the above documentation sent to the Registrar's Office lies with the student (*the second item is particularly important*).

TRANSFERRING TO DAVIDSON

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 may 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.

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

Prior to enrollment at Davidson, an international applicant should have completed a program of study at the secondary school level expected of a student preparing for university entrance in his or her own country. All applicants must take the SAT available

through the College Entrance Examination Board. 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. 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 able to offer only limited 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 or she must be aware that competition for available funds is keen; 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 2010-11, Davidson students will receive over \$22 million in financial assistance from college sources. These funds are combined with grants and employment funds from federal, state, and other outside sources to form aid "packages" for Davidson students. Since August 2007, students' demonstrated financial need has been funded entirely through grants and student employment through an initiative called The Davidson Trust. While most financial aid is designated for students with demonstrated financial need, Davidson sets aside significant funds for 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 complete the CSS/Financial Aid PROFILE and the Free Application for Federal Student Aid (FAFSA) and submit completed tax documents to the College Board IDOC service. FAFSA and PROFILE forms should be completed online.

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.

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 Stafford Loan; Federal PLUS loan; Federal Academic Competitiveness Grant; SMART Grant; North Carolina Student Incentive Grant; North Carolina State Contractual Scholarship Fund; or Davidson College scholarships, grants 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 Vice President and 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 are generally based on those qualities marked as key to the vitality of the Davidson experience - outstanding academic and personal skills, leadership ability, commitment to service, talent in the arts, academic life, and athletics, 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 may also be based on the outcome of an audition, interview, portfolio review, or writing sample. **Scholarship specific application deadlines may apply.** Please refer to the college Web site for details.

General Scholarship Awards

Every admitted student is considered for general scholarships. Selection is made by the Director of Merit Programs and the admission staff on the basis of the strength of the candidate's application for admission. Scholarships can be renewed throughout the recipients' remaining three 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 for these awards.* Nominees are selected by the Davidson admission staff, the Dean of Admission and Financial Aid, and the Director of Merit Programs. 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 degrees, and are significantly involved in the life of the college community.

Thompson S. and Sarah S. Baker Scholarships: These scholarships, 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.

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 \$10,000 each.

Amos Norris Scholarship: This full cost award was 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.)

Snider Scholarship: Two awards are offered annually to students with significant personal, community, and academic accomplishment; and are valued annually at the level of the college's comprehensive fees.

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 Nomination Scholarships

This highly competitive category of scholarships is for those applicants who have been nominated for consideration either by their schools or by members of the admission staff (who make recommendations based on the strength of the student's application for admission).

John Montgomery Belk Scholarships: These scholarships 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 whose leadership in academics, student government, athletics, or service distinguishes them as capable of the highest achievement; and are valued annually at the level of the college's comprehensive fees. Scholars also receive two summer stipends of \$3000 each.

Lowell L. Bryan Scholarships: Two \$30,000 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.

The Charles Scholarship: These scholarships, funded by the Niamogue Foundation, are offered to first-year students from Chicago Public High Schools. Recipients are chosen on the basis of strong records of academic and personal accomplishment, and established financial need. Preference is given to students of color, particularly Hispanic and Latino students. The award is valued at the full cost of attendance.

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 available in the merit scholarship section of the college's Web site and is included in both the Davidson admission application and Davidson's Common Application Supplement.

Special application scholarships can be renewed for the recipients' remaining three 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.

Rupert T. Barber Scholarship: One \$2000 award will go to a student who demonstrates exceptional talent and passion for theatre upon entering Davidson. The award is renewable for four years of study at Davidson, based on grade point requirements and active involvement in the theatre program throughout all four years of attendance. This scholarship is not awarded every year.

Patricia Cornwell Scholarships in Writing: This \$20,000 award was established by Patricia Cornwell, award-winning novelist and member of the Class of 1979. Offered to a first-year student, the Cornwell Scholarship recognizes 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: This \$10,000 award is offered 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.

Wachovia Teaching Scholarship: This \$10,000 award is offered annually to an exceptional first-year student interested in pursuing a career in teaching.

Music Performance Scholarships: The music department offers four \$8,000 scholarships, which are provided through the Donald B. Plott, J. Estes Millner, and James C. Harper endowments. The scholarships are awarded on the basis of auditions which are held on Scholars Weekend in April. 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 \$10,000 award is given each year to a first-year student. The recipient is also guaranteed a private studio in the sophomore year. Selection is based upon the Art Department's review of slides and/or photographs in the applicant's portfolio. The scholarship is renewable on the basis of satisfactory academic progress and active involvement in studio art. The recipient must declare a major in art (studio or history) to retain the award for the junior and senior year.

W. Olin Puckett Scholarship: One \$15,000 award is offered in each first-year class to a student leader with academic distinction who is preparing for a career in medicine or in the sciences.

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 \$500; 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. Students not receiving this amount through other merit-based 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 Vice President and Dean of Admission and Financial Aid and the Director of Merit Programs 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 full tuition and mandatory fees, a \$600 book stipend each semester, and a tax-free personal expense allowance of \$250 to \$500 a month during the

school year, depending on the cadet's academic year. Four-year scholarships are awarded annually to high school seniors for the following academic year with an application deadline of January. Other types of scholarships may be available to enrolled Davidson students. Interested students may obtain an application and further information by contacting the Davidson College Department of Military Studies (Army ROTC).

Davidson students also have access to financial aid provided by Air Force ROTC, by participating in the program at UNC-Charlotte. Registration in this program is possible following the Charlotte Area Educational Consortium (CAEC) cross-registration procedures.

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 range in value up to \$5,550 for 2010-11. 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 2009-10 this grant was \$1,821.

North Carolina State Contractual Scholarship Fund: These grants of up to \$4,500 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 from this program 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 Stafford Loans: Through this federal program, participating banks and other lenders make loans of up to \$5,500 for the first year of an undergraduate program, \$6,500 for the second year, and \$7,500 per year for the third and fourth years of undergraduate study. Additional information is available from Davidson's 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 typically begins within 60 days of disbursement. Applications and more information are available in Davidson's Office of Admission and Financial Aid.

Other Loan Programs: Students may wish to pursue loans through alternative loan sources. Information about these loan programs is available from the Office of Admission and Financial Aid.

Employment

Approximately 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. 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, via their Davidson email account, for tuition and fees. Scholarship and grant awards from Davidson and federal and state sources are noted on college bills. Outside awards and campus jobs are not shown as credits. The ebill will list the following accepted forms of payment: check by mail, debit/credit card (2.75% processing fee applicable) or echeck (no fee).

The fees for the 2010 - 2011 academic year are as follows:

Required Student Charges (tuition and student activity fee)	\$36,683
Room (double)	\$5,463
Meals (full board)	\$4,883
Total	<u>\$47,029</u>

Fees are payable in two installments (August 13 and December 17). An orientation fee for new students (\$150 for first-year students and transfers) 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 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, subject to the notification deadlines specified in the "Academic and Personal Leave" policy that follows. Fees for meals are refunded on a pro rata basis determined by the week of withdrawal. The college offers tuition-refund insurance through AWG Dewar, Inc. Detailed information may be obtained by calling 617-774-1444 or online at: www.collegerefund.com.

The usual fees include:

1. **Room:** Rent is \$5,463 for double occupancy. Singles and suites cost \$6,600. Martin Court Apartments and Houses are \$6,832. All students are required to live on campus for their entire college career unless officially excused by the Director of Residence Life.
2. **Meals:** 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, Wildcat Den, and vending machines). Upper-class 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. **Medical Care:** Outpatient services provided at the Student Health Center are free-of-charge with the exception of laboratory tests, medical supplies and certain medications. 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, medical 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. **Mail:** Students are provided a mail box at the Davidson College Post Office.
6. **Activity fee:** The fee is for student publications, student government, and 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, guitar, or orchestral instruments are: one-hour lesson per week \$700 and one half-hour lesson per week \$375. The fee per semester for group instruction in voice, piano, and guitar is \$225* (two hours per week). Charges are \$40 per semester for use of practice facilities.

**Lesson and class fees will not be refunded to students who drop after the second week of instruction.*

2. **Student accident and sickness insurance:** All students attending Davidson are automatically enrolled in the insurance plan. The \$399 fee is charged to each student's account. Students covered by comparable insurance may be exempted from the student insurance program by submitting an online waiver request form on or before August 13th.
3. **Enrollment deposit:** All students are required to make a \$500 deposit prior to enrollment. This deposit is maintained on account during the student's enrollment, and is refunded, less any outstanding fees and fines, following graduation. A student must maintain the \$500 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.
5. **Transcripts:** There is a fee of \$3 for each transcript. An additional fee will be assessed if special (express) mailing is required.
6. **Vehicle registration:** A fee of \$50.00 will be charged to register each vehicle kept on campus.
7. **Miscellaneous fees:** Students pay fees for late registration, late drop/add, library fines, damaged property, parking fines, lost post office keys, etc., when incurred. A penalty of \$20 will be charged on all returned checks.

Academic and Personal Leave

A student who wishes to take academic or personal leave from Davidson may do so upon approval from the Registrar and Dean of Students. Guidelines are available from the Registrar. After March 15, 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 1 that he or 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 in Additional Fees above.) A student must pay his or her account in full and maintain the \$500 enrollment deposit in order to be granted on-leave status.

Withdrawal

A student is charged \$250 if the student notifies the Dean of Students after March 15 that he or she plans to withdraw from the college. After June 15, the charge is \$500. If during the fall semester a student notifies the Dean of Students after November 1 of his or her intention 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 \$500 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.

The college offers tuition-refund insurance through AWG Dewar, Inc. Detailed information may be obtained by calling 617-774-1555.

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, Academic Competitiveness Grant, SMART Grant, Federal Stafford Loan, Federal PLUS Loan) withdraws during a payment period, Davidson 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 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 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. Following the conclusion of the late drop/add period, a student may request a refund in the Business Services Office. Normally, refunds are issued within two weeks of the request date. However, no funds will be issued until the student has an actual credit balance on his/her account. 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

Books: Books and other supplies are available at the Davidson College Bookstore. Purchases may be made using cash, personal or traveler's checks, credit card (VISA, MasterCard, Discover Card or American Express) or through the CatCard Services Office declining balance charge system. The cost of books varies with the course of study and is approximately \$1,000 per year.

CatCard: The 'CatCard' is an all-purpose identification card that can be used 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 or online at www.davidson.edu/catcardservices) into a declining balance account that allows students to make purchases at all on-campus dining and retail locations and in some vending areas. It may be used at the College Union for purchases ranging from concert tickets to video rentals. The CatCard is also accepted off campus at the following: Ben & Jerry's, Bonsai, Donatos, Dominos Pizza, Toast of Davidson and the local CVS. Lost CatCards are replaced for a fee of \$25.00 Dollars, damaged CatCards are replaced at no cost as long as the damaged CatCard is turned in at the time the request is made. The CatCard Services Office is located in the lower level of Belk Residence Hall during regular business hours Monday-Friday.

A \$10.00 administrative fee is taken from the first deposit into a student's declining balance account each academic year. Because federal and state banking regulations govern card transactions, students or parents may withdraw funds from the declining balance account for only two reasons:

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

Deferred Payments: Davidson collects fees in two installments, but it recognizes the need, or preference, of many parents to pay on a monthly basis. Educational Computer Systems, Inc. (ECSI) is the college's approved payment plan administrator. Information may be obtained at www.ecsi.net or by calling 1-888-549-3274.

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.

Insurance: All currently enrolled students are required to purchase student health insurance through the college's plan administered by Academic Health Plans or complete an online waiver verifying adequate coverage by August 13.



CAMPUS LIFE

The “Davidson Experience” is not confined to the classroom. 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 and the Code of Responsibility are available in their entirety in the Student Handbook.

The **Honor Code** is very simply stated:

*“Each Davidson student is honor bound to refrain from stealing, lying about College business, and cheating on academic work. Stealing is the intentional taking of any property without right or permission. Lying is the intentional misrepresentation of any form. Cheating is any practice, method, or assistance, whether explicitly forbidden or unmentioned, that involves any degree of dishonesty, fraud, or deceit. Cheating includes plagiarism, which is representing another’s ideas or words as one’s own. Additional guidelines for each class may be determined by its professor; each Davidson student is responsible for knowing and adhering to them. Each student is responsible for learning and observing appropriate documentation of another’s work. Each Davidson student is honor bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge; failure to do so is itself a violation of the Honor Code. All students, faculty, and other employees of Davidson College are responsible for familiarity with and support of the Honor Code. Any student, faculty member, administrative officer, employee, or guest of the College may charge a student with a violation of the Honor Code. Charges are presented to the Dean of Students and at the Dean’s discretion must be signed. If the Dean determines that further proceedings are warranted by the **Honor Council**, he or she will prepare a formal charge. Hearings, administrative conferences and other proceedings regarding alleged violations of the Honor Code shall be conducted pursuant to the Code of Disciplinary Procedures.”*

RESIDENCE LIFE

As a four-year residential college community, Davidson houses approximately 95 percent of its student body. Students grow emotionally, spiritually, socially, and intellectually 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 with special attention to the preferences and learning and leadership styles of each student, as well as family and educational background. All first-year students are required to live on a first-year hall with about thirty classmates for the entire year. Single rooms are not available to first-year students. Two upper-class 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 social activities, educational programs, intramural sports, and community service projects. During this time, first-year students learn the difficulties and rewards of communal living and develop an appreciation of people with different backgrounds and needs. Close friendships which are established during this year regularly continue throughout a student's Davidson years.

Each spring students participate in a lottery process to select rooms from among eleven traditional residence halls (some with suites) and six apartment-style residence halls. Most 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 adviser is assigned to each upper-class 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.

Most students are required to live on campus all four years as the college is able to accommodate a large percentage of its student body in the residence halls. Upper-class 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.

Although Davidson College strives to provide safe and secure residence halls, the college cannot accept responsibility for the loss, damage, or theft of personal property. Students wishing to protect themselves from such loss should cover their belongings with appropriate insurance.

DINING SERVICES

The college operates three dining facilities on campus during the academic year — Vail Commons, the Union Café in the Alvarez Student Union, and the Wildcat Den in Baker Sports Complex.

Vail Commons offers 19 meals a week. It is an "all you can eat" facility during meal-serving periods. The Commons provides a wide range of offerings including multiple

entrées at each meal, vegetarian entrée options, a variety of breakfast cereals, pizza made to order, a sandwich bar, a large salad bar, and a choice of desserts, many made in our bakery. Soft serve ice cream and yogurt are available daily as well. Beverages include soft drinks, fruit juices, milk, coffee, and tea.

The Union Café located in the Alvarez Campus Center has deli, grill, and pizza counters, as well as an array of daily specials. Convenience foods and snack items are also available.

The Wildcat Den is located on the lower level of Baker Sports Complex. The Den operates as a lunch counter only, providing sandwiches, chips, beverages, and a candy selection. A sandwich special is available during the lunch period five days a week.

First-year students are required to participate in a full meal plan for the entire year. Upper-class students may select from a variety of meal plans. Most meal plans includes Bonus Bucks that students may use at any dining location as well as in vending machines located throughout campus. Unused Bonus Bucks do not carry over to later semesters. Students may use meal plans at the Café and/or the Wildcat Den on a limited basis and charge up to a pre-set amount for an "equivalent" meal at these locations at designated times of the day.

A registered dietitian is on the Dining Services staff and maintains an office in Vail Commons. The dietitian is available to all students for nutritional counseling.

Dining Services also operates a catering program for college activities and community events. Many students are employed by the catering department throughout the year. No prior experience is necessary.

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 placed 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, located behind Cannon and Sentelle Residence Halls, is open five and one-half days a week. Dry cleaning and alteration 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

Patterson Court provides exceptional opportunities for leadership, service, scholarship and fellowship in community based interactions within small group settings. About 64 percent of Davidson women and 46 percent of Davidson men participate in one of the fourteen organizations that make up Patterson Court Council. The men's Patterson Court organizations are: Alpha Phi Alpha Fraternity, Inc., Kappa Alpha Order, Kappa Alpha Psi Fraternity, Inc., Kappa Sigma Fraternity, Phi Delta Theta Fraternity, Phi Gamma Delta Fraternity, Pi Kappa Alpha Fraternity, Sigma Alpha Epsilon Fraternity, and Sigma Phi Epsilon Fraternity. The women's Patterson Court organizations are: Alpha Kappa Alpha Sorority, Inc., Connor Eating House, Rusk Eating House, Turner

Eating House, and Warner Hall Eating House. All organizations situated on Patterson Court provide meal plan options for upper-class members, as well as service and social opportunities.

Every first-year student in good academic standing is invited to participate in the membership process known as Court Selection. In January, first-year students (and interested, unaffiliated upper-class students) may complete a membership form on which they indicate an interest in joining one of the fourteen single-gender organizations. Students may join any organization. Any male student may join a fraternity on Patterson Court for eating, social, and service activities. However, in order to be initiated into the national organization as a full member, male students must have been extended a bid for membership. Any female wishing to join an eating house may participate in the Court Selection process in January.

Participation in Patterson Court events is generally open to all students, unless specified as a members only event. Activities, policies, and initiatives are coordinated by the Patterson Court Council and Patterson Court Adviser. 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 that explore a wide range of media and cultural issues. The work of internationally renowned, nationally recognized, emerging, and regional artists is presented in a series of exhibitions that focuses on contemporary art and ideas. Selections from the Davidson College Art Collection of over 2,700 prints, drawings, photographs, paintings, and sculpture that range from old masters to modern and contemporary artists also are exhibited regularly. There is an annual group exhibition featuring student work in the spring and an exhibition by 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 are comprised of artists, art historians, critical thinkers, and experts in various disciplines who bring unique perspectives to the understanding and appreciation of each exhibition. The programs are usually 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 performance opportunities through various ensembles, some of which tour. Vocal opportunities include the Chorale, the Concert Choir, and the Opera Workshop. Instrumentalists may join the Symphony Orchestra, Jazz Ensemble, Flute Choir, and African Drumming Ensemble. Chamber Music opportunities

involve various student ensembles coached by instructors. Private study in voice and a diverse array of instruments is available. For additional information, contact the Music Department.

Campus musical events include the Concert Series; Classical Indian Music Series; Musical Interludes; recitals by visiting artists, faculty and students; vocal and instrumental ensembles; and lectures by visiting musical scholars. In nearby Charlotte, concerts are offered by the Charlotte Symphony Orchestra, Opera Carolina, the Oratorio Singers and various other musical organizations.

Students especially gifted in music performance are encouraged to apply for scholarships provided through the Zachary F. Long, Jr., Vail Family, and James C. Harper Endowments.

THEATRE

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. The department's program provides many opportunities for student involvement in its production season. Typically, four full-length plays and several one-acts are presented annually. Roles are cast by open audition and students are encouraged to audition regardless of experience level.

The Department of Theatre main stage productions (one each semester) are performed in the Duke Family Performance Hall, a 600+ seat proscenium theatre in the Knobloch Campus Center. The Barber Theatre, a flexible state-of-the-art performance space located in the Cunningham Theatre Center, hosts our second-stage series as well as student-directed one-acts and other student projects. All of our facilities are equipped with cutting edge technology including: moving lights, digital audio systems, scenic automation, and video projection capabilities.

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. Guest artists, including playwrights, directors, actors, and designers, work with students on a regular basis.

There is ample opportunity to see professional theatre in the area. Davidson's Artist Series regularly brings touring performances into the Duke Family Performance Hall. Several venues in Charlotte - including the Knight Theatre, Spirit Square and the Blumenthal Performing Arts Center - host high-quality touring productions. Other area venues feature locally produced shows. Opportunities to see these productions are regularly offered through organized field trips.

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 educational experience. 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 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 85 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. Seventeen 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 women's lacrosse and volleyball; men's rugby and weight lifting; and open clubs for men and women in sailing, fencing, water skiing, crew, canoeing, ultimate frisbee, field hockey, tennis, and soccer.

Davidson's physical education program is based upon the belief that physical activity is important to a person's overall development. 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 Courses section.

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 facility 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

As a college related to the Presbyterian Church (USA), Davidson values the life of the spirit and fosters openness to and respect for the world's various religious traditions.

Worship opportunities on campus include Catholic Mass, and Episcopal Eucharist on Sundays, several ecumenical Christian services led by students and the chaplaincy staff throughout the week, and a monthly Shabbat service.

Student-led religious organizations provide opportunities for fellowship, faith-based community service, scripture study and the celebration of holy days in their

respective traditions. Among these groups are: Canterbury Episcopal Fellowship, Catholic Campus Ministry, Hillel (Jewish), Methodist College Fellowship, Muslim Students Association, Orthodox Christian Fellowship, Reformed University Fellowship (PCA), and Westminster Fellowship (PCUSA). Non-denominational Christian organizations include Campus Outreach, InterVarsity Christian Fellowship and Young Life. Our Interfaith Fellowship also draws together Buddhist, Christian, Hindu, Jewish and Muslim students, as well as students of no specific tradition who are spiritual seekers for conversations, retreats and visits to houses of worship in many traditions.

Davidson's chaplaincy staff includes Presbyterian clergy, a Catholic lay minister, and a Rabbi. Our chaplains offer pastoral care and counseling to all members of the college community and coordinate activities including on-campus worship, international mission/study trips, programs integrating service and social justice, and interfaith dialogue.

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, attending movies in Davidson or nearby, going to Charlotte for dinner and other entertainment, bowling in Huntersville, or skiing at Beech Mountain. In addition 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. Spring Frolics, 'Aftermidnight,' The Red and Black Ball, Dance Ensemble performances, Homecoming, major concerts, and the Campus Christmas Party are a few of the major events. Social activities are planned and produced by students.

THE KNOBLOCH CAMPUS CENTER

The 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 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 terrace 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 include the Black Eyed Peas, Bill Cosby, Ben Folds, Dave Matthews and Tim Reynolds, John Mayer, Bob Dylan, Ludacris, OAR, the Roots, Indigo Girls, Akon, and Death Cab for Cutie. Recent Public Lecture Committee and College Union Speakers Committee guest speakers include Fareed Zakaria, Paul Krugman, Sister Helen Prejan, Derek Walcott, Zadie Smith, Ron Suskind, Marian Wright Edelman and Elizabeth Gilbert.

Students, assisted by faculty and staff, are responsible for the Artists Series which has recently presented the Poncho Sanchez Latin Jazz Band, Chicago City Limits, Dayton Contemporary Dance Company, Cirque Le Masque, the Second City Touring Company, Fuygako Taiko Drums, Hubbard Street II, Omar Sosa, Ladysmith Black Mambazo, Break, The Urban Funk Spectacular, Soweto Gospel Choir, Punch Brothers featuring Chris Thile, and Celtic Crossroads.

The Davidson Outdoors Center invites students to get away from campus on weekend trips for canoeing, rock climbing, camping, hiking, and skiing. Two professional staff members work with a group of twenty student trip leaders to provide outdoor 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.

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

STUDENT GOVERNMENT

As stated in the by-laws of the Student Government Association (SGA), 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

The Chidsey Center for Leadership Development is Davidson College’s clearinghouse for leadership development programs, resources and opportunities. The mission is to cultivate opportunities for Davidson students to build on their existing strengths and abilities so that they may be effective leaders in any group or setting. The Chidsey Center offers students several programs for enhancing and building a leadership style and philosophy. Each component is designed to meet a student’s individual needs, regardless of prior leadership experience.

Chidsey Leadership Fellows participate in a four year, comprehensive leadership development program that offers participants an opportunity to develop a strong foundation for a life of leadership. This program is open to first year Davidson students and does require a four year commitment.

Leadership Davidson is a year-long leadership development program where students partake in weekly seminars designed by the participants themselves and are mentored by successful leaders in the business and nonprofit sectors. Leadership Davidson is open to rising Sophomores, Juniors, and Seniors.

The Annual Leadership Retreat is a three day event where students explore leadership development topics that are relevant to a broad cross-section of the student body. The retreat is planned by a committee comprised of students, staff, and faculty. The Leadership Retreat is open to all students. It takes place in the Spring Semester after final exams and before commencement.

Once each semester, the **Chidsey Leadership Lecture Series** features Davidson Alumni and other inspiring leaders who have made exceptional contributions to their communities. Speakers are invited to give a lecture, eat dinner with students beforehand, and meet with students during the day in a class, workshop, and/or informal setting. Speakers are selected not just by their visibility, but rather by their unique experiences that can be applied to diverse student groups.

Leadership Coaching is provided to students and organizations by request. Student leaders meet one-on-one with the director of student leadership development to discuss the individual leadership challenges they face. They can also request support to facilitate a session with their group to address a particular problem. Past leaders have requested help with group dynamics, building accountability, managing among their peers, and transitioning the executive board. Contact the Chidsey Center at x2122 or [ChidseyLeadership@davidson.edu](mailto:ChidseyLeadership@ davidson.edu) to request an appointment.

In addition, Chidsey Leadership regularly sponsors leadership workshops, retreats and learning opportunities open to all students throughout the year. The Chidsey Leadership Office houses a library of books, tapes, dvds and other resources for more self directed research and learning.

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. Students may also 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:

Asian Cultural Awareness Association – A student-led organization for all members of the Davidson community interested in the Asian American culture. A variety of social and cultural activities are sponsored 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.

Counselor for Minority Outreach—One of the counselors at the Student Counseling Center is designated in this manner. As such, the CMO has a special responsibility to address the community needs and resources for minority students, who include ethnic/racial minorities, international students, and those first in family to attend college. This responsibility includes performing needs assessment on campus, coordinating Counseling Center services and programming with that of others on campus working with minorities, planning and providing or supporting minority-oriented programming, and supporting minority students in expressing their needs to faculty and administration.

Davidson Africa Students Association—DASA is a student led organization designed to promote African Awareness and culture. Open to all members of the community, DASA sponsors many cultural and social programs throughout the year.

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.

Gay-Straight Alliance—The GSA is the main organization at Davidson with the fundamental aim of enhancing the College's understanding and acceptance of issues related to sexuality. A long-time fixture on Davidson's campus, the GSA represents those members of the College community who identify as gay, lesbian, bisexual, transgender, and questioning (GLBTQ) as well as straight allies. Membership in GSA includes students, faculty and staff.

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.

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

Students Together Reaching for Individual Development in Education—S.T.R.I.D.E. is a support program for first-year, ethnic minority students to assist with their adjustment to Davidson College. A series of designed experiences offer academic, cultural, and social support, as well as vital information to aid students in understanding and working effectively within the college community.

COMMUNITY SERVICE AT DAVIDSON

Davidson College's commitment to service is clear in its statement of purpose: "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." While service and community involvement are principles practiced across campus, the Community Service Office serves as the hub for service efforts on campus. Through its programs, events, and resources, the office works with students, faculty, staff and community members to promote learning through service and engagement with the community.

Bonner Scholarship Program—Davidson College is honored to be one of 80+ schools nationwide that partner with the Bonner Foundation. The Bonner Scholars Program is a four-year scholarship program that centers on a strong team of students working to bring about positive community change through service, research, and action. A group of 80 students, 20 per class, establishes an appreciation of local and global needs through direct service and group meetings that are educational and reflective in nature.

Community-based Learning—The Community Service Office connects direct service with education by providing resources to faculty who wish to integrate community-based learning into their curriculum as well as those who wish to make connections with their service work outside the scope of an academic course. Students involved with service contribute to a community-defined need while also learning about social issues and the value of community involvement. Further, valuable skills—such as problem solving, critical thinking, community, working with others, planning, and implementation—are developed in the process. Students may enroll in courses which include a community service component; courses of this kind exist in political science, foreign language, biology, economics, English, math, and psychology. In addition, students may pursue independent study work addressing community concerns.

Freedom Schools™—The Children’s Defense Fund describes its Freedom Schools program as “an educational and cultural enrichment program that provides summer options for children where there are none and strengthens parent and community involvement with the year-round achievement of children.” Freedom Schools at Davidson College serves a limited number of children in primary and secondary grades. The program integrates reading, conflict resolution and social action in an activity-based curriculum that promotes social, cultural and historical awareness. Davidson College students primarily serve as servant leader interns for programs at a site in the community.

Leaders in Service—Organizing around service provides students with an incredible opportunity to assume leadership roles. Many opportunities exist both on and off campus for students to take on such positions. The following are several initiatives and organizations that focus on service and social change:

Care Interns—Each summer six students are awarded eight-week Care Internships. They live on campus, intern with local non-profit organizations, and meet regularly to explore questions of identity, purpose, faith, and vocation.

Engage for Change—This student-led, campus-wide initiative is designed to unite the student body and engage in discourse regarding social change efforts. By combining efforts of several chartered student organizations, the intense focus enables students to encounter and respond to one theme for social action throughout the course of an academic year.

United Community Action (UCA)—Student run, this organization coordinates many student community service efforts and works to address community needs. These student leaders work 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 UCA’s work.

The college employs four staff members who work with students on a regular basis to coordinate and initiate community service efforts or projects. Overall, Davidson provides a wealth of one-time and on-going opportunities for students to work directly in the community in meaningful ways.

COMMUNICATIONS

Students interested in writing, editing, photography, or broadcasting enjoy working on the following publication and broadcast media:

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 news and arts magazine written, edited, managed, and produced by students. *Libertas*, 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.

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 interactive workshops—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: Seminars and workshops on resumes, cover letter writing, internship and job search techniques, networking, interviewing, and industry panels of alumni prepare students to implement 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. Career Services provides an online database of internship, community service, and volunteer opportunities. These experiences are regarded as the best first phase of the career implementation process.

Alumni and Parent Resources: Students are encouraged to seek information and advice on careers from alumni and parents. A database of alumni mentors, citing type and place of employment or graduate study are available online through the eCareers system 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.

Career Coaching & Networking: 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. In the past year 1013 organizations engaged in recruiting through Career Services' campus-based programs and activities. Through Davidson's relationship with Selective Liberal Arts Consortium, a consortium of leading colleges and universities, seniors also have the opportunity to interview in Boston, Chicago, New York City, and Washington, D.C. In partnership with CSO Interfase, Davidson provides extensive online job search and campus recruiting support to students via eCareers.

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.

Davidson has pre-professional groups headed by Davidson faculty and supported by a Career Services staff member.

Exploring Options Beyond Campus: Students may wish to spend a semester away from campus to go abroad, study at other institutions, or enhance their development through volunteer service or work. The career counselors are available to provide counseling and assist with planning for these options.

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 are also issues that are addressed at the SCC.

The SCC is located in the same building as the Student Health Center. The clinical staff consists of master's- and doctoral-level licensed psychologists and counselors who have experience working with the college-aged population. There is no charge beyond tuition for services provided by SCC professional staff, and any student may be seen

for up to ten individual sessions per academic year. (Arrangements for private services can be made for students who will need more services than allocated.) The relationship between student and counselor is professional and is fully confidential within the confines of safety of self and others. The Student Counseling Center is open 8:30 a.m. to 5:00 p.m., weekdays. A counselor is “on call” after hours and weekends for psychological emergencies.

In addition to one part-time, private psychiatrist on-site, the SCC has established referral relationships with excellent nearby private psychiatrists. Students are financially responsible for such private services. Entering students who have previously received counseling or psychiatric services and wish to continue at Davidson are encouraged to contact the director in the summer before arriving on campus. The SCC provides education/prevention by presenting talks and workshops, on a variety of topics, to student groups and staff/faculty during the academic year.

Student Health Center—The Davidson College Student Health Center 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 includes a full-time health educator who is available for individual consultation and extensive health-related programming. A nutritionist is also available for individual consultation at the Student Health Center.

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 nurse and physician services are available to students at no additional charge, with the exception of laboratory work, medical supplies, and medications 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 isolation and observation or for students recovering from surgery. There is a modest fee for an overnight stay which covers routine medical supplies. Meals will be catered by Vail Commons at a charge to the student.

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 local private dental practices. An optometric practice is located in Davidson (1/2 mile South of the college). Ophthalmologists are available in Cornelius (4 miles), Mooresville (7 miles), and Charlotte (19 miles). A private physical therapist is available in Davidson.

Services for Students with Disabilities—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 students with disabilities. Students with disabilities who request help are able to receive individualized assistance.

The Associate Dean of Students assists students in locating available resources in the college community and ensures that services are provided consistent with applicable law and college policies. Additionally, there are various student organizations that provide support and information to students with disabilities.

Special procedures have been developed for students with diagnosed 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 at 1-800-735-2962.

Davidson College Campus Police Department—The Campus Police Department exists as a support unit of the college for the purpose of establishing and maintaining an atmosphere in which people can go safely about their varied activities. The Davidson College Campus Police Department is the primary response agency for all crimes and incidents on campus, providing emergency assistance, investigating and documenting incidents, and is the liaison with local police, fire, and medical response agencies. The Department is located in the Tomlinson building and provides public safety services 24 hours-a-day, 7 days-a-week. Campus Police Officers may be reached at any time by dialing extension 2178 from any on-campus phone, or the duty phone at (704) 609-0344.

The Davidson College Campus Police Department enforces state laws concerning the possession of illegal weapons on campus. Weapons, including but not limited to firearms, explosives, fireworks, and martial arts weaponry, are not permitted on any property owned or leased by Davidson College. Violators are subject to disciplinary action and criminal charges. The college also reserves the right to remove from the possession of anyone on campus (or their residence) any item which may be deemed a threat to the safety and well being of others on campus. Such items include, but are not limited to knives, pellet guns, and other objects, which in and of themselves may not be illegal.

INVOLUNTARY WITHDRAWAL

The college reserves the right to suspend, enforce the withdrawal of, or indefinitely suspend 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.



ACADEMIC PROGRAM AND POLICIES

Every effort is made to keep the information in this section current. Changes are sometimes made after the printed catalog goes to press; the online catalog (<http://catalog/davidson.edu>), however, stays current. The schedule for any semester is published separately on the web. The College must reserve the right to cancel any course if there is insufficient demand or if there are circumstances beyond the College's reasonable control. Students should consult with their advisers and the Registrar's Office in planning their program. New students in particular should consult the Registrar's Office pages on the Davidson College web site, www.davidson.edu .

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	
Environmental Studies	<i>(available for class of 2014)</i>	

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, Biochemistry, Communication Studies, Computer Science, Education, Environmental Studies, Ethnic Studies, Film and Media Studies, Gender Studies, Genomics, International Studies, Medical Humanities, and Neuroscience. Requirements for concentrations are described in the section following the Theatre Department course listings in the print catalog and in the Academic Departments and Concentrations section in the Online Catalog. Students pursuing a concentration may not pursue a double major or a minor.

Some departments or programs 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. 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 Arabic, Chinese, Communication Studies, Computer Science, Greek, Humanities, Latin, Military Studies, Physical Education, Russian, South Asian Studies, and Education. Through the Teacher Education Program students may complete the necessary course work to apply for a teaching license. Students have various opportunities for independent and interdisciplinary studies, study abroad, and 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 oral communication courses. To develop their skills in writing and analysis, students may select one of the following options to satisfy the college composition requirement: a designated writing course (WRI 101), with a variety of specific topics offered, or the four-course humanities sequence (HUM 150, 151W, 250, 251). The writing courses (WRI 101) are discussion-based, writing-intensive. They 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.

Computers are used in most laboratory science and 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 available in the Office of the Vice President for Academic Affairs and the library.

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. The period of residence must include the senior year (at least the final 7 courses). Courses in off-campus programs officially sponsored by Davidson College are

considered to be courses in residence.

3. Complete the foreign language requirement by successfully completing the intermediate level (201 or higher) of a Davidson foreign language course, by an approved transfer course at an equivalent level, or by equivalent proficiency as determined and certified by the appropriate Davidson foreign language department. Courses offered through the Self-Instructional Language Program do not satisfy the foreign language requirement. A student who satisfactorily documents that English is not his or her first language satisfies the foreign language requirement through the requirement in composition. It is strongly recommended that the student complete the foreign language requirement before entering the senior year.
4. Complete the composition requirement by completing successfully by the end of the first year at Davidson College a designated writing course or the first two courses in the Humanities Program (HUM 150, 151W). Advanced Placement or other credits completed prior to college matriculation do not satisfy the composition requirement.
5. Complete all requirements for a major field of study, including an average of 2.0 on all courses in the major. For the computation of the major grade point average, when a course is repeated, only the most recent grade counts.
6. Complete the Distribution requirements.
At least one of the three must be a course in Mathematics or Computer Science and at least one must be a science course with a laboratory. At least six of the ten distribution requirements must be completed for a student to enter the junior year. It is strongly recommended that the student complete all ten distribution requirements before entering the senior year.
 - a. *Literature*: one course from among the specified courses in the Departments of Arabic, Chinese, Classics, English, French, German/Russian, and Spanish.
 - b. *Fine Arts*: one course from among the specified courses in the Departments of Art, Music, and Theatre.
 - c. *History*: one course from among the specified courses in the Department of History.
 - d. *Religion and Philosophy*: two courses, at least one of which must be in Religion, from among the specified courses in the Departments of Religion and Philosophy.
 - e. *Natural Science and Mathematics*: three courses from among the specified courses in the Departments of Biology, Chemistry, Mathematics, and Physics.
 - f. *Social Sciences*: two courses from among the specified courses in the Departments of Anthropology, Economics, Education, Political Science, Psychology, and Sociology.

The four-course Humanities sequence (150, 151W, 250, 251) satisfies the composition requirement and distribution requirements as follows: literature (one course); history (one course); and religion and philosophy (two courses, including one in religion). A student who withdraws from the Humanities sequence after one semester receives one credit toward graduation, but neither distribution nor composition credit.
7. Complete a course designated as satisfying the Cultural Diversity requirement. Such courses deal principally with one or more cultures that differ from the predominant cultures of the United States or Europe.

8. No single course satisfies more than one distribution requirement, but a course may satisfy a distribution requirement and other requirements such as cultural diversity, major, minor, concentration, and (for courses above the 201 level) foreign language. The Registrar may designate a transfer credit (including AP or other pre-college credit) as satisfying a foreign language, distribution, composition, or cultural diversity requirement following, as occasion demands, consultation with appropriate department or program chairs.
9. Satisfy the requirements in physical education as follows: Davidson 101, required of all students, including transfers, during their first semester at Davidson; two (2) Lifetime Activity credits (courses numbered PE 2xx, 3xx, and 5xx;) and one team sport credit (PE 4xx). Students are encouraged, but not required, to complete the physical education requirement by the end of their sophomore year. 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 as one of their Lifetime Activity credits.

The college awards degrees only at the end of the spring semester during the Commencement Exercises and at the end of the summer (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 their class standing as they enter. In order to extend study into the fifth year (9th semester), a student must apply to the Curriculum Requirements Committee.

A student who completes requirements for two majors in departments that offer majors leading to different degrees must choose the degree to be conferred, Bachelor of Arts or Bachelor of Science.

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 adviser 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:

3.500 – 3.749	cum laude
3.750 – 3.999	magna cum laude
4.00	summa cum laude

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 must meet the requirements outlined below:

- A. *For entrance to the sophomore class or the third semester*, the student must have completed seven courses (8 courses represent normal progress), including the composition requirement. 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 adviser.
- B. At the time of entrance into the fourth semester (second semester sophomore year) a student with a cumulative grade point average of 1.7 or below at the end of the third semester must immediately make an appointment in the office of the Dean of Students to assess clearly the steps necessary to achieve the average of 1.8 required for entry into the junior class (fifth semester).
- C. *For entrance to the junior class or the fifth semester*, the student must have completed 15 courses (16 courses represent normal progress) and must have a cumulative grade point average of at least 1.80. In addition, the student must have completed six of the ten distribution requirements (described above under "Requirements for Graduation"), must have completed three of the four required credits in physical education including Davidson 101, and must have officially declared a major.
- D. *For entrance to the senior class or the seventh semester*, the student anticipating graduation in May must have completed 24 courses; the student may become a senior anticipating August graduation with 22 courses.

Students who do not meet the appropriate minimum Standards of Progress are ineligible to return for the fall semester. Some course deficiencies existing at the end of an academic year (May) may be made up through a summer contract course with a Davidson faculty member or through approved transfer credit. (*Note, however, that transfer credits do not affect the grade point average.*) The Curriculum Requirements Committee specifies Standards of Progress for students whose records are irregular and who do not fit the requirements for one of the categories above.

The Executive Committee of the Faculty may require a student whose academic work is unacceptable to withdraw from Davidson at any time. No student who has been required to withdraw is guaranteed readmission. A student wishing to return must apply to the Dean of Students for readmission. The Executive Committee of the Faculty states the minimum conditions under which the student may return.

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

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 the process of producing graduates with a world vision. Some of the components of Davidson’s international studies programs are described below.

Dean Rusk International Studies Program

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, a 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, a 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 programs it organizes in the Charlotte area and through 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 International Studies 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. In addition to its grant-making and campus programming activities, the Dean Rusk Program also includes the offices of the International Students Adviser and the Study Abroad Coordinator.

The Dean Rusk Program is located in the heart of campus on the first floor of Duke Residence Hall. Reflecting its mission to build global bridges between students’ lives inside and out of the classroom, the Dean Rusk Program is the only curricular or co-curricular program located in a residence hall. Its lounge, kitchen, and courtyard provide valuable programming resources to internationally-themed student organizations and residential communities.

International Students

Davidson College defines international students broadly to include dual 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 are meant to encourage a meaningful educational experience while students achieve personal and academic goals.

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

Study Abroad

Davidson encourages students to study in other countries and offers the following specific opportunities: the junior year or semester in Tours, France; the junior year or semester in Berlin, Germany; a fall semester program in India; a fall semester program in Peru, and a spring semester Classics program. The cost of semester and academic year programs, including tuition, room, board, and some travel expenses, 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 the year or semester study abroad program. The college also offers a summer archaeological dig in Cyprus and summer programs in England, Ghana, Kenya, Spain, and Zambia (see descriptions below).

Students may also study abroad with programs provided by other accredited American colleges and universities. However, the College seeks to direct students toward quality programs that support their Davidson education. Balancing institutional needs, including course offerings and student housing, also compels the College to manage the number of students studying abroad in a given semester. Beginning in the fall semester, 2011, the College reserves the right to set limits on the number of students who may study abroad with non-Davidson programs in the fall and spring semesters. Also beginning in fall 2011, students who wish to receive academic credit for work done as part of a non-Davidson study abroad program must select from a list of programs that have been approved by the International Education Committee. The list of approved programs is available in the Study Abroad Office, as is a more extensive description of policies designed for students who wish to make study abroad a part of their Davidson education. There is a non-refundable administrative fee of \$350 for students participating in a non-Davidson program for a semester or a year.

For its own programs abroad, the College must reserve the right to cancel or modify any program if there is insufficient enrollment or if there are circumstances beyond the College's reasonable control.

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 at the *Institut de Touraine* in Tours.

With a population of 250,000, Tours is the cultural capital of the Loire Valley. Known for its historic towns, Renaissance châteaux, and striking natural beauty, the *Val de Loire* has been designated a World Heritage Site by UNESCO. The city of Tours boasts a rich and varied architectural heritage with the old city — *Le Vieux Tours* — attracting students and visitors alike to its lively Place Plumereau. A network of regional trains connects Tours to Orléans, Chenonceaux, Amboise, and other nearby sites of interest. Paris and its attractions are fifty-five minutes away by high-speed train.

The program begins 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 and elsewhere (examples: Morocco, Corsica). The academic year program ends around mid-June. Students typically earn 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.

DAVIDSON/DUKE IN BERLIN (GERMANY): Offered in conjunction with Duke University, the program allows students to study in Berlin in the fall or spring semester or for the full academic year. The fall program is based at Humboldt University; in the spring, students may attend courses at any of the three major universities in Berlin: the Humboldt University, the Free University, or the Technical University. A resident director assists with academic and personal matters and teaches one course per semester; the staff of Davidson's Department of German works with students to structure the program that best meets their needs.

The fall program begins in late August and runs through mid-December; the spring program begins in early February and ends in late July. For students on the full academic year program, there is a six week break between semesters. Students typically earn four course credits for a semester and up to eight courses for the academic year. There is also a six-week summer program, typically yielding two course credits.

For the fall program, which is language-intensive, students should have language proficiency comparable to one year of college study of German; for the spring program, proficiency comparable to two years of college study is expected.

Semester Programs

DAVIDSON IN INDIA: The South Asian Studies Program offers an opportunity to study and travel in India during the fall semester of even-numbered years. Following a one-week orientation session at Davidson, students travel to India with the Davidson faculty director. There they attend lectures on Indian history, culture, and society by Indian scholars 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 Semester-in-India program is intended for juniors and seniors; occasionally sophomores have been included. The program takes place in the fall of even-numbered years, next in 2012. Applications from non-Davidson students are welcome.

DAVIDSON CLASSICS SEMESTER ABROAD: This four course program studying the art, archaeology, history, and literature of classical antiquity is conducted on location in Greece, Italy and Turkey; at the discretion of the director, sites in other countries may be included as well. Open to all sophomores, juniors, and seniors; limited to sixteen participants. The program takes place in odd-numbered springs, next in 2011.

DAVIDSON IN PERU: Students live with families in the city of Arequipa while taking two intensive Spanish language courses, a course taught by the resident director, and a course taught by a team of Peruvian professors. Group excursions are included. Sophomores, juniors, and seniors are eligible regardless of major. Spanish language background is recommended but not required. The program takes place in odd-numbered falls, next in 2011. Applications from non-Davidson students are welcome.

Summer Programs

DAVIDSON IN CYPRUS: In some 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 ENGLAND (THE CAMBRIDGE PROGRAM): A six-week summer program at Magdalene College of Cambridge University is jointly sponsored by the Departments of English and History for up to 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 toward 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. 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 as enrollment warrants. Applications from non-Davidson students are welcome.

DAVIDSON IN KENYA: Some summers, a small group of Davidson students with an interest in medicine spends three or four weeks in Kenya, where they work in hospitals in the Nairobi area. In the spring semester before the summer experience, or the fall after, students enroll on the Davidson campus in Biology 368: The Study and Treatment of Human Disease: Western and Third World Perspectives. Each student studies two diseases and consults with an area physician concerning treatment.

DAVIDSON IN SPAIN: Davidson offers a five week summer program in Cádiz, Spain. After a week of group travel through Spain, students take two courses in Cádiz while living with host families. Specific course credits depend on the student's level of preparation. Applications from non-Davidson students are welcome.

DAVIDSON IN ZAMBIA: This three week summer experience offers students an opportunity to work and study at a mission hospital in Mwanzi, Zambia. Mwanzi is a community of about 6,000 located on the northern fringes of the Kalahari Desert along the Zambezi River. It is approximately 150 miles west of Livingstone, Zambia, and Victoria Falls, Zimbabwe. Students participating in this experience have the opportunity to work with Zambian doctors and health care staff in the Mwanzi mission hospital and in bush clinics in surrounding communities. Students learn about diseases and other health concerns, (e.g., malnutrition) that are prevalent in third world Africa. Preparation for the summer experience begins during the spring semester at Davidson or continues with a course during the following fall. Students enroll in a seminar course, which concentrates on the study of infectious diseases and treatments for those diseases. In addition, students learn about the culture and history of Zambia.

Students may also participate in the following programs with which Davidson College is affiliated:

SWEDISH PROGRAM: Located in Stockholm, where students take special program courses in Swedish language, economics, literature, history, and politics. Students live with families or in student apartments. Group excursions and activities are scheduled.

SCHOOL FOR FIELD STUDIES: See information under the Department of Biology.

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 a dozen courses on the region are taught by faculty members representing the academic perspectives of art, history, religion, and sociology. Instruction is also available in Hindi through the Self-instructional Language Program. Davidson offers a Semester-in-India 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.

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, Arabic, and Chinese, it also offers a Self-Instructional Language Program (SIL) that enables qualified students to study less commonly taught languages for which classroom instruction is unavailable. Each offering is an intensive audio-lingual course utilizing appropriate texts and audio/video materials, combined with three hours of small group work per week with a native speaker. The emphasis is on the spoken language with some work on basic reading and writing skills. A final oral examination,

which forms the basis for the semester grade, is conducted by a specialist, usually invited from another institution. The languages offered depend on the current availability of native speaker conversation partners and appropriate materials. Self-Instructional Language Program courses do not satisfy the foreign language requirement or the cultural diversity requirement. Normally, participants must satisfy the foreign language requirement before enrolling in a SIL course. An additional fee is required. For more information, see the section about the program under Courses of Instruction.

The College Writing Program

The College Writing Program supports students who produce academic writing at Davidson and the faculty who teach its practices throughout the curriculum. The Program sponsors writing in a variety of styles, genres, and disciplinary contexts across the college, which values writing as a core feature of undergraduates' intellectual lives. The Program's mission is to promote a robust rhetorical culture at Davidson by:

- A. Offering students practice in analysis, intellectual argument, and other forms of writing associated with civic and scholarly publics;
- B. Fostering effective and innovative methods for teaching writing in the liberal arts;
- C. Guiding students in research practices and writerly ethics, with an emphasis on making fair and effective use of the work of others; and
- D. Regularly assessing students' work as writers.

The Program also supports the work of the Davidson Writing Center, which provides students free-of-charge consultations on any aspect of their written work – from planning to drafting to revising. The Program also offers workshops and symposia for faculty who currently teach writing courses or plan to teach them in the future.

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 advisers 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, pre-medical and pre-dental students complete the same course of study. Medical schools in particular recommend that pre-medical 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, pre-medical and pre-dental students may major in the department of their choice. Third, pre-medical and pre-dental students, whether they major in the sciences or in other areas, are encouraged to take a variety of courses outside their major.

A. Required Courses, Tests and Recommendations

1. **Course work** – Pre-medical and pre-dental students must take the following courses: Biology 111 and 112; Chemistry 115, 201, 202, and 215; Physics 120 and 220 or 130 and 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. **Pre-medical Advisory Committee (PAC) Recommendation** – The Committee, which is chaired by the Pre-medical Director, evaluates pre-medical 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 each 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 International Studies 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 Pre-medical Society of Davidson College. The Pre-medical honor society, Alpha Epsilon Delta (AED), recognizes excellent pre-medical 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 Pre-Medical Students

1. **Pre-medical Director**—The Pre-medical director is the adjunct adviser for all pre-medical and pre-dental students and assists in all matters related to admission to professional school.
2. **Pre-medical Society and AED**—These organizations provide opportunities for leadership, citizenship and education through a variety of programs including a speaker series, community service opportunities, social activities, and the AED's MCAT Forum and practice interviews.

PRE-LAW SOCIETY: The Pre-Law Society works closely with the Careers Office to provide guidance to students interested in pursuing legal careers. Membership in the Pre-Law Society offers students the following: information on legal careers and the law school admission process; LSAT prep courses; sample LSAT; 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 distribution requirements in the Social Sciences.

TEACHER LICENSURE: Through a series of articulation agreements with Duke University, Queens University of Charlotte, and the North Carolina Department of Instruction, Davidson College provides a course of study leading to North Carolina initial licensure/certification at the secondary level in the fields of English, French (K-12), Latin, Mathematics, Spanish (K-12), Science (which includes majors in Biology,

Chemistry, and Physics), and Social Studies (which includes majors in Anthropology, Economics, History, Political Science, Psychology, Sociology, and Religion). All course work is completed at Davidson. Through reciprocity agreements, North Carolina licenses are accepted in forty-two 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 web site (www.davidson.edu) and provides all details related to licensing procedures.

ENGINEERING DUAL DEGREE 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 human problems, Davidson has cooperative dual degree engineering programs with Columbia University in New York and Washington University in St. Louis. The student attends Davidson for three or four years and, if accepted, attends the engineering school for the last two years. Students are guaranteed admission to these two affiliated engineering schools if they complete the science and math prerequisites and achieve, for admission to Columbia, a 3.0 GPA, or, for admission to Washington University at St. Louis, a 3.25 GPA.

A student electing the 4/2 path in this program completes a normal Davidson degree program. The required science and math courses can be taken as electives or can be part of a Davidson major course of study. Students electing the 3/2 path attend Davidson for three years and attend the engineering school for the last two years. Davidson academic departments, in consultation with the engineering adviser, will count some engineering courses toward senior-year departmental course requirements. Upon successful completion of the prescribed courses in the dual degree program, the student receives bachelors degrees from both Davidson and the engineering school.

To receive a Davidson degree under the cooperative dual degree plan a student must:

1. complete at Davidson all distribution requirements with at least a "C" average;
2. choose a Davidson major and complete a course of study for that major;
3. complete Davidson graduation requirements in foreign language, composition, cultural diversity, and physical education; and
4. graduate from one of the cooperating schools in an approved engineering curriculum.

Other 4/2 engineering options exist, which include applying to any engineering school for an M.S. or Ph.D. program or an M.B.A. program. Admission to these programs is not guaranteed.

Since many of the required preparatory courses for the 3/2 path 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 adviser, Dr. Tim Gfroerer

ARMY RESERVES 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 that are 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 and leadership labs in military studies with various summer training opportunities. 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 six tracks of instruction: leadership, personal development, values and ethics, officership, military tactics, and physical training. No military commitment is incurred 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 officers. The course provides instruction in advanced leadership development, military history, training management, organization and management techniques, tactics, logistics, and the military justice system. Advanced Course students attend a 32-day ROTC Leadership Development and Assessment Course (LDAC) 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 LDAC.

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 may apply for a 4-year scholarship online at www.goarmy.com before January 10th. Davidson College students may apply for other types of scholarships. Army ROTC scholarships provide full tuition and mandatory fees, an allowance for books, and a monthly personal expense stipend. Guaranteed National Guard or Army Reserve Commissions are available. Students interested in a part-time career with the National Guard or Army Reserves may apply for GRFD scholarships.

A Davidson student may also participate in other military programs. See “Outside Resources” in the section on Admission and Financial Aid.

ACADEMIC OPTIONS

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

CHARLOTTE AREA EDUCATIONAL CONSORTIUM (CAEC): The Charlotte Area Educational Consortium is composed of more than 20 colleges and universities in the greater Charlotte area. Through the CAEC students taking a full course load at Davidson may, during the regular academic year, take an additional course (one not normally offered at Davidson) at no extra cost by cross-enrolling at another CAEC institution. Students must provide their own transportation to the institution at which they are cross-enrolling. Additional information is available in the Registrar’s Office.

CONTRACT COURSES: Students may arrange with individual professors to initiate and take independent study 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 PSYCHOLOGY PROGRAM: During the summer, Davidson offers a one-course program in Clinical Psychology at Broughton Hospital in Morganton, NC. Students receive credit for Practicum in Psychology (Psychology 290). The program includes supervised work in the service units of the hospital.

DAVIDSON-HOWARD UNIVERSITY PROGRAM: Davidson and Howard University in Washington, DC, have a cooperative arrangement that allows Davidson students to study for a year at Howard. Additional information is available in the Dean of Students Office.

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 institution. The exchange of students is on a one-to-one basis for a semester or a year. Additional information is available in the Dean of Students Office.

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, DC. 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. Students 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 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 Pre-medical Studies or Medical Humanities Programs.

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 five SFS research centers: 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 385 (for summer programs).

STUDENT RESEARCH OPPORTUNITIES: Advanced students may apply for summer research opportunities with faculty who receive externally funded or Davidson College faculty study and research grants. 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 supplemental housing grants which help defray the expense of remaining on campus for eight to ten weeks. The Abernethy Endowment, the Dean Rusk International Studies Program, the Summer Research Program, and the Kemp Scholars Program also provide students with funding for study and research projects during the summer or the academic year. Application guidelines and due dates for each program are announced annually.

VANN CENTER FOR ETHICS: The Vann Center for Ethics sponsors a wide range of ethics forums on campus throughout the academic year that are open to Davidson College students, faculty and staff, as well as the surrounding community. Professors occasionally require their students to attend relevant Vann Center events in connection with their classes. The Director of the Vann Center, who also holds the title of Professor of Applied Ethics, teaches ethics courses primarily through the Center for Studies; course offerings include Ethics and Warfare, Business Ethics and Consumer Responsibility, and Ethics in Professional Life. The Director is also available to supervise independent study courses designed in consultation with students. The Vann Center hosts an interactive blog on diverse topics entitled “On Balance,” at <http://ethics.davidson.edu/>, and provides other resources in practical ethics at www.davidson.edu/ethics, which are intended in part to support student research and reflection in practica

ACADEMIC SUPPORT

THE LIBRARY

Davidson College librarians partner with faculty to educate students in information literacy, defined by the American Library Association as “a set of abilities requiring individuals to ‘recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.’” Librarians teach students in a Davidson 101 module, sessions in *W* courses and in 100-400 level courses, and one-on-one through research consultations.

In addition to teaching, librarians assist faculty in building the library’s collection of books, journals, electronic resources, and federal government documents. This outstanding collection currently stands at over 700,000 print volumes, 46,000 print and electronic journals, over 40,000 e-books, and hundreds of databases, each carefully evaluated and selected to support the Davidson curriculum and faculty and student research. Over 200 endowed materials funds augment the college budget and are used for the purchase of library materials. In addition, the library is a selective federal government depository; since the mid-nineteenth century, it has received over a quarter of a million U.S. public documents, a rich collection of primary sources serving both the Davidson community and the general public. An ever-expanding array of online resources, including not only government documents but also subscription databases and scholarly materials, is accessible through the library’s web site; the librarians also provide faculty and students with web-based guides to and tools for using these and other specialized materials. Most electronic resources are available off-campus as well as on campus through the library’s proxy server. Should students and faculty need materials that aren’t available at Davidson, the library also has a fast and efficient interlibrary loan service and can easily obtain books, articles, and other items from other libraries.

The E.H. Little Library, the main library, houses most of the research collections, study spaces, and computing facilities. It also serves as the primary service point for students needing research assistance. The Library offers a 24-hour study room, which is card-accessible when the library is closed, as well as several assistive technology workstations for students with learning, visual, or physical disabilities. Several other facilities within the Library are worth noting: the College Archives, which preserves and makes institutional records and manuscript collections related to the College and the town of Davidson available to researchers; the Davidsoniana Room, which houses books by and about Davidson alumni and faculty members; and the Rare Book Room, which contains incunabula, examples of fine printing, the Cumming Map Collection, and rare materials like the first edition of the world's first great encyclopedia, Diderot's *Encyclopédie, ou Dictionnaire raisonné des sciences, des arts et des métiers, par une société de gens de lettres* (1751-1765).

There are also two branches on campus. The music library, providing recordings and scores in support of the music curriculum, is located in the Sloan Music Center. The chemistry collection of books and journals is in the Martin Chemical Laboratory.

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, instructional technology, 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 several 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. Faculty members and departments often arrange for special training programs tailored for a particular course or application. Individual office consultations are available to assist faculty and staff with software applications.

A campus-wide high speed data network connects all buildings and residence halls. The campus is connected to the Internet. Faculty from a variety of departments schedule their classes and laboratory sections in classrooms equipped with Macintosh or Windows personal computers, each connected to the campus network. In addition, there are more than 1000 Windows and Apple Macintosh computers on the campus.

EDUCOM CODE: The statement below, known as the EDUCOM Code, is the policy of Davidson College. Members of the college community 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

THE MATH AND SCIENCE CENTER (located on the lower level of Belk, next to the computer lab): Assistance is offered to students in all areas of math and science, with a focus on the introductory-level courses. Trained and highly qualified peers hold one-on-one and small-group tutoring sessions on a drop-in basis or by appointment, as well as timely recap sessions ahead of scheduled tests. Help with lab reports, data interpretation, research projects, and oral presentations is also offered. Emphasis is placed on thinking critically, understanding concepts, making connections, and communicating effectively, not just getting right answers. In addition, students can form or join a study group and use the Math and Science Center as a group or individual study space.

SPEAKING CENTER (located in Chambers North Wing lower-level): Peer tutors are available to assist any student with both general and discipline-specific problems for such curricular and co-curricular presentations as speeches, group projects, and interviews. Assistance is available for dealing with such areas as speech anxiety, topic selection, research strategies, organization, and effective delivery. Resources include a media-equipped classroom for presentations, private rooms for tutorials, and digital video recorders to record presentations for analysis. Students may purchase DVD-Rs at the College Bookstore if they wish to retain a copy of their presentation. The Director of the Speaking Center, a professor of Communication Studies, teaches courses in principles of oral communication and communication studies and provides training and supervision for the peer tutors. Tutorials are free for all students.

TUTORING PROGRAM: The Office of the Dean of Students coordinates a tutoring 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. Students pay their tutors directly. Grant subsidies are available for students receiving need-based financial aid.

WRITING CENTER (located in Chambers North Wing lower-level): 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. Tutorials are free for all students.

LABORATORIES AND STUDIOS

KATHERINE AND TOM BELK VISUAL ARTS CENTER: This 43,000 square foot building, designed by the architect Graham Gund, houses classroom facilities for painting, drawing, printmaking, and sculpture. Art history is taught in the Semans Lecture Hall, equipped with video and sound technology, and in a seminar room, which doubles as a study room for art history slides and images. The Visual Arts Center contains two public galleries as well as studios and offices for faculty, the gallery director, slide collection and curator, 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 SCIENCE BUILDING: The Dana Science 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 computers. Major instrumentation includes a diode-pumped Nd:YAG laser coupled to a Ti-sapphire ring cavity, two pulsed Nd:YAG dye laser systems, a carbon dioxide laser system, a 1.3-m scanning monochromator, a Fourier transform infrared spectrometer, a differential scanning calorimeter, wavemeters and spectrum analyzers, a transient capacitance spectroscopy system, liquid helium and nitrogen cryostats, a Penning ion trap, and a 2-Tesla electromagnet. This equipment is used to study alkali atoms, negative ions, cellular and molecular biophysics, semiconductors, and doped insulators. Dana also houses the Physics Computation Center, which contains high-end workstations for science computation. The second floor of the Dana Science Building houses the cell and molecular facilities for the Biology department. There are two teaching laboratories where biochemistry, genetics, cell biology, microbiology, immunology, and developmental biology are taught. Student-faculty research facilities include research laboratories in genetics, genomics and proteomics, developmental neuroscience, and immunology. Specialized equipment rooms support student-faculty research and house major instrumentation including a DNA sequencing setup, DNA and RNA hybridization systems, PCR equipment, 96-well microplate reader, tissue culture facilities, a confocal microscope, inverted microscopes, epifluorescence microscopes, and image analysis work stations.

MARTIN CHEMICAL LABORATORY: The building houses a lecture hall, a seminar room, a computer lab, five instructional laboratories, seven laboratories devoted to student-faculty research, and several instrument rooms. A chemistry library — which features 4,700 books and 75 journal subscriptions, as well as online access to all American Chemical Society Journals — is also in this building. Major instrumentation includes a 400 MHz Fourier transform nuclear magnetic resonance spectrometer; a Fourier transform infrared spectrophotometer; and instruments for atomic absorption, ultraviolet-visible, circular dichroism, and fluorescence spectroscopy. Separation systems — such as an ion chromatograph, high performance liquid chromatograph, gas chromatographs, and a GC-mass spectrometry system — are also available. Other equipment includes electrochemical and electro analytical instruments, a laboratory microwave system, a pulsed dye laser, a polarized light microscope, a cold room for biochemical studies, and an aerosol flow cell-FTIR to study atmospheric heterogeneous chemical reactions. In

addition, the building features a computational cluster for molecular mechanics, protein structure determination, and quantum mechanical calculations.

WATSON LIFE SCIENCES BUILDING: The Watson Life Sciences Building houses laboratories for instruction and research in biology and psychology. Special facilities are available for student-faculty research in the areas of animal behavior, behavioral neuroscience, cell biology, child development, clinical psychology, conservation biology, ecology, entomology, industrial-organizational psychology, microbiology, physiology, population biology, psychopharmacology, attention and perception, social psychology, socioecology, and virology. Major instrumentation includes computer stations in teaching laboratories, water purification systems, incubators and growth chambers, standing and countertop centrifuges, phase contrast microscopes, an autoclave, a -70° freezer, ecological sampling equipment, global positioning system, computer-based physiology equipment, operant chambers, a computer-controlled radial maze, and equipment to measure motor behavior, locomotor activity, and the conditioned rewarding effects of drugs. Watson also houses the animal care facilities.

INSTRUCTIONAL TECHNOLOGY & MEDIA SERVICES: Located in the south wing, lower level of the Chambers Building, the Office of Instructional Technology & Media Services includes the Language Resource Center (LRC), the Center for Instructional Technology (CIT), and the Connolly Media Lab. The office supports college needs related to classroom technology, portable media equipment, television and satellite downloads, digital media services, short term loaner equipment, and media services for live events.

The Language Resource Center primarily serves Davidson's foreign language and Classics community and contains a laboratory classroom equipped with 22 multimedia workstations and projection equipment. All workstations provide fast internet access, learning materials related to foreign languages and cultures, and multimedia software and equipment. In addition to hosting language classes, the LRC is available to all classes by reservation and offers students the opportunity to hear, read, write, and produce foreign language and other class materials on their own time.

The Center for Instructional Technology is a curricular development center for all Davidson faculty containing multimedia software and equipment for both Macintosh and Windows workstations. The Instructional Technology Group (ITG) is composed of staff with expertise to assist faculty as they apply technology to teaching and learning. All members of the ITG are available to faculty for training, consultation, and assistance in preparing materials for classroom use.

The Connolly Media Lab is a digital video editing lab for campus video projects. Access, training, and support for non-linear video and audio editing in the lab are available to faculty, students, and staff by request.

MUSIC FACILITIES: The Music Department occupies the Sloan Music Center. The departmental and faculty offices, two classrooms, and the Music Library are on the main level. The wing devoted to the Music Library preserves and maintains collections of music scores, reference books, videos, DVDs and CDs, and has four listening stations, four computer-based multi-media stations, and a small group listening/viewing room.

The Tyler-Tallman Recital Hall on the upper level seats 150 and provides an intimate performance space for student recitals, lectures, and master classes. Available on the stage are a Kingston Harpsichord and two concert grand pianos: a New York

Steinway “D” and a Hamburg Steinway “D.” A spacious instrumental hall and a large choral room equipped with a Steinway “D” offer students excellent ensemble rehearsal spaces.

The lower level houses piano, voice, and string studios and includes instructional spaces for string, wind, and brass teachers. A state of the art electronic music studio, a recording studio, and a keyboard laboratory are located here. There are six spacious practice rooms, fully soundproofed and equipped with pianos and stands, as well as multi-functional classroom/small ensemble rehearsal space. The student lounge with vending areas, lounge chairs, and study tables sits in the center of this level.

Other venues for the Music Department’s concerts are the Duke Family Performance Hall with a drop-in acoustical shell and a Steinway “D” concert grand piano, and the sanctuary of the Davidson College Presbyterian Church, which is the site of many choral concerts and the annual Christmas Vespers Service.

THEATRE FACILITIES: Mainstage theatre productions take place in The Duke Family Performance Hall. The Hall is a state of the art theatre with a seating capacity of 625 and a 48 line fly system. The second stage series is housed in the newly renovated flexible space, The Rupert T. Barber Theatre, with a seating capacity of 175, located in the Cunningham Fine Arts Building.

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 or resources require. Further, the college cannot 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.

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 and periods during the second week of each semester to drop and to add with written approval of the professor of any course to be added. A 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.

Course Loads

The normal academic load is four or five credit courses per semester. Students who have extra credits may elect a three-course load in any one semester of the senior year or the spring semester of the junior 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. (Each Davidson course credit is equivalent to four semester hours.)

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.

The Committee on Educational Policy reviews schedules for athletic and other college-sponsored extracurricular activities to insure minimal necessary class absences and to require early notification to students and professors of schedule demands that conflict with class times.

Grading System

Each instructor reports grades at the end of each semester. 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 point
F	0.0 grade points

There is no percentage-based institutional numerical standard or equivalent for the grades issued by individual faculty members.

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 the Academic Regulations for additional P/F information.
LA	Laboratory – ungraded; no separate credit is awarded for a laboratory.
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 accredited for a “liberal arts and general” program or analogously accredited in countries outside the United States. The course must be consistent with the academic objectives of Davidson College. 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. 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. Other guidelines for transfer credit may apply: further details may be found on the “Authorization to Transfer Credit” form in the Registrar’s Office.

A student who has previously obtained a Bachelor’s degree from Davidson or from another institution may not receive a second degree from Davidson using credit from the previous degree.

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 eleven or twelve three-hour examination periods at the end of each semester during which students may take examinations on a self-scheduled basis. The Honor Council, the Student Government Association, and the Office of the Registrar administer self-scheduled exams.



COURSES OF INSTRUCTION

ANTHROPOLOGY

Professors: Fairley, Ringle (Chair)

Associate Professors: Cho, Lozada (On leave)

Visiting Assistant Professor: Samson, Ruhlen (Fall 2010)

Distribution Requirements: Any course in anthropology numbered 371 or under may be counted toward fulfillment of the distribution 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 205, 220, 222, 232, 251, 253, 257, 261, 265, 267, 340, 341, 350, 354, and 356 are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses, including:

1. Introductory Cultural Anthropology (101),
2. one approved course in biocultural anthropology (e.g., 102, 271, 272, 275, 335, 340, 375),
3. one approved course in archaeology (e.g., 108, 207, 208, 251),
4. Theory in Anthropology (370),
5. a methods course (371, 375, 377),
6. Senior Colloquium in Anthropology (490),
7. four additional courses (at least two numbered 300 or above).

Normally, seven of the ten major courses should be taken in residence at the college. A maximum of three 100-level courses and two independent studies may count toward fulfillment of major requirements. A current list of departmental offerings satisfying the biocultural and archaeological requirements will be posted on the departmental web page. Courses taken at another institution may be applied to major requirements with prior written permission. College policy is that Pass/Fail courses taken at Davidson may not be applied toward the major without departmental approval. *Note that 498 and 499 are in addition to major requirements for honors candidates.*

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 at the time of application. To receive honors, a student must, in addition to maintaining this level of performance, complete Ant. 498 during the fall semester and receive a grade of at least A- on the honors thesis (ANT 499), as well as a departmental recommendation. Further conditions are posted on the departmental Web page.

Anthropology Courses: Anthropology is usually characterized as having four subfields: cultural/social anthropology, archaeology, physical/biocultural anthropology, and linguistics. (We provide courses only in the first three of these.) As these subfields are quite distinct in their subject matter and methods, each requires its own introduction. Our 100-level courses (101, 102, and 108) provide general overviews of each of the first three subfields. Because some majors may prefer to take more advanced courses, the required major course in each subfield is not restricted to the 100-level, with the exception of 101.

Intermediate courses comprise the 200-level series, more specific than the introductory courses but still accessible to those with no previous background in anthropology. Area overviews fall within this category (China, Africa, Mesoamerica). Class size is usually 30 and either lecture-based or a mixture of lecture and discussion.

Seminars comprise the 300-level series. These courses are more focused in their subject matter and emphasize theoretical perspectives. Small class size is intended to foster discussion. Research projects are longer and more ambitious, emphasizing independent research. Our theory and methods courses fall in this grouping. Courses over 371 do not satisfy the social science requirement.

101 - INTRODUCTORY CULTURAL ANTHROPOLOGY

Staff

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

102 - HUMANKIND EVOLVING

Cho

Introduction to humanity's biological heritage. Topics include introductory evolutionary theory, population genetics, primate biology and behavior, and the primate fossil record. Principal emphasis upon fossil evidence for human evolution, with particular focus on biological adaptations and the emergence of culture. *(Not offered 2010-2011; offered in alternating years.)*

108 - INTRODUCTION TO ARCHAEOLOGY

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. *(Not offered 2010-2011; offered in alternating years.)*

205 - ETHNIC RELATIONS

Fairley

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. *Satisfies the cultural diversity requirement. (Fall; offered in alternating years.)*

- 207 - FORAGERS, FARMERS, AND CHIEFS OF THE ANCIENT WORLD Ringle
 The development of human society from the late Ice Age through complex agricultural communities. Topics include hunting and gathering, post-glacial adaptation, world colonization, causes and consequences of agriculture, and the rise of social inequality. Examples include the Near East, Europe, North America, and Polynesia. *(Not offered 2010-2011; offered in alternating years.)*
- 208 - EARLY CITIES AND STATES 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. *(Fall; offered in alternating years.)*
- 220 - RELIGION, SOCIETY, AND CULTURE Samson
 Social and cross-cultural aspects of religious belief and practice in local and global context. Special emphasis on ritual behavior and collective identity in ethnographic perspective, religious revitalization, new religious groups, and the shifting global religious landscape. *Satisfies the cultural diversity requirement. (Not offered 2010-2011; offered in alternating years.)*
- 222 - AFRICAN CIVILIZATIONS 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. *Satisfies the cultural diversity requirement. (Not offered 2010-2011; offered in alternating years.)*
- 232 - CONTEMPORARY GHANAIAAN SOCIETY AND CULTURE Fairley
 Examination of the 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. *Satisfies the cultural diversity requirement. (Not offered 2010-11; offered in alternating years as part of the Davidson in Ghana summer program.)*
- 251 - MESOAMERICAN CIVILIZATIONS 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. *Satisfies the cultural diversity requirement. (Spring; offered in alternating years.)*
- 253 - LATIN AMERICAN SOCIETY AND CULTURE TODAY Samson
 Overview of Latin American culture from an anthropological perspective. An ethnographic focus demonstrates linkages between life in local communities and forces of cultural, social, and political change at the level of the nation-state. *Satisfies the cultural diversity requirement. (Not offered 2010-2011; offered in alternating years.)*
- 257 - THE AFRICAN CONTINUUM Fairley
 African cultural influences on the formation of the cultures of the United States, the Caribbean, and Central and South America. Emphasis on the dynamic nature of African culture in the Americas as shaped by historical and social forces. *Satisfies the cultural diversity requirement. (Spring; offered in alternating years.)*

261 - SCIENCE, RELIGION, AND SOCIETY

Lozada

Inquiry into the production and cultural meanings of scientific knowledge and technological change. Comparison of the function and rhetoric of scientific "truths" to other modes of truth-production, such as religion, and consideration of the cultural production of the language of science. Topics include the conflict and dialogue between science and religion, rationality, ethics and the practice of science, environmental issues, and social change. *Satisfies the cultural diversity requirement. (Not offered 2010-2011; offered in alternating years.)*

263 - SOCIAL CHANGE AND SOCIAL JUSTICE

Lozada

This course examines issues in social activism from both a theoretical and ethnographic perspective. How do social activists think about and make social change happen? By examining theories and issues in social justice, from macro-level issues in the international arena to local mobilization for community issues, this course will introduce students to social movement and civil society theory. This course will study social movements, community activism, and the cultural practices of community groups. *(Not offered 2010-2011.)*

265 - CONTEMPORARY CHINESE SOCIETY AND CULTURE

Lozada

Examines Chinese society from the bottom up, with an emphasis on the structure of everyday life. The periods under examination include pre-revolutionary China (including Taiwan and Hong Kong), socialist China, and post-socialist China. Topics include marriage and reproductive strategies, lineage organization, inheritance patterns, gender roles, and religion and life cycle rituals. *Satisfies the cultural diversity requirement. (Not offered 2010-2011; offered in alternating years.)*

267 - FOOD AND CULTURE

Lozada

This course introduces how food practices shape societies and cultures throughout the world. Food ways will be examined from an anthropological perspective for their social and cultural implications; this is not a survey of nutritional or dietetic sciences. Topics to be covered include: the use of food in social contexts, the symbolism of food, and the political economy of food. *Satisfies the cultural diversity requirement. (Not offered 2010-2011; offered in alternating years.)*

271 - HUMAN ECOLOGY

Cho

Human biological variation among and within living populations. Evolutionary, genetic, ecological, demographic, and especially cultural factors that contribute to biological variation are explored. Topics include biological adaptations to hot/cold climates, high altitudes, and lactose intolerance, among others. *(Not offered 2010-2011; offered in alternating years.)*

272 - FORENSIC ANTHROPOLOGY

Cho

The application of the techniques used in biological anthropology to the law. Various topics and methodologies related to the identification of human skeletal remains, including the excavation of human remains, estimation of age-at-death, trauma and analysis, cause and manner of death, and mass disasters, are introduced. *(Not offered 2010-2011; offered in alternating years.)*

273 - BIOARCHAEOLOGY

Cho

The course is on the study of human and non-human remains from archaeological sites to reconstruct past human behavior and biology, and their environmental and cultural conditions. Topics include human skeletal indicators of diet, activity level, and disease, faunal skeletal indicators of ancient human behavior such as hunting, and paleoecology. *Satisfies a major requirement in Anthropology and distribution requirement in the social sciences.*

275 - MONKEYS, APES, HUMANS

Cho

Examination of the anatomy and social behavior of living primates. To better understand the human species, we will examine topics such as infanticide, mating systems, intelligence, locomotion, concealed ovulation, menopause, and extensive culture. *(Fall; offered in alternating years.)*

310 - POLITICS, SOCIETY, AND CULTURE

Lozada or Samson

Examines authority, organization, and power using the comparative perspective. Topics include the acquisition and legitimization of authority, comparative political systems, local level politics, the connections between local and wider political systems, cultural and symbolic aspects of power and legitimacy, and social movements in a variety of cultural contexts. *(Not offered 2010-2011; offered in alternating years.)*

323 - HUMAN RIGHTS IN LATIN AMERICA

Sampson

Anthropological perspective on human rights agendas in Latin America. Case studies examine the tension between universal and culturally relative conceptions of human rights in relation to issues such as state violence, violence directed toward minorities, and social justice movements. *Satisfies a major requirement in Anthropology and a distribution requirement in the social sciences. Cultural diversity requirement; and concentration in International Studies.*

325 - ENVIRONMENT, ECONOMY, & CULTURE

Samson

Cultural perspectives on human-environment relations and linkages between the environment and the global economy. Special emphasis on the integration of current knowledge in ecological anthropology, economic production, and the impact of human activity on the environment. Environmental justice issues and proposals for sustainable development are included. *(Spring; offered in alternating years.)*

335 - BIOCULTURAL PERSPECTIVES ON RACE

Cho

Examines the concept of race from a biocultural perspective, deconstructing race by exploring evidence from population genetics and human origins. Contemporary racial issues such as classification of racial/ethnic groups, intelligence, and achievement are explored. *(Not offered 2010-2011; offered in alternating years.)*

340 - MEDICAL ANTHROPOLOGY

Cho

Cross-cultural study of belief systems concerning health and illness, practices of diagnosis and treatment, and roles of patients and practitioners. Western biomedicine and non-Western health care systems are examined. The interaction of ecological and cultural factors that influence disease manifestations, and the bio-cultural context of sickness and therapy are explored. *Satisfies the cultural diversity requirement. (Not offered 2010-2011; offered in alternating years.)*

341 - GLOBALIZATION

Lozada, Fairley

Explores globalization and the social and cultural processes transforming local life throughout the world. Introduction to the impact of global capitalism, transnational culture and political flows, and the role of global non-government organizations in different regions. Topics include global capitalism, state power and sovereignty, diaspora ethnicity and migration, and the localization of transnational culture. *Satisfies the cultural diversity requirement. (Spring; offered in alternating years.)*

343 - GENDER, POWER, AND CULTURE

Ruhlen

Explores how gender ideologies shape the exercise of power upon men and women in different societies and cultures. Topics include the construction of masculinity and femininity, commodification and consumption of gender, social position, agency, and the political economy of gender. Emphasis on developing an understanding of different theoretical perspectives in the cross-cultural study of gender. *(Fall; offered in alternating years.)*

350 - ART, SOCIETY AND CULTURE

Fairley

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: ANT 101 or 222. Satisfies the cultural diversity requirement. (Spring; offered in alternating years.)*

354 - ART AND WRITING OF THE ANCIENT MAYA

Ringle

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. *Satisfies the cultural diversity requirement. (Not offered 2010-2011; offered in alternating years.)*

356 - ART, MYTH, AND HISTORY OF ANCIENT CENTRAL MEXICO

Ringle

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

357 - LANGUAGE BEFORE HISTORY

Ringle

This course considers three questions concerning the early history of language: 1) at what stage of human evolution did language appear; 2) what were the reasons behind the spread of the major language families; 3) when and where did literacy first develop and under what circumstances. *Satisfies a major requirement in Anthropology and a distribution requirement in the social sciences.*

360 - ANTHROPOLOGY OF DEVELOPMENT AND ENVIRONMENTAL SUSTAINABILITY

Samson

Issues of development and sustainability from the standpoint of environmental anthropology and anthropological approaches to development theory. Considers the human face of development, including local and global scales of analysis, environmental justice, and discourses of community sustainability. *Satisfies a major requirement in anthropology. Distribution requirement in the social sciences. Environmental Studies concentration credit. (Fall; offered in alternating years.)*

370 - THEORY IN ANTHROPOLOGY

Staff

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: ANT 101 or permission of the instructor. (Fall)*

371 - ETHNOGRAPHIC WRITING AND RESEARCH

Staff

Approaches to ethnographic and ethnohistorical research and analysis in cultural anthropology. Examination of selected studies that demonstrate a variety of approaches to the study of single cultures and to cross-cultural comparisons. Students design and complete research projects. With advance departmental approval, an off-campus ethnographic field school course may be substituted for credit toward the major. *Prerequisite: Anthropology 101 or permission of the instructor. (Spring)*

372 - VISUALIZING ANTHROPOLOGY

Lozada or Fairley

This seminar introduces students to the theories and methods necessary for making ethnographic films. Students will conduct fieldwork and make a documentary film on a particular aspect of social and cultural behavior. Emphasis is placed on developing the critical skills needed for resolving some of the ethical, technical, and aesthetic problems that may emerge during the documentation of social and cultural behavior. *Does not satisfy social science distribution requirement. (Not offered in 2010-2011; offered in alternating years.)*

374 - METHODS IN FORENSIC ANTHROPOLOGY

Cho

This course concerns forensic taphonomy, the study of postmortem and postdepositional processes that occur in human and non-human animals in the medicolegal context. Students will design research projects on the decomposition process in piglets, and learn to collect, analyze, interpret, and present data. *Satisfies a major requirement in Anthropology and a distribution requirement in the social sciences.*

375 - HUMAN OSTEOLOGY

Cho

Identification of bones in the human skeleton and basic skeletal biology. Osteological methods and analyses applicable to bioarchaeology and forensic anthropology are introduced. *Does not satisfy social science distribution requirement. (Spring; offered in alternating years.)*

377 - IMAGING THE EARTH

Ringle

The use of geographical information systems (GIS) to analyze, model, and present spatial relationships in the biological and social sciences. Course is computer-based and emphasizes individual research projects. *Does not satisfy social science distribution requirement. (Fall; offered in alternating years.)*

380-385 - SEMINARS IN ANTHROPOLOGY

Staff

One-time seminars in selected topics in anthropology. Topics announced in advance. *Not open to first-year students.*

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. *Prerequisite: Two courses in anthropology. Limited to sophomores or juniors. Permission of the instructor. (Fall and Spring)*

490 - SENIOR COLLOQUIUM IN ANTHROPOLOGY

Cho

Advanced seminar required of all senior 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. *Limited to senior majors and minors. (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. *Prerequisite: Two courses in anthropology. Limited to seniors. Permission of the instructor. (Fall and Spring)*

498 - HONORS RESEARCH

Staff

Proposal formulation, research and writing of the honors thesis. ANT 498 is taken in the fall semester by qualifying senior majors and is graded in P/F mode. ANT 499 is taken in the spring semester and involves completion of the thesis and a departmental oral defense. *Required for honors but does not count as a course toward the anthropology major. Departmental permission required. (Fall)*

499 - HONORS THESIS

Staff

Research and writing of the honor thesis. Concludes with a departmental oral examination. Open to qualifying senior majors. Required for honors but does not count as a course toward the anthropology major. *Departmental permission required. (Spring)*

ARABIC

Assistant Professor: Joubin

Arabic Curriculum and Minor in Arabic

Placement: Students with background in Arabic prior to entering Davidson may take a placement test and oral examination in order to be placed at the appropriate level.

Foreign Language Requirement: Arabic 201 satisfies the foreign language requirement

Major: Individual students may propose a major in Arabic or Middle Eastern Studies through the Center for Interdisciplinary Studies.

Minor Requirements: A minor in Arabic requires 6 courses numbered above 102. The six courses must include 201 or 202 (or other language courses for students who place above the Intermediate level) and at least three courses in literature and advanced language chosen from the following: 295 (Studies in Arabic Culture); Contemporary Arabic Literature (321); Media Arabic (322); 395/396 (Independent Study); another specialized course in Contemporary Arabic Literature; and one course chosen from HIS 175, HIS 176, HIS 218, POL 241, REL 272, or other courses (including at times courses taught by visiting faculty) that deal with the history, society, and cultures of the Middle East. (In individual cases, the department may approve allowing a second course from that list to substitute for one of the advanced courses in Arabic.) With departmental approval, students may also count courses taken abroad toward the minor.

Concentration: students should note as well the possibility of a focus on the Middle East as part of an International Studies Concentration or of an Asian Studies Concentration.

Distribution Requirement: ARB 321, Contemporary Arabic Literature, satisfies the distribution requirement in literature.

Cultural Diversity Requirement: ARB 321 and ARB 322

Study Abroad: Various summer, semester and year-long programs are available to students who wish to study in the Arab world. The department highly encourages study abroad, and works toward developing host family stays in order to ensure the student's full immersion in the language and culture while abroad. See department website for more links to recommended study abroad programs: www3.davidson.edu/cms/x37679.xml

ARABIC COURSES:**101 - ELEMENTARY ARABIC I**

Joubin

Elementary Arabic I, the fall semester of a year-long intensive course in first year Modern Standard Arabic (MSA), is designed for students with no previous exposure to the language. From the first semester of the course, there is a focus on gaining a strong foundation in the communicative skills of listening and speaking, as well as reading and writing. While the concentration is on Classical Arabic, there will be exposure to dialect through proverbs and music. Student participation and group activities encouraging conversation are vital to the course. Attendance at two AT (drill) sessions each week is required. (*Fall*)

102 - ELEMENTARY ARABIC II

Joubin

In Elementary Arabic II, a continuation of Elementary Arabic I, we continue to develop the communicative skills of listening, speaking, reading, and writing. Students are further introduced to authentic texts from the Arab world. Presentations and group activities encouraging conversation are essential to the course. The course is conducted entirely in Arabic. Attendance at two AT (drill) sessions each week is required. *ARB 101 at Davidson or passing placement exam. (Spring)*

201 - INTERMEDIATE ARABIC I

Joubin

Intermediate Arabic 201, the fall semester of a year-long intensive intermediate course in Modern Standard Arabic (MSA), is designed for students who have had one year of Arabic at the college level. Authentic supplementary reading material is introduced, with a focus on popular stories filled with wise sayings known throughout the Arab world. Discussion and presentations are centered on this material, which exposes students to important cultural elements of the Arab world. The course is conducted entirely in Arabic. Attendance at two AT (drill) sessions each week is required. *ARB 102 or placement. (Offered every Fall)*

202 - INTERMEDIATE ARABIC II

Joubin

Continuation of Intermediate Arabic I. *ARB 201 or placement. (Offered every Spring)*

295 - STUDIES IN ARABIC CULTURE

Joubin

Arabic 295, a one-semester course in Modern Standard Arabic (MSA), is designed for students who have had two years of college level Arabic courses or the equivalent. The course, which is conducted entirely in Arabic, enhances the students' understanding of Arabic culture and grammar through video clips, film, proverbs, television serials, music, and literature. Discussion and presentations are centered on this material. Class meets for one hour, three times per week.

321 - CONTEMPORARY ARABIC LITERATURE

Joubin

Advanced readings of novels by contemporary Arab authors such as: Ilyas Khouri, Naguib Mahfouz, Abdel Rahman al-Munif, Salwa Bakr, Ghassan Kanafani, Tawfiq Hakim, and Hanan al-Shaykh. Discussion topics include: modernity, civil war in Lebanon, gender relations, changing relations between Middle East and West, social transformations after independence, and the plight of the Palestinians. Presentations and compositions in Arabic are among the requirements. *Prerequisite: Arabic 202 or Permission of Instructor. Satisfies a minor requirement in Arabic; Distribution requirement in Literature cultural diversity requirement; Asian Studies concentration and International Studies concentration [Middle East sections].*

322 - MEDIA IN THE ARAB WORLD

Staff

Course focuses on various forms of news media in the Arab world such as newspapers, magazines, television commercials, video clips, television serials, and news broadcasts. Discussion includes themes such as gender issues, globalization, the Palestinian crisis, reconstruction in Iraq, the rise of Islam, and education, as well as evaluation of cartoons, advertisements, comic strips, television serials, and films. Students are taught to analyze, criticize, and evaluate media images consciously. Presentations and compositions are among the requirements. *Prerequisite: Arabic 202 or Permission of Instructor. Satisfies a minor requirement in Arabic; cultural diversity requirement; Asian Studies concentration and International Studies concentration (Middle East sections); and Communication Studies concentration.*

395/396 - INDEPENDENT STUDY FOR ADVANCED STUDENTS

Joubin

Advanced study under the direction of the faculty member, who approves the topic, determines meeting times, and decides the means of evaluating the students' work. *Prerequisite: Permission of the instructor. (Fall and Spring)*

ART

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

Assistant Professor: Tolley

Visiting Assistant Professor: Rogers

Affiliated Professors: Krentz (Classics), Thomas (History), Toumazou (Classics)

Distribution Requirements: Any course numbered below 320 will satisfy the distribution requirement in fine arts.

Cultural Diversity Requirement: ART 102, 228, 236, and 332 are options for fulfilling the cultural diversity requirement.

Major Requirements: 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 Requirements: 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.

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. All work for honors in studio will be in addition to both the major requirements and the requirements for graduation from Davidson College.

Honors in Art History: Candidates for honors must have a 3.2 overall GPA by the end of the junior year and a 3.5 GPA in art by the time of graduation. For requirements, see Art 496. If, in the opinion of the faculty the thesis does not warrant "Honors," a grade other than "A" will be assigned for ART 496. Further details can be found on the department's web pages at www.davidson.edu/art.

The department maintains web pages that introduce the art department and provide links to other sites of interest to the student of art.

Art Courses

Art Department Course Numbering:

Art History: 100-level courses are intended for students with no background in art history. These are survey courses designed to introduce a large body of work. 200-level courses are designed for both the major and the non-major. 300-level courses technically do not have any prerequisites, but students are warned at the onset that these are advanced courses. Seminars (not limited to majors) and independent studies are also in this category. 400-level courses are limited to majors in their senior year.

Studio: ART 101 is our Basic Studio course which is limited to freshmen and sophomores. Students who think they want to become studio majors typically do not take this course. 200-level courses fall in the "Basic" category, and are divided by medium. There are no prerequisites. 300-level courses are the "Advanced" category, again divided by medium. To enroll in one of these courses the student must have taken the basic course in that medium at Davidson. To enroll in an independent study, the student must have taken both the basic and advanced course in the medium of choice. 400-level courses are the required Senior Exhibition and Examination.

ART HISTORY COURSES:

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

Thomas

Introduction to major monuments of Indian, Chinese, and Japanese architecture, sculpture, and painting. *Satisfies the cultural diversity requirement.* (*Fall*)

- 124 - AMERICAN ART 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 (= CLA 341) Toumazou
 (Cross-listed as 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 (= CLA 342) Toumazou
 (Cross-listed as 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 Serebrennikov
 A survey of Christian art in the Middle Ages including art and architecture from the Early Christian catacombs in Rome to the earliest illustrated Bibles, Byzantine mosaics, and the Gothic cathedrals in France. *(Not offered 2010-11.)*
- 208 - RENAISSANCE ART IN NORTHERN EUROPE 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. *(Fall)*
- 210 - RENAISSANCE ART IN ITALY Serebrennikov
 Painting, sculpture, and architecture in Italy from 1300 to approximately 1570. Works by artists such as Giotto, Donatello, Leonardo da Vinci, Michelangelo and the writers who were their contemporaries: Alberti and Vasari. *(Spring)*
- 212 - SEVENTEENTH-CENTURY ART & ARCHITECTURE Serebrennikov
 Painting, sculpture, architecture in Catholic-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 Smith
 Eroticism and revolution in painting and sculpture from Tiepolo to David. *(Spring)*
- 216 - NINETEENTH-CENTURY PAINTING Ligo
 Developments in the history of painting between 1790-1890, from the emergence of neo-classicism to the variety of responses to the movement which came to be called Impressionism. Emphasis on French painting and parallel developments taking place in England, Germany, and Spain. *(Not offered 2010-11.)*

- 218 - MODERN PAINTING AND SCULPTURE Ligo
 Developments in painting and sculpture that occurred between 1890-1955, from the reaction against Impressionism through Abstract Expressionism. 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 the semester break is an integral part of the course and is strongly recommended. (Fall)
- 220 - MODERN ARCHITECTURE Ligo
 Developments in architecture that 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. (Fall)
- 222 - PAINTED WOMEN, WOMEN PAINTING 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. (Fall)
- 226 - SURVEY OF WESTERN ARCHITECTURE Ligo
 Major developments in western architecture that occurred from Stonehenge to the present. (Not offered 2010-11.)
- 228 - ISLAMIC ART Thomas
 Architectural and painting traditions under the Umayyad and Abbasid Caliphs and in Moorish Spain, Ottoman Turkey, Safavid Persia, and Mughal India. *Satisfies the cultural diversity requirement.* (Spring)
- 230 - EARTH ART—FROM LASCAUX TO LUTYENS Ligo
 The world history of garden design as a manifestation of humanity's ever-changing relationship with the natural world. Important gardens and their creators will be studied in light of the theology, politics, architecture, painting, theatre and stage design, poetry, and philosophy that shaped them. (Not offered 2010-11.)
- 232 - CLASSICS ABROAD: GREEK AND ROMAN ARCHITECTURE Staff
 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 2010-11.)
- 236 - JAPANESE ART Thomas
 Survey of Japanese art from the Neolithic period to Meiji Restoration. Significant works of art will be studied from their aesthetic and cultural perspectives. *Satisfies the cultural diversity requirement.* (Spring)

304 - THE GOTHIC CATHEDRAL

Ligo

Developments in architecture in western Europe between 1000-1500, from the emergence of the Romanesque to 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. (*Spring*)

318 - CONTEMPORARY ART

Smith

Major developments in 20th-century painting and sculpture from the beginnings of Pop Art (c. 1955) 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 given 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, and individual artists.

322 - SEMINAR: CLASSICAL GREEK SCULPTURE (= CLA 444)

Toumazou

(Cross-listed as Classics 444.) (*Further information from Professor Toumazou.*)

332 - SEMINAR ON INDIAN ART HISTORY

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. *Offered as part of the Semester-in-India Program. Satisfies the cultural diversity requirement.*

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

Serebrennikov

Required during the fall semester for all senior art majors with an emphasis in art history. *Normally limited to majors. (Fall)*

402 - CAPSTONE SEMINAR

Staff

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. *Normally limited to majors. (Spring)*

496 - SENIOR ART HISTORY HONORS THESIS

Staff

Students submit a written proposal for a topic in the spring of their junior year. If the topic is accepted, the student enrolls in Art 496 during the fall semester of the senior year. A draft of the thesis is submitted by the end of the semester, whereupon an "Incomplete" is assigned. The final draft is defended during the spring semester in a one-hour oral examination. *Permission of the instructor/adviser.*

STUDIO ART COURSES

- 101 - BASIC STUDIO Rogers
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 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 Tolley
Introduction to history and technique of intaglio: etching, dry point, soft ground and aquatint. *(Fall)*
- 207 - BASIC PRINTMAKING—LITHOGRAPHY Tolley
Introduction to history and techniques of lithography. Art of the hand-pulled lithograph explored through stone and plate techniques. *(Fall)*
- 209 - BASIC SCULPTURE Savage
Three-dimensional concepts using a variety of media. Emphasis on material and special relationships, technical processes and critical dialogue. *(Fall)*
- 301 - ADVANCED DRAWING Staff
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 Jackson
Attention to the individual's personal response to visual elements. Development of a particular medium chosen by the student; special challenges. *Prerequisite: ART 203. (Spring)*
- 305 - ADVANCED PRINTMAKING Tolley
Advanced printmaking challenges 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 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 Staff
Courses numbered with odd numbers from 321 through 371 are studio art seminars limited to ten upperclass students with preference given 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 art 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

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. *Limited to majors. (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. *Limited to majors. (Spring)*

BIOLOGY

Professors: M. Campbell, Case, Peroni, Putnam, Stanback

Associate Professors: Bernd, Dorcas, Hales, Hay (On leave, Spring),

Lom (Chair), Paradise, Wessner

Assistant Professors: Barsoum, Sarafova

Lecturer: McNally

Visiting Assistant Professor: Round

Visiting Instructor: Price

Affiliated Faculty: Ramirez (Psychology), Heyer (Mathematics),

Myers (Chemistry)

Distribution 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 pre-medical studies or plan to major in biology or another science. Biology 107-109, 111, and 112 fulfill the distribution requirement for a laboratory science. Biology 102-105 are taught without a laboratory component. Biology 107 credit is granted to students who score 4 or 5 on the AP exam, or 6 or 7 on the IB exam.

Cultural Diversity Requirement: Students who participate in the School for Field Studies in a non-western country receive Cultural Diversity credit for Biology 384. Cultural diversity credit is also given for the summer programs in Kenya and Zambia (Biology 368 or 369).

Major Requirements: The biology major requires eleven courses: Biology 111 and 112; eight biology courses numbered 299 or above; and Chemistry 115. Of the eight biology courses numbered 300 or above, at least one course must be taken from each of the following groups: Group A (301, 302, 303, 306, 307, and 308); Group B (305, 311, 312, 316, 317, and 331); and Group C (321, 322, 323, and 341). Seven of the courses required for the major must be Davidson courses taught by Davidson College faculty.

Chemistry 201/202; Mathematics 111(or 112)/113/160; 111(or 112)/110; or 112/140; and Physics 120/220 or 130/230 are strongly recommended. Premedical students should consult with the Premedical Director when choosing their basic science classes.

Honors Requirements: The departmental honors program is designed to promote individual excellence through directed independent study and research. Twelve lecture and research courses are required, including Biology 111, 112, 371 and/or 372, and Chemistry 115. 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 and research results must be presented in writing and orally by the deadlines specified in the handbook. The recommendation of the department regarding honors or high honors will be based upon quality of the course work, research, and presentation. A detailed description of the honors program in biology can be found in the biology department handbook.

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. Permission of instructor is required. See <http://www.bio.davidson.edu/programs/sfs/sfshome.htm>

The semester and summer programs concentrate on international environmental issues at one of five SFS centers: Turks and Caicos Islands; Costa Rica; Australia; Baja California, Mexico, or Kenya. Semester program students receive major credit for Biology 381, 382, and 383, and course credit for Biology 384. Summer program students receive course credit for Biology 385.

Biology Courses: Biology 100-level courses are open to all students and may fulfill the area requirement in the Natural Science and Mathematics. Biology 111 and 112 are the prerequisite courses for most 300-level courses in the biology major. The 300-level biology courses give students access to a broad range of biological knowledge and technical skills. Stressing problem-solving and critical thinking, these courses are appropriate for any student who has completed Biology 111 or 112 but they are not limited to biology majors. Topical, discussion-based seminar courses (360s) and research courses (350s and 370s) are often limited to juniors and seniors. Biology 401 is a capstone course open only to senior biology majors.

102 - SPECIAL TOPICS IN BIOLOGY I

Staff

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. *Not open to students who have credit for Biology 111 or 112, except by permission of the chair. (Not offered in 2010-2011)*

103 - MICROBES AND DISEASE

McNally

Introduction to the science of biology by examining microscopic organisms and their influence on human health. Designed to meet science requirements of non-science majors. No laboratory. *Not open to students who have credit for Biology 111 or 112, except by permission of the chair. (Fall)*

104 - NUTRITION

Hay

Introduction to the science of biology through topics in human nutrition. Designed to meet science requirements of non-science majors. No laboratory. *Not open to students who have credit for Biology 111 or 112, except by permission of the chair. (Not offered in 2010-2011)*

105 - BIOLOGY OF PLANTS

Hay

Introduction to the science of biology through topics in botany. Designed to meet science requirements of non-science majors. No laboratory. *Not open to students who have credit for Biology 109, 111, or 112, except by permission of the chair. (Fall)*

107 - SPECIAL TOPICS IN BIOLOGY II

Staff

Introduction to the science of biology designed to meet science requirements of non-science majors. Course content and emphasis will vary with instructor. One laboratory meeting per week. *Not open to students who have credit for Biology 111 or 112 except by permission of the chair. (Not offered in 2010-2011)*

108 - HUMAN BIOLOGY

McNally

Introduction to the science of biology by exploring human health, physiology, and disease. Designed to meet science requirements of non-science majors. One laboratory meeting per week. *Not open to students who have credit for Biology 111 or 112 except by permission of the chair. (Fall and Spring)*

109 - BIOLOGY OF PLANTS

Hay

Introduction to the science of biology through topics in botany. Designed to meet science requirements of non-science majors. One laboratory meeting per week. *Not open to students who have credit for Biology 105, 111, or 112 except by permission of the chair. (not offered in 2010-2011)*

111 - MOLECULES, GENES, AND CELLS

Bernd, Campbell, Hales, Round, Wessner

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, emphasizing planning, performing, and presenting experiments, meets once each week. *(Fall and Spring)*

112 - ORGANISMS, EVOLUTION, AND ECOSYSTEMS

Barsoum, Peroni, Price, Stanback

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. *(Fall and Spring)*

301 - GENETICS

Hales

Examination of classical and molecular genetics, including the physical nature of genetic material, transmission of genetic information, patterns of inheritance, gene mapping via linkage and association studies, gene regulation including epigenetics, recombinant DNA technology, and the history of genetics. Attention is paid to issues such as gene therapy, human cloning, and genetically modified crops. *Biology 111 required. Biology 112 recommended. Chemistry 115, 160, or 201 recommended. One laboratory meeting per week. Not open to first-year students. Satisfies Group A. (Fall)*

302 - MICROBIOLOGY

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. *Prerequisite: Biology 111 and 112. One laboratory meeting per week. Satisfies Group A. (Spring)*

303 - BIOCHEMISTRY

Hay

Introduction to the principles of biochemistry. Emphasis is placed on enzymology, structure of biomolecules, and cellular metabolism. Laboratory emphasis is on enzyme purification and characterization. *Prerequisite: Biology 111, 112, and Chemistry 201. One laboratory meeting per week. Satisfies Group A. (Fall)*

304 - MOLECULAR BIOLOGY

Campbell

Molecular (recombinant DNA) methods applied to a variety of biological questions. Emphasizes experimental methods and design, with particular attention to genomic organisms. Uses primary literature. Extensive participation in class discussions. Web assignments describe the structure/function relationships of a protein, its evolution, and the protein's 3D shape. *Prerequisite: Biology 111 and 112, and one of the following: Chemistry 201, Biology 301, 302, 306, 307, 308, 309. (not offered 2010-2011)*

305 - MICROANATOMY OF THE VERTEBRATES (HISTOLOGY)

Putnam

Microanatomy of the cell with particular reference to those organelles which are altered in the process of development of the four major tissues of the body (epithelial, connective, muscular and nervous tissues). *Prerequisite: Biology 111 and 112, or permission of the instructor. One laboratory meeting per week. Satisfies Group B. (Spring)*

306 - DEVELOPMENTAL BIOLOGY

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. *Prerequisite: Biology 111 and 112. Biology 301 or 308 recommended. One laboratory meeting per week. Satisfies Group A. (Spring)*

307 - IMMUNOLOGY

Sarafova

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 antigens, development of lymphocyte repertoires, and adaptive immune responses. *Prerequisite: Biology 111, 112, and one of the following: Biology 301, 302, 304, 306, 308, 309. Limited to juniors and seniors or permission of instructor. One laboratory meeting per week. Satisfies Group A. (Fall)*

308 - CELL BIOLOGY

Bernd

Examination of the multitude of coordinated interactions that must occur between sub-cellular compartments in order for a cell to be able to function and to adequately respond to its local environment. Laboratory focuses on analysis of signaling and response mechanisms used by eukaryotic cells and includes student-designed research projects. *Prerequisite: Biology 111 and 112. Biology 301 recommended. One laboratory meeting per week. Satisfies Group A. (Not offered 2010-2011)*

309 - GENOMICS, PROTEOMICS, AND SYSTEMS BIOLOGY

Campbell

Students will utilize print and online resources to understand how genome-scale information (e.g., DNA sequences, genome variations, microarrays, proteomics, and clinical studies) can provide a systems biology perspective. Students will use computers, databases, and bioinformatics tools to analyze data and post their analyses online. *Prerequisite: Biology 111, 112, and one of the following 301, 302, 304, 306, 308 or 310. One laboratory meeting per week. Satisfies Group A if taken with lab. (Spring)*

310 - BIOINFORMATICS (= CSC 310)

Heyer

(Cross-listed as CSC 310, Bioinformatics) A survey of computational techniques used to extract meaning from biological data. Algorithms and statistical procedures for analyzing genomic and proteomic data will be discussed in class and applied in the computer lab using Perl. Interdisciplinary teams will explore a particular topic in depth. *Prerequisite: Mathematics 210, Computer Science 121, Physics 200, Biology 309, or permission of the instructor. (not offered 2010-2011)*

311 - COMPARATIVE ANATOMY

Putnam

Major organ systems of the vertebrate body are examined in light of major evolutionary changes from primitive Pisces to the more advanced Amphibia, Reptilia, and Mammalia. Laboratory involves dissection of the shark and the cat. *Prerequisite: Biology 111 and 112 or permission of the instructor. One laboratory meeting per week. Satisfies Group B. (Fall)*

312 - ANIMAL PHYSIOLOGY

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. Topics include thermal biology, water regulation, gas exchange, transport, and energetics. The laboratory focuses on independent investigation. *Prerequisite: Biology 111 and 112. One laboratory meeting per week. Satisfies Group B. (Fall)*

316 - BOTANY

Hay

Introduction to the fundamentals of plant biology. Topics include: anatomy, physiology, taxonomy, and diversity of plants. *Prerequisite: Biology 111 and 112. One laboratory meeting per week. Satisfies Group B. (not offered in 2010-2011)*

317 - ENTOMOLOGY

Paradise

Biology of insects and related arthropods, structured around application and investigation of issues such as medical entomology, evolutionary history, biodiversity and systematics of insects, forensic entomology, conservation, and ecology. Major emphasis in the laboratory involves an independent research project, field trips, and the making of a collection of local insects. *Prerequisite: Biology 111 and 112, or permission of instructor. One laboratory meeting per week. Satisfies Group B. (Spring)*

321 - ECOLOGY

Paradise

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. *Prerequisite: Biology 111 and 112, or permission of the instructor. One laboratory meeting per week. Satisfies Group C. (Fall)*

322 - VERTEBRATE FIELD ZOOLOGY

Stanback

Natural history of vertebrates (fish, amphibians, reptiles, mammals, birds) emphasizing phylogeny, adaptations, ecology, and behavior. One weekend field trip is required. *Prerequisite: Biology 111 and 112, or permission of the instructor. One laboratory meeting per week. Satisfies Group C. (not offered 2010-2011)*

323 - ANIMAL BEHAVIOR (= PSY 323)

Stanback

(Cross-listed as Psychology 323). An evolutionary approach to the study of animal behavior. Laboratories include research projects on the behavior of animals in captivity and in the natural environment. *Prerequisite: Biology 111 and 112, or Psychology 101, or permission of the instructor. Satisfies Group C. (Spring)*

331 - BEHAVIORAL NEUROSCIENCE (= PSY 303)

Ramirez

(Cross-listed as Psychology 303). 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. *Prerequisite: Psychology 101 or Biology 111 or Biology 112 and permission of the instructor required. Recommended completion by Fall, senior year, for majors. (Fall)*

332 - FUNCTIONAL NEUROANATOMY (= PSY 324)

Ramirez

(Cross-listed as Psychology 324). 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. *Prerequisite: Psychology 303 (Biology 331) and permission of the instructor. (Spring)*

333 - CELLULAR AND MOLECULAR NEUROSCIENCE

Round

An advanced examination of neurons and synapses at the cellular, molecular, and genetic levels, including molecular basis of neuronal transmission and memory, and genetics of behavior. *Prerequisite: Biology 111 and one of the following: Bio 301, 304, 306, 308, 309, or 331. Not open to first-year students. Laboratory sessions meet weekly. (Spring)*

341 - BIostatISTICS AND EXPERIMENTAL DESIGN

Peroni

Biological research including experimental design, descriptive statistics, inferential statistics, scientific writing, and the use of library resources, computer spreadsheets, and statistical software. *Prerequisite: 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. Satisfies Group C. (Fall)*

342 - EVOLUTIONARY BIOLOGY

Stanback

A literature-based discussion of current topics and trends in evolutionary biology. *Prerequisite: Biology 111 and 112, or permission of the instructor. (not offered in 2010-2011)*

343 - LABORATORY METHODS IN GENOMICS

Campbell

In this lab-only course, students will participate in a real genome sequencing project. The sequencing will be performed by a genome institute. Students will analyze sequences and annotate all the genes in the genome. This original research is computer intensive and will contribute to the growing body of knowledge in genomics. The final results will be posted on a public database for investigators from all over the world to use. *Prerequisite: Biology 111 plus one course from 301 through 310 except 305. Permission of the instructor. (Spring)*

351-359 - 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)*

361-367 - 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)*

368, 369 - STUDY AND TREATMENT OF HUMAN DISEASE

Case, Putnam

Group study of major tropical diseases and their treatment in Africa. Course includes seminar discussions during the spring semester and a one month experience in a hospital setting in either Kenya or Zambia during the summer. *Permission of the instructor is required. Satisfies the cultural diversity requirement. (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 is presented at the end of the semester in 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 ENVIRONMENTAL FIELD STUDIES

Dorcas

Twelve-week, four-course semester program at one of five School for Field Studies or Duke University Marine Lab research centers. Grading is Pass/Fail. Biology 381, 382 and 383 may be counted for major credit. *Permission of the instructor required. See www.bio.davidson.edu/sfs Satisfies the cultural diversity requirement when outside the U.S., Canada, and Western Europe. (Fall and Spring)*

385 - TECHNIQUES IN ENVIRONMENTAL FIELD RESEARCH

Dorcas

One-month intensive field work course for junior or senior science majors during the summer in one of five School for Field Studies locations around the world. Grading is Pass/Fail, but may be counted for major credit. *Permission of the instructor required. See www.bio.davidson.edu/programs/sfs/sfshome.htm (Summer)*

401 - SENIOR COLLOQUIUM

Case

A capstone course for the major which focuses on a current issue in the biological sciences that has ethical, political, legal, and social implications. Colloquium members choose the specific topic for the semester and work collaboratively on a major project related to that topic. At the end of the semester, students present their findings to the department. *(Not offered 2010-2011)*

CENTER FOR INTERDISCIPLINARY STUDIES

Director: Professor Denham (German)

Professors: Perry (Vann Center for Ethics)

Visiting Professors: Bosley (Batten Professor of Public Policy) (Fall)

Associate Professors: K. Foley (Medical Humanities)

Visiting Assistant Professors: J. Mills (Economics), Sparling (Economics)

Adjunct Lecturers: Konen (Medical Humanities) (Fall)

Advisory Faculty: Professor: Ault (Psychology);

Associate Professors: Ewington (German & Russian), M. Foley (Economics),
Wessner (Biology), Wills (Religion)

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.

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 advisers 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, advisers, and a member of the CIS Faculty Advisory Committee 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.

Center for Interdisciplinary Studies Courses: Courses in the Center are numbered in ways that normally reflect numbering in other departments: 200-level courses are introductory, 300-level more specific or advanced, and 400-level courses are normally seminars for advanced students. There are rarely 100-level courses in the Center. Because of the eclectic and often changing nature of the course offerings—many of which do not appear in the catalog because they are offered only once—it is best to see the current Center web pages and address any questions to the Director.

CIS 160, 207, 224, 343, 346, and 406 satisfy the Cultural Diversity requirement.

See department website for current proposal guidelines and course listing.

220 - INTRODUCTION TO FILM AND MEDIA STUDIES

Lerner, McCarthy

An introduction to film history and analysis, with an equal emphasis on film language (cinematic means of expression) and thematics. Viewing and discussion of films from a wide variety of national traditions and genres, supplemented by discussion of analytical and theoretical texts. *Required course for fulfilling the Film and Media Studies Concentration. (Spring)*

321 - INTERACTIVE DIGITAL NARRATIVES

Lerner

A close study of selected video games using an interdisciplinary blend of methodologies culled from cultural studies, film and media studies theory, literary criticism, and history. *Prerequisite: CIS 220 or ENG 293. Film and Media Studies Concentration Credit.*

380 - ISSUES IN MEDICINE

Foley

This course has two main components. 1) In the classroom, students examine the four principles of medical ethics: patient autonomy, beneficence, non-maleficence, and justice. Guest ethicists/physicians provide lectures and discussions of issues important to the ethical practice of medicine. Each student makes a class presentation on an ethical topic of his or her choice. 2) In area clinics and hospitals, students observe eight medical practices and write both descriptive and reflective summaries of their activities.

381 - HEALTH REGULATION AND PUBLIC POLICY

Staff

Topics in health care law including: HIPPA, EMTALA, ADA, CLIA.

388 - HISTORY OF MEDICAL LAW

Staff

This course examines the interrelationship between law and medicine in the United States and how physicians' roles in the legal system have evolved through U.S. history. The course considers physicians as medical examiners, expert witnesses, defendants, and politicians; the course looks at issues or incidents in which physicians have had a large impact on the law. *Satisfies a requirement for the Medical Humanities Concentration.*

390 - HEALTH CARE ETHICS

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 conferences, journal clubs and Grand Rounds, and doing administrative projects. *(Fall)*

391 - RESEARCH ETHICS

Foley, K.

This course provides students with a comprehensive overview of the responsible conduct of research. Students will learn the conventions for appropriate animal and human research. They will also develop critical thinking and moral reasoning skills to resolve situations that may arise during the course of research. The course will address the following topics: historical and social context of science; government oversight and regulation of research; guidelines for research involving animals; and guidelines for research involving human subjects. Special consideration will be given to topics where moral dilemmas in research are more likely to occur, including conflicts of interest, informed consent, confidentiality, data ownership and intellectual property, disclosure, and dissemination of results.

392 - INTRODUCTION TO EPIDEMIOLOGY

Foley, K.

Epidemiology is the systematic and rigorous study of health and disease in a population. According to the Institute of Medicine, epidemiology is the basic science of public health. The purpose of this course is to introduce students to core concepts in epidemiology, including history, philosophy, and uses of epidemiology; descriptive epidemiology, such as patterns of disease and injury; association and causation of disease, including concepts of inference, bias, and confounding; analytical epidemiology, including experimental and non-experimental design; and applications to basic and clinical science and policy. The course is designed to require problem-based learning of epidemiological concepts and methods, so that students can use epidemiology as a scientific tool for addressing the health needs of the community. *Medical Humanities concentration credit.*

395, 396 - INDEPENDENT STUDY

Denham

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 and Spring*)

397 - FUTURE OF AMERICAN HEALTH CARE

Konen

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*)

421 - SEMINAR IN FILM AND MEDIA STUDIES

Staff

Advanced topics in the area of film history, thematics, aesthetics, and production. CIS 220. *Required course for fulfilling the Film and Media Studies Concentration. (Fall)*

470 - GLOBAL HEALTH ETHICS

Foley, K.

Global health ethics seeks to understand values and principles which guide medical and public health practice throughout the world. Particular attention will be given to health inequalities and how medicine and public health may work to resolve these problems. Students will apply ethical frameworks to identify and clarify the dilemmas posed intra- and internationally related to the study, prevention and treatment of disease. Ultimately, students will be able to analyze various courses of actions and their consequences and propose pragmatic and value-driven solutions to current global health concerns. *Permission of the instructor required. Medical Humanities concentration credit.*

495 - THESIS

Denham

(*Fall*)

496 - THESIS

Denham

(*Spring*)

CHEMISTRY

Professors: Beeston (On leave Spring), Blauch, Carroll (On leave Fall), Nutt

Associate Professors: Hauser, E. Stevens (Chair), Striplin (On leave Fall)

Assistant Professor: Myers

Visiting Associate Professor: Brown

Instructors: M. Kelly (Fall), K. Stevens (Fall)

Distribution Requirements: The following chemistry courses satisfy the distribution requirement in laboratory science: 105, 106, 107, 115, 201, and 215. Chemistry 103 and Chemistry 110 also satisfy a distribution requirement in Natural Science and Mathematics, but not the laboratory science component of that requirement.

Introductory Chemistry Program: Students who have earned AP credit for Chemistry 115 may begin their study of chemistry with either Chemistry 201 or 215. Other students should begin with either Chemistry 110 or 115. Chemistry 110 is designed 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. Chemistry 115 is recommended for students who have a good background from high school chemistry.

Major Requirements: Prospective majors are encouraged to discuss their programs with a faculty member as soon as they begin considering a chemistry major. The prerequisites for advanced courses require careful planning to obtain a feasible schedule.

1. Chemistry courses:
 - a. 201 (115 is prerequisite for this course), 202, 215, 351, 352, 361, 371, 381, and 391
 - b. Two 400-level courses selected from 401, 410, 420, 450, or 496
2. Supporting and prerequisite courses:
 - a. Mathematics 135, 137, 140, or 160
 - b. Physics 220 or 230
3. Students must attend 10 sessions of the chemistry colloquium during their junior and senior years.

Honors Requirements: Graduation with honors requires fulfillment of the basic major as well as completion of Chemistry 497. Chemistry 497 may be used to fulfill the elective requirement (1.b.) of the basic major.

American Chemical Society Undergraduate Chemistry Program: The American Chemical Society recommends a specific program for all chemistry majors who plan to study chemistry in graduate school or who seek employment as professional chemists. The program includes general chemistry, foundation courses, in-depth courses, and experiences in the laboratory and research. Completion of the American Chemical Society program requires fulfillment of the basic major as well as a research experience. The research experience may be satisfied through either a summer of research after the junior year or by completion of Chemistry 496. Each student must submit a satisfactory written research report to the department chair. Students may use Chemistry 496 or 497 to satisfy the elective requirement (1.b.) of the basic major. Students pursuing the American Chemical Society degree also are strongly encouraged to take Mathematics 150 and 235.

Minor Requirements: The minor consists of Chemistry 115, 201, 202, 215, and two additional courses numbered 300 or higher. Only one of the 300-level courses may be fulfilled with a research credit. In addition, students must attend at least six sessions of the chemistry colloquium during their junior and senior years. At least five courses counted toward the minor must be taken at Davidson. None of the courses counted toward the minor may be taken Pass/Fail.

Chemistry Courses: Chemistry courses at the 100 level may be taken with no prerequisites. All courses offered at the 200 level have one or two chemistry prerequisites; while courses at the 300 level are designed for majors and minors who have completed (or are taking concurrently) Chemistry 115, 201, 202, and 215. The 400-level courses are primarily advanced, senior-level courses for chemistry majors.

103 - TOPICS IN CHEMISTRY

Staff

An introduction to chemistry designed to meet the science requirement of non-science majors. Course content and emphasis will vary with instructor. Possible offerings may focus on the chemistry of food and drink, environmental chemistry, or archaeological chemistry. *No prerequisites. May not be taken for credit after any chemistry course numbered 200 or above has been taken for credit. No laboratory.*

104 - CHEMISTRY OF THE ENVIRONMENT

Brown, Hauser

Introduction to chemistry and its application to environmental issues. Topics include general, analytical, and organic chemistry; chemical toxicology; air, water, and ground pollution; major classes of pollutants; and current recycling techniques. Designed for students who do not plan to take additional chemistry courses. *No prerequisites. May not be taken for credit after Chemistry 110 or 115 has been taken for credit. No laboratory. (Not offered 2010-11)*

105 - CHEMISTRY AND SOCIETY

K. Stevens

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 for students who do not plan to take additional courses in chemistry. *No prerequisite. May not be taken for credit after Chemistry 106, 107, or 115 has been taken for credit. One laboratory meeting per week. (Fall)*

106 - CHEMISTRY OF ART AND ARTIFACTS

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 chemistry courses. *No prerequisites. May not be taken for credit after Chemistry 105, 107, or 115 has been taken for credit. One laboratory meeting per week. (Not offered 2010-11)*

107 - CHEMISTRY OF THE ENVIRONMENT

Hauser

Introduction to chemistry and its application to environmental issues. Topics include general, analytical, and organic chemistry; basic toxicology; air, water, and ground pollution; major classes of pollutants; recycling techniques; and an introduction to green chemistry. Designed for students who do not plan to take additional courses in chemistry. *May not be taken for credit after Chemistry 105, 106, or 115 has been taken for credit without permission of the instructor. One laboratory meeting per week.*

110 - INTRODUCTION TO CHEMISTRY

Beeston, Brown, Myers, Striplin

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. *No prerequisite. May not be taken for credit after any chemistry course numbered 115 or above has been taken for credit. No laboratory. (Fall)*

115 - PRINCIPLES OF CHEMISTRY

Beeston, Myers, Nutt

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. *Prerequisite: Chemistry 110 or a good background from high school chemistry. One laboratory meeting per week. (Fall and Spring)*

201 - INTRODUCTORY ORGANIC CHEMISTRY I

Brown, Carroll, Kelly, E. 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: Chemistry 115. One laboratory meeting per week. (Fall and Spring)*

202 - INTRODUCTORY ORGANIC CHEMISTRY II

Brown, Carroll, E. Stevens

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

215 - CHEMICAL EQUILIBRIUM

Blauch, Hauser, Striplin

Aqueous and non-aqueous chemical equilibria with applications in biological, environmental, forensic, archaeological, and consumer chemistry. Laboratory experiments include qualitative and quantitative analyses using volumetric, electrochemical, and spectroscopic methods. *Prerequisite: Chemistry 201 or permission of the instructor. One laboratory meeting per week. (Fall and Spring)*

301 - CHEMISTRY OF NATURAL PRODUCTS

Brown

Examination of the chemistry of natural products from plants. Topics may include the study of isolation techniques, structure elucidation, biosynthesis, chemical synthesis, and applications at the molecular level of naturally occurring substances such as alkaloids, terpenes, steroids, antibiotics, polyphenols, porphyrins, and/or other phytochemicals of medicinal and/or nutritional interest. *Prerequisite: Chemistry 202 and 215. (Fall)*

303 - BIOORGANIC CHEMISTRY

E. 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. (Not offered 2010-11)*

304 - TOPICS IN ENVIRONMENTAL AND GREEN CHEMISTRY

Brown, Hauser

Introduction to environmental chemical principles and methodology including aspects of the chemistry of air, water, and soil; identities, sources, properties, and reactions of pollutants; green chemical approaches to pollution prevention; environmentally-benign synthetic methodologies, design of safer chemical products, alternative solvents and catalyst development, and applications of biomimetic principles. *Prerequisite or Corequisite: Chemistry 215. No laboratory. (Not offered 2010-11)*

305 - FORENSIC CHEMISTRY

Hauser

Introduction to forensic chemical principles and methodology. Course topics include key forensic and legal concepts, statistics, sampling, quality control, sample preparation and analysis as applied to drugs, arson, explosives, gun-shot residue, inks, paints, fibers, papers, and glass. *Prerequisite or Corequisite: Chemistry 215. No laboratory. (Not offered 2010-11)*

306 - BIOPHYSICAL CHEMISTRY

Myers

Underlying physical and chemical principles governing the behavior of biological systems. Topics include thermodynamics and equilibria of biological reactions, enzyme kinetics, binding, and the physical and molecular properties of proteins, nucleic acids, and other biological macromolecules. *Prerequisite: Chemistry 201 and 215. Does not count toward a major in chemistry. No laboratory. (Spring)*

308 - CHEMISTRY OF BIOMEDICAL POLYMERS

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. (Not offered 2010-11)*

309 - MEDICINAL CHEMISTRY

E. 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. (Not offered 2010-11)*

351 - PHYSICAL CHEMISTRY: THERMODYNAMICS

Blauch, Striplin

Chemical thermodynamics with an introduction to statistical mechanics and applications to solution chemistry. *Prerequisite: Mathematics 135, 140, or 160. Prerequisite or Corequisite: Chemistry 215 and Physics 220 or 230. No laboratory. (Fall)*

352 - PHYSICAL CHEMISTRY: KINETICS AND QUANTUM MECHANICS

Striplin

Chemical kinetics followed by a discussion of quantum mechanics and its application to spectroscopy and the structure of matter. *Prerequisite: Chemistry 215; Mathematics 135, 140, or 160; and either Physics 220 or 230. No laboratory. (Spring)*

361 - BIOLOGICAL CHEMISTRY

Staff

Introduction to the chemistry of biological systems with an emphasis on molecular interactions. Includes the study of amino acids and proteins, nucleic acids, lipids, carbohydrates, enzymes and enzyme mechanisms, and the chemistry of important metabolic pathways and regulatory mechanisms. This course is intended for chemistry majors. *Prerequisite: Chemistry 202 and 215, Biology 111 recommended. One laboratory meeting per week. (Fall)*

371 - ANALYTICAL CHEMISTRY

Blauch, Hauser

Introduction to analytical methods including spectrometry, separations, and electrochemistry. Emphasis will be placed on the principles behind and components of analytical instrumentation. *Prerequisite: Chemistry 201 and 215. One laboratory meeting per week. (Fall)*

391 - ADVANCED EXPERIMENTAL TECHNIQUES Beeston, Blauch, E. Stevens, Striplin
 Experimental methods for the determination of physical chemistry properties of molecules and systems, synthesis of inorganic and organic molecules, and separation of chemical mixtures. *Prerequisite or Corequisite: Chemistry 351 or 352. One laboratory meeting per week. (Spring)*

395 - LITERATURE INVESTIGATION Staff

This course is designed for any qualified student who desires to pursue a literature research project in an area of special interest in chemistry under the direction and supervision of a faculty member. The latter reviews and approves the topic of research and 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. *Prerequisite: Permission of the instructor. (Fall and Spring)*

396 - LABORATORY RESEARCH I Staff

Experimental chemistry projects conducted with the direction and supervision of a faculty member, who reviews and approves the topic of the research and 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. This course is intended for non-senior students. *Prerequisite: Permission of the instructor. (Fall and Spring)*

397 - LABORATORY RESEARCH II Staff

Experimental chemistry projects conducted with the direction and supervision of a faculty member, who reviews and approves the topic of the research and 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. This course is intended for non-senior students. *Prerequisite: Chemistry 396. Permission of the instructor. (Fall and Spring)*

401 - INORGANIC CHEMISTRY 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)*

410 - ADVANCED ORGANIC CHEMISTRY Carroll

Selected topics in organic chemistry. *Prerequisite: Chemistry 202 and 351, or permission of the instructor. (Spring)*

420 - ADVANCED PHYSICAL CHEMISTRY Blauch

Selected topics in physical chemistry. *Prerequisite: Chemistry 351 and 352, or permission of the instructor. (Not offered 2010-11)*

450 - ADVANCED SEMINAR IN BIOCHEMISTRY Staff

Selected topics in biochemistry. *Prerequisite: Chemistry 351 and 361, and Biology 111; or permission of the instructor. (Not offered 2010-11)*

496 - SENIOR RESEARCH I

Staff

Experimental chemistry projects conducted with the direction and supervision of a faculty member, who reviews and approves the topic of the research and 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. This course is intended for senior chemistry majors. *Prerequisite: Permission of the instructor. (Fall and Spring)*

497 - SENIOR RESEARCH II

Staff

Experimental chemistry project conducted with the direction and supervision of a faculty member, who reviews and approves the topic of the research and evaluates the student's work. Admission by consent of the faculty member following acceptance of the student's written research proposal. Students pursuing an honors degree must complete a thesis that will be evaluated by the department. Consult the department's guidelines for the preparation of independent research proposals. *Prerequisite: Chemistry 496 or a summer of research with the instructor after the student's junior year. (Spring)*

CHINESE

Associate Professors: Shao, Shen (Chair)

Visiting Lecturer: Xi

Distribution Requirements: Any of the following courses meets the literature distribution requirement: Chinese 206, 405, 406

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

Cultural Diversity Requirement: Chinese 120, 121, 206, 207, 224, 405, and 406 satisfy the Cultural Diversity requirement.

Minor Requirements:

1. Satisfactory completion of six courses numbered above Chinese 102, including:
 - a. two Chinese language courses chosen from: Chinese 201, 202, 301, 302, 303, 350, 351, 353; and
 - b. two courses in Chinese literature, culture, or cinema, with at least one 400-level course chosen from: Chinese 120, 121, 206, 207, 224, 292, 405, 406.
2. Only one of the following courses may be included in the minor: Anthropology 265, History 282, 383, 385, 386, 472, or 475, Political Science 332 or 471, Religion 280, 281, 282, 285, 382, or 383.
3. With the approval of the Chinese Program Chair and the Registrar up to three Chinese language, literature, cinema, or cultural courses taken outside Davidson College (either from other American institutions or abroad) may be applied toward the minor.

It is strongly recommended that students study abroad in an approved program in a Chinese-speaking country.

Chinese Courses: The numbers given the language courses are different from the numbers given to the culture, cinema and literature courses. With language courses, a higher value represents a higher difficulty level. This takes two forms.

(1) The 1st-year language courses are assigned numbers in the 100s, the 2nd-year language courses in the 200s, and the 3rd-year language courses in the 300s.

(2) Within the same level, a higher value also indicates a more advanced course. For instance, Chinese 350: Advanced Reading and Writing is more advanced than Chinese 302: Advanced Chinese II.

The first rule applies to the culture, cinema, and literature courses as well. For instance, Chinese 405: Seminar in Chinese Cinema and Modern Chinese Literature is a more advanced course than Chinese 206: Traditional Chinese Literature in Translation. Within the same level, a higher number represents a different rather than a more advanced course. For example, Chinese 120 and Chinese 121 are both introductory courses.

101 - ELEMENTARY CHINESE I

V. 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

V. 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 MODERN CHINESE CULTURE

V. Shen

Introduces several aspects of Chinese culture including Chinese cultural motifs and their cultural implications, holidays and festivals, Peking opera, 20th century Chinese drama, Chinese etymology and calligraphy, Chinese popular music, Chinese cinema, Chinese martial arts, and food. Additionally, the course will also talk about some paradox, dialectics and misconception in Chinese culture. *Taught in English. Satisfies the cultural diversity requirement. (Not offered every year.)*

121 - INTRODUCTION TO TRADITIONAL CHINESE CULTURE

Shao

Examination of key aspects of traditional Chinese culture, including birth myths, views of the body, women and sexuality, symbols of evil and folklore, feng-shui and divination, martial arts and heroism, gardens and imperial places, and traditional music. *Taught in English. Satisfies the cultural diversity requirement. (Not offered every year.)*

201 - INTERMEDIATE CHINESE I

Shao

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 Shao
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)*
- 206 - INTRODUCTION TO TRADITIONAL CHINESE LITERATURE Shao
Selection of poetry, drama and narrative from ancient times up to 1900, with special emphasis on major themes and conventions. *Taught in English. Satisfies the cultural diversity requirement. (Not offered every year.)*
- 207 - ENGENDERING CHINESE CINEMA V. 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. Satisfies the cultural diversity requirement. (Not offered every year.)*
- 224 - MARTIAL ARTS AND HEROISM IN CHINESE FICTION AND FILM Shao
Introduction to the Chinese idea of martial arts heroes and its representation in fiction and film with emphasis on its historical and changing cultural contests. *Taught in English. Satisfies the cultural diversity requirement. (Not offered every year.)*
- 301 - ADVANCED CHINESE I C. Shen
Extensive reading and discussion of texts of increased difficulty, exposure to authentic Chinese materials, emphasis on expanding vocabulary, speaking and writing skills and skills that will help further develop proficiency in Chinese. *(Fall)*
- 302 - ADVANCED CHINESE II Staff
Extensive reading and discussion of texts of great difficulty, exposure to authentic Chinese materials, emphasis on expanding vocabulary, speaking and writing skills and skills that will help further develop proficiency in Chinese. Continuation of Chinese 301. *(Spring)*
- 303 - ADVANCED CONVERSATIONAL CHINESE Staff
To further improve students' oral proficiency to converse on various topics in daily life, perform various discourse function, and speak appropriately in different social situations. *Prerequisite: Chinese 202 or permission of the instructor. (Not offered every year.)*
- 350, 351 - ADVANCED READING AND WRITING Staff
(Not offered every year.)
- 353 - ADVANCED COMPOSITION AND CONVERSATION Shen
This course is designed to develop students' communicative competency in speaking and writing at the advanced level. Students are expected to have completed three years of modern Chinese at the college level. *Satisfies a requirement for the minor in Chinese.*

405 - SEMINAR: TOPICS IN CHINESE CINEMA AND MODERN LITERATURE V. Shen
 Reading and discussion of selected works in Chinese literature and cinema. Discussion of individual research projects. *Taught in English. Satisfies the cultural diversity requirement. May repeat for credit if the subject is different.*

406 - SEMINAR: TOPICS IN TRADITIONAL CHINESE LITERATURE Shao
 Critical study of tales, short stories and novels from 1300 to 1900, with special attention to themes, conventions, critical approaches, and the problem of adaptation from fiction to film, theater, and cartoons. *Taught in English. Satisfies the cultural diversity requirement. May repeat for credit if the subject is different.*

CLASSICS

Professors: Krentz, Neumann (Chair), Toumazou

Associate Professor: Cheshire

Visiting Assistant Professor: Becker

Affiliated Faculty: Ahrens Dorf (Political Science), W. T. Foley (Religion), Griffith (Philosophy), Snyder (Religion), Studtmann (Philosophy)

Distribution Requirements: Classics 211, 222, 256, and any course in Greek or Latin numbered above 300 satisfy the distribution requirement in literature. Classics 257, 341, 342, and 444 satisfy the distribution requirement in fine arts. Any course in classics cross-listed by the Department of History satisfies the distribution requirement in history. Classics 261 satisfies a distribution requirement in philosophy. Classics 268 satisfies a distribution requirement in social science. Classics 272, 378 and Latin 329 satisfy a distribution requirement in religion.

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 an emphasis in either classical civilization or classical languages.

Emphasis in classical civilization:

1. three courses in Greek and Latin, including one course in each language and one course at the 200 level or above in either language
2. eight other courses at the 200 level or above, including:
 - at least one course in ancient literature (Classics 211, 222);
 - at least one course in ancient history (Classics 231, 232);
 - at least one course in ancient art (Classics 341, 342);
 - at least one seminar (400-level course).

Students who successfully complete the Classics Semester Abroad (CLA 255-258) are exempted from the specific distribution of courses in literature and art.

Emphasis in classical languages:

1. seven language courses, including five at the 200 level or above and at least two in each language;
2. four other courses at the 200 level or above, including
 - one course in ancient literature (Classics 211, 222);
 - one course in ancient history (Classics 231, 232);
 - one course in ancient art (Classics 341, or 342);
 - one seminar (400-level course).

Students who successfully complete the Classics Semester Abroad (CLA 255-258) are exempted from the specific distribution of courses in literature and art.

Placement: 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. Students who receive a score of 4 or 5 on either or both of the Advanced Placement Latin tests, or who receive a score of 6 or 7 on the higher level International Baccalaureate Latin exam, receive automatic credit for Latin 199. Any such student who places out of Latin 201 on our placement test will receive credit for 201 instead of 199.

Students may enroll for one advanced Greek and one advanced Latin course at the 200-level if they have not taken a course above 201 in the language before.

Honors Requirements: Candidates for departmental honors 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 a senior 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 COURSES

Advanced Course Information: We offer at least one course in advanced Greek each semester. In the past four years, we have offered courses in Aristophanes, Herodotus, Homer, Lyric Poetry, the New Testament, Rhetoric, and Sophocles. Students who have completed Greek 201 may enroll in their first advanced course at the 200-level; individual instructors will determine how the course requirements will differ for 200- and 300-level students.

- | | |
|---|-------|
| 101 - ELEMENTARY GREEK I | Staff |
| Introduction to Attic Greek. Requires drill sessions with Apprentice Teachers. (Fall) | |
| 102 - ELEMENTARY GREEK II | Staff |
| Continuing introduction to Attic Greek. Requires drill sessions with Apprentice Teachers. Prerequisite: Greek 101. (Spring) | |
| 201 - INTERMEDIATE GREEK | Staff |
| Readings in Greek literature. Prerequisite: Greek 102. (Fall) | |

233/333 - EURIPIDES' MEDEA Toumazou
 A reading of the Medea, in ancient Greek, along with a selection of plays in translation. (Fall)

266/366 - THE PLATONIC DIALOGUE Cheshire
 Introduction to the Platonic dialogue, with special attention devoted to the relationship between philosophy, rhetoric, poetry, and desire. (Spring)

399 - INDEPENDENT STUDY IN GREEK Staff
 Readings and research on Greek texts, under the direction and supervision of a faculty member who reviews and approves the topic(s) and evaluates the student's work. *Prerequisite: Greek 201 and permission of the instructor.*

499 - SENIOR THESIS Staff
 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 COURSES

Advanced Course Information: We offer at least one course in advanced Latin each semester. In the past four years, we have offered courses in Christian Latin Writers, Cicero, Comedy, Horace, Ovid, Pastoral Poetry, Satire, and Seneca. Students who have completed Latin 201 may enroll in their first advanced course at the 200-level; individual instructors will determine how the course requirements will differ for the 200- and 300-level students.

101 - ELEMENTARY LATIN I Staff
 Introduction to classical Latin. Requires drill sessions with Apprentice Teachers. (Fall)

102 - ELEMENTARY LATIN II Staff
 Continuing introduction to classical Latin. Requires drill sessions with Apprentice Teachers. *Prerequisite: Latin 101 or qualifying score on placement test.* (Spring)

201 - INTERMEDIATE LATIN Staff
 Readings in Latin literature. *Prerequisite: Latin 102 or qualifying score on placement test.* (Fall)

222/322 - CATULLUS Cheshire
 Introduction to the poetry of Catullus, with special attention devoted to appreciating the variety of carmina in light of their cultural and literary context. *Prerequisite: Latin 201 or qualifying score on placement test.* (Spring)

244/344 - ROMAN HISTORIANS: LIVY Becker
 This course involves a close reading of Livy's historical narration of the Second Punic War. In addition to translation and a review of grammar, this course will also utilize secondary literature dealing with Roman historiography, ancient warfare, and Roman imperialism. (Fall)

277/377 - CHRISTIAN LATIN WRITERS (=CLA 272) Foley
 (Cross-listed as CLA 272.) 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 on early controversies as revealed through primary sources. (Spring)

399 - INDEPENDENT STUDY IN LATIN

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

499 - SENIOR 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 COURSES

211 - GREEK LITERATURE IN TRANSLATION (= ENG 211) Cheshire
(Cross-listed English 211) Selected works from a variety of ancient Greek literary genres, from Homer's epic (ca. 8th c. BCE) to Plutarch's biography (ca. 2nd c. CE). *(Not offered 2010-11.)*

222 - ROMAN LITERATURE IN TRANSLATION (= ENG 222) Becker
(Cross-listed English 222). Selected works of Roman literature from the early Republic through the Empire. *(Spring)*

231 - GREEK HISTORY (= HIS 109) Krentz
(Cross-listed History 109). Introduction to the history and culture of ancient Greece. *Not open to seniors. (Not offered 2010-11.)*

232 - ROMAN HISTORY (= HIS 110) Staff
(Cross-listed History 110). Introduction to the history and culture of the ancient Roman world. *Not open to seniors. (Fall)*

233 - THE ETRUSCANS: ARCHAEOLOGY, SOCIETY, AND URBANISM Becker
The course examines the archaeology of the Etruscan civilization in central Italy by considering a broad range of evidence and examining current debates concerning Etruscan society. We will consider aspects such as Etruscan urbanism, art and architecture, religion and ritual, language, as well as trade and production. *(Spring)*

246 - ETHICS IN ARCHAEOLOGY Krentz
Using the case method, this course considers a range of ethical dilemmas involving stewardship, commercialization, public education, intellectual property, public reporting and publication, indigenous rights, and more, including issues faced by museums. *Satisfies a major requirement in Classics. (Spring)*

250 - CLASSICAL MYTHOLOGY Staff
Greek and Roman mythology, with an emphasis on its varied treatment in literature and art, both ancient and modern. *(Not offered 2010-11.)*

252 - CLASSICS IN THE CINEMA Krentz
Analysis of films about ancient Greece and Rome, with particular emphasis on issues of historical accuracy and the cultural and political context in which the films were made. *Provides major credit in classics. (Not offered 2010-11.)*

- 261 - HISTORY OF ANCIENT PHILOSOPHY (= PHI 105) Staff
 (Cross-listed Philosophy 105). Introduction to the origins and development of philosophy with emphasis on Plato and Aristotle. *(Fall)*
- 268 - CLASSICAL POLITICAL THEORY (= POL 208) Staff
 (Cross-listed Political Science 208). Major political philosophers from the 5th century B.C.E. to the end of the Middle Ages. *(Fall)*
- 272 - THE RISE OF CHRISTIANITY (= REL 242) Foley
 (Cross-listed Religion 242). The theological and historical development of the early church from the New Testament period to the Council of Chalcedon (451 CE) with a focus upon early controversies as revealed through primary sources. *(Not offered 2010-11.)*
- 334 - ATHENIAN LAW (= HIS 314) Krentz
 (Cross-listed History 314). Analysis of the Athenian legal process in a discussion-intensive approach using surviving Athenian speeches as case studies. *(Not offered 2010-11.)*
- 341 - GREEK ART AND ARCHITECTURE (= ART 200) 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 (= ART 202) Toumazou
 (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. *(Spring)*
- 344 - FIELD SCHOOL IN MEDITERRANEAN ARCHAEOLOGY 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 Athienou in southcentral Cyprus. *Prerequisite: Permission of the instructor. (Summer)*
- 354 - THE CLASSICAL TRADITION Neumann
 Overview of the field of classics; the history of the reception of Greco-Roman antiquity; the state of the field today. *(Not offered 2010-11.)*
- 378 - RELIGIONS OF THE ROMAN EMPIRE (= REL 341) Snyder
 (Cross-listed Religion 341). A survey of religious practices and beliefs in the Roman Empire; emperor cult, mystery religions, Judaism and Christianity as seen from the Roman perspective, magic, astrology; attention to material evidence in addition to literary remains. *(Not offered 2010-2011.)*
- 399 - INDEPENDENT STUDY IN CLASSICAL CIVILIZATION Staff
 Research and writing under the direction and supervision of a faculty member who reviews and approves the topic(s) and evaluates the student's work. *Prerequisite: Permission of the instructor.*
- 430-435 - SEMINARS IN ANCIENT HISTORY Staff
 Seminars change annually. Recent seminars have included Alexander the Great and Roman Imperialism. *(Not offered in 2010-11.)*

440-445 - SEMINARS IN ANCIENT ART AND ARCHAEOLOGY

Seminars change annually. (Not offered 2010-11.)

450-455 - SEMINARS IN CLASSICAL CIVILIZATION

Seminars change annually.

450 - TROY AND THE TROJAN WAR

Toumazou

The Seminar will explore the legends surrounding Troy in Classical Art and Literature and evaluate the 'historicity' of the Trojan War through Archaeology. (*Spring*)

453 - HELLENISTIC ALEXANDRIA

Cheshire

A collaborative examination of literary, historical, and archaeological evidence for Alexandria in the Hellenistic Period. Special attention will be devoted to the political, religious, intellectual, and aesthetic interests of the Ptolemaic capital. (*Fall*)

499 - SENIOR 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.*

CLASSICS SEMESTER ABROAD

Four course-credit program studying the art, archaeology, history, and literature of classical antiquity. Conducted on location in Greece, Italy and Turkey. At the discretion of the director, sites in other countries may be included as well. Open to all sophomores, juniors, and seniors; limited to sixteen participants. The program goes every other spring, next in 2011.

253 - GREEK AND ROMAN HISTORY

Neumann

An introduction to Greek and Roman history and the classical tradition. *Part of the Classics Semester Abroad program. (Spring)*

254 - GREEK AND ROMAN LITERATURE

Neumann

Selected works of Greek and Roman Literature. *Part of the Classics Semester Abroad program. (Spring)*

257 - GREEK AND ROMAN ART AND ARCHITECTURE (= ART 232)

Neumann

(Cross-listed Art 232). A study of Greek and Roman art and architecture. *Part of the Classics Semester Abroad program. (Spring)*

258 - GREEK AND ROMAN ARCHAEOLOGY

Staff

A study of Greek and Roman archaeology. *Part of the Classics Semester Abroad program. (Not offered 2009-10.)*

COMMUNICATION STUDIES

Director: Professor Turner

Instructor: P. Baker

Adjunct Lecturer: Leslie

Communication Studies Courses: Open to all students, COM 101 provides an introduction to the theory and practice of oral communication. COM 201 is also open to all levels of students, without prerequisite; it offers a survey of the key concepts and contexts of the process of communication. COM 390 offers advanced study of topics in a class setting, with permission of the instructor required; COM 395 offers individual students the opportunity for advanced study of topics in communication studies, with prerequisites of COM 101 or 201 and permission of the instructor. COM 495 serves as the capstone course for the Communication Studies concentration, open only to those in the concentration who have fulfilled the necessary prerequisites.

A concentration is available in Communication Studies. See the concentration section of the catalog for details.

101 - PRINCIPLES OF ORAL COMMUNICATION

Staff

Examination and implementation of both classical and contemporary principles of effective oral communication. Individual presentations informed by readings, discussions, lectures, and examinations of key speeches. *(Fall and Spring)*

201 - INTRODUCTION TO COMMUNICATION STUDIES

Turner

A survey of the nature and processes of communication. Begins with basic concepts of communication, including language, nonverbal processes, perception, listening, and adaptation to audiences; then examines communication in specific contexts, including intrapersonal, interpersonal, small group, organizational, public, and mass communication. *(Fall)*

390 - SPECIAL TOPICS IN COMMUNICATION STUDIES

Staff

Group study of selected topics in Communication Studies. *Prerequisite: Communication Studies 101 or 201. (Fall and Spring)*

395 - INDEPENDENT STUDY

Turner

Independent work under the direction of a faculty member who determines the means of evaluation. Open to advanced students with special projects. *Prerequisite: Communication Studies 101 or 201 and permission of the instructor. (Fall and Spring)*

495 - COMMUNICATION THEORY AND RESEARCH

Turner

The capstone course for the Communication Studies concentration. The study of a variety of theories of communication as they frame questions and enable the discovery of answers. Theories cover basic conceptions of the communication process in interpersonal, public, and mass communication. These theories, and exemplary research growing from them, provide the basis for the investigation of key questions concerning processes of communication. The course culminates in a major project bringing together a variety of theoretical perspectives. Students should have taken COM 101, COM 201, and at least three courses from one track in the Communication Studies Concentration. COM 101 or one elective may be taken concurrently. *Instructor's permission required. (Spring)*

COMPUTER SCIENCE

Computer Science courses are listed in the Mathematics and Physics Departments course offerings. The Computer Science Concentration is listed under Concentrations.

DANCE

Dance courses are listed in the Theatre Department course offerings.

ECONOMICS

Professors: B. Baker, Hess, Kumar, Martin (Chair), Ross (Dean of Faculty)

Associate Professors: M. Foley, F. Smith

Assistant Professor: Gouri Suresh

Fellow: Mills

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

Major Requirements: Ten economics courses that are distributed as follows:

1. Economics 101;
2. Economics 202, 203, 205, and 495 (All four courses must be completed at Davidson College);
3. a course from the 210 or 310 series;
4. a course from the 220 or 320 series;
5. a course from the 230 or 330 series; and
6. two other courses above Economics 101, with the exceptions of Economics 122, 130, 180-184, 195, 196, 199, and 401, and the exception that, of Economics 211, 212, and 213, only two of them may be counted toward the major.
7. At least one of the ten courses must be a 300-level course.
8. At least one of the ten courses 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. At least two of the department's courses each semester are offered as "S" courses. Economics 402 will satisfy the "S" requirement; with the approval of the department, Economics 295, 296, 395, or 396 may satisfy the "S" requirement.

The department strongly recommends that students fulfill the core requirements of Economics 202, 203, and 205 early in the major. Some economics courses, including Economics 202 and 203, have a calculus prerequisite.

Minor Requirements:

1. Six economics courses that are distributed as follows:
 - a. Economics 101;
 - b. Economics 105 or 205;
 - c. Economics 202 and 203;
 - d. either Economics 130 or a course from the 230 or 330 series; and
 - e. one other economics course above Economics 205, except Economics 401.
2. Requirements (1b), (1c), and at least one of the requirements (1d) or (1e) 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 in the major and 3.2 or higher 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 because it is graded on a Pass/Fail basis; however, Economics 402 may be counted as an elective towards the major as well as counting as the "S" course required for the major.*

Graduate School: A student who intends to study economics in graduate school should: (1) take at least Mathematics 150, 160, 230, 235, 330, and 340 (which is one version of a Minor in Mathematics); (2) take the Graduate Record Examination; and (3) conduct independent economic research through a summer research grant, independent study, or the economics department honors program.

Economics Courses: Economics courses at the 100 level, with one exception (Economics 130), have no prerequisite economics courses; economics courses at the 200 level, with one exception (Economics 211), have one prerequisite economics course (generally Economics 101); and economics courses at the 300 level have as prerequisites at least one 200-level economics course (generally Economics 202 or Economics 203). The only 400-level courses in economics are honors research courses and Senior Session (the required capstone course for economics majors).

101 - INTRODUCTORY ECONOMICS

Staff

Theories and institutions that organize and direct economic activities in contemporary society. Covering both microeconomics and macroeconomics, prepares students for understanding domestic and international economic issues; and serves as a foundation for further work in economics.

105 - STATISTICS

Staff

Application of probability and statistics to economic analysis. Topics include: probability rules, discrete and continuous random variables, confidence intervals, hypothesis tests, correlation, and regression. Spreadsheet software is utilized. An economics research paper is a major component of the course. *One laboratory session per week.*

- 122 - INTRODUCTION TO HEALTH CARE ECONOMICS Staff
 This course provides students without an economics background a broad overview of the health economics field. A foundation of microeconomics principles is developed, and this foundation is then used to analyze leading health care issues. *[Not for major or minor credit in Economics.]*
- 130 - SURVEY OF INTERNATIONAL ECONOMICS Staff
 Investigation of the causes of and gains from international trade, and of the impact of policies that 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. *[Not for major credit in Economics.] Prerequisite: Economics 101.*
- 180-184 - SELECTED TOPICS IN ECONOMICS 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. *[Not for major or minor credit in Economics.]*
- 195, 196 - INDEPENDENT STUDY Staff
 Designed for non-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 as well as the Department Chair. *[Not for major or minor credit in Economics.] Prerequisite: Permission of the instructor.*
- 202 - INTERMEDIATE MICROECONOMIC THEORY Staff
 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. *Prerequisite: Economics 101 and Calculus I or equivalent.*
- 203 - INTERMEDIATE MACROECONOMIC THEORY Staff
 Theories of aggregate demand and supply; determination of real national income, employment, and the price level; and use of fiscal and monetary policies to achieve macroeconomic objectives. *Prerequisite: Economics 101 and Calculus I or equivalent.*
- 205 - BASIC ECONOMETRICS Staff
 Applications of linear regression analysis to economic analysis. Topics include model specification, parameter estimation, inference, and problems relating to data issues, statistical concerns, and model diagnostics. Statistical software is utilized. An economics research paper is a major component of the course. *Prerequisite: Economics 101 and either Economics 105 or permission of the instructor. One laboratory session per week.*
- 211 - INTRODUCTION TO ACCOUNTING B. 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. *Only two courses from Economics 211, 212, and 213 may earn major credit.*

212 - INTERMEDIATE ACCOUNTING

B. Baker

Complex problems in various areas of financial accounting, with emphasis on theoretical background and analysis of accounting data. *Prerequisite: Economics 211. Only two courses from Economics 211, 212, and 213 may earn major credit. (Spring)*

213 - COST ACCOUNTING

B. Baker

Study of allocation and utilization of resources. Emphasis on cost behavior, cost allocation, product costing, budgeting, decision-making and control activities related to job-order, process and activity-based costing (ABC) systems. *Prerequisite: Economics 211. Only two courses from Economics 211, 212, and 213 may earn major credit. (Fall)*

221 - ECONOMIC HISTORY OF THE UNITED STATES

Ross, F. 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.*

222 - HEALTH ECONOMICS

Staff

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.*

225 - PUBLIC SECTOR ECONOMICS

F. 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. A student may not receive credit for both Economics 225 and Economics 325. *Prerequisite: Economics 101. (Fall of even numbered years.)*

226 - ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS

Martin

Weekly seminar. Reading and discussion on the application of economic tools to the evaluation of environmental amenities, the analysis of pollution control policies, and the use of natural resources. Strengths and weaknesses of the economic approach to these issues are examined. *Prerequisite: Economics 101 and Calculus I or equivalent recommended.*

227 - GENDER AND ECONOMICS

Staff

Role of gender in economic 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.*

229 - URBAN ECONOMICS

F. 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.*

231 - HISTORY OF ECONOMIC THOUGHT

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.*

233 - ECONOMIC DEVELOPMENT

Hess

Theories and policies for economic development and poverty alleviation with concentration on the contemporary less developed countries. *Prerequisite: Economics 101.*

236 - ECONOMIC GROWTH AND SUSTAINABLE DEVELOPMENT

Hess

Determinants and consequences of economic growth; theories and policy implications for sustainable development; global trends in population, income, and the environment. A student may not receive credit for both Economics 236 and 336. *Prerequisite: Economics 101, either Economics 105 or permission of the instructor, and Calculus I or equivalent.*

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 - INDIVIDUAL RESEARCH

Staff

Designed for the student who desires to pursue some special interest in economics. A research proposal must be approved in advance by the faculty member who supervises the student and determines the means of evaluation as well as the Department Chair. *Prerequisite: Economics 101 and permission of the instructor.*

314 - FINANCE

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. *Prerequisite: Economics 105, 202, and 211.*

315 - MATHEMATICAL ECONOMICS

Hess

Basic mathematical techniques used in economic analysis. Topics include static and dynamic analyses of markets, optimization, and macroeconomic models. A student may not receive credit for both Economics 215 and Economics 315. *Prerequisite: Economics 202 or the permission of the instructor.*

317 - ECONOMETRICS

Martin

Theory and applications of linear regression modeling to the analysis of economic theory and to the forecasting of economic variables. *Prerequisite: Economics 205 and Multivariable Calculus or equivalent.*

319 - GAME THEORY AND STRATEGIC BEHAVIOR

M. Foley

Study of strategic situations in theory and practice. Course begins with static and dynamic games of complete information, moves to static games of incomplete information, and then concludes with dynamic, incomplete information games. *Prerequisite: Economics 202 and 105.*

320 - PSYCHOLOGY AND ECONOMICS

M. Foley

Incorporation of psychological insights into economic models, with emphasis on empirical evidence. Also known as behavioral economics. Analysis of how individuals depart from a standard economic model in three ways: 1) nonstandard preferences, such as procrastination, 2) nonstandard beliefs, such as overconfidence about one's ability, and 3) nonstandard decision making, such as framing effects and the roles of social pressure and peer influences. *Prerequisite: Economics 202 and 205. Satisfies a major requirement in Economics and a distribution requirement in the social sciences.*

323 - INDUSTRIAL ORGANIZATION

Staff

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 and 105 or permission of the instructor.*

324 - LABOR ECONOMICS

M. Foley, Ross

Labor markets, unionization, unemployment, and public policy primarily in the setting of the United States. *Prerequisite: Economics 202 and 105 or permission of the instructor.*

328 - MONEY AND THE FINANCIAL SYSTEM

Kumar

Money and financial system. 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.*

337 - INTERNATIONAL TRADE

Gouri Suresh

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

338 - INTERNATIONAL FINANCE

Hess, Kumar

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

380-384 - 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. *Prerequisite: Economics 202 or 203 or 205 and permission of the instructor.*

395, 396 - INDIVIDUAL RESEARCH

Staff

Designed for the major who desires to pursue some special interest in economics. A research proposal must be approved in advance by the faculty member who supervises the student and determines the means of evaluation as well as the Department Chair. *Prerequisite: Economics 202 or 203 or 205 and permission of the instructor.*

401 - HONORS RESEARCH

Martin

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. [Not for major or minor credit in Economics.] *Prerequisite: Permission of the Department Chair. (Fall)*

402 - HONORS THESIS

Martin

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)*

495 - SENIOR SESSION

Staff

Required of all seniors majoring in economics. Students participate in colloquia on economic problems, theory, and policy; prepare projects on economic issues; and take comprehensive examinations that include the ETS Major Field Test in economics, an oral exam and written examinations in economic theory and analysis. *Prerequisite: Economics 202, 203, and 205 or permission of the instructor. (Spring)*

EDUCATION

Associate Professor: Gay (Chair)

Assistant Professor: Kelly

Lecturer: Gerdes

Affiliated Professor: Ault (Psychology)

Graduation Requirements: Distribution Requirements (Social Science): Education 121, 221, 240, 242, 243, 250 and 260.

Cultural Diversity Requirement: Education 240, 250 and 260.

Goals of the Teacher Licensure Concentration: To prepare secondary school teachers, the program addresses the following goals:

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

Teacher Licensure: Through a series of articulation agreements with Duke University, Queens University of Charlotte, and the North Carolina Department of Public Instruction, Davidson College provides a course of study leading to North Carolina initial licensure/certification at the secondary level in the fields of Biology, 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 licenses are accepted in forty-two additional states. For more detailed information, interested students should contact the chair of the Department of Education. Students must graduate with a 2.5 grade point average to qualify for a teaching license issued by the state of North Carolina. The Teacher Education Program Handbook is available on the Education Department Web page and provides all details related to licensing procedures.

General Requirements: In addition to meeting the requirements of the major, students in the Teacher Licensure Concentration must take the following courses: Education 121, 242 and one of the following: Education 240, 250 or 260. Students must also have minimum scores designated by the State of North Carolina on the Praxis Series or minimum scores on the SAT prior to applying to student teaching.

Admission Requirements: Formal admission to the Teacher Licensure Concentration usually occurs during the second or third year. Students 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) or minimum scores on the SAT;
3. successful completion (grade of “C” or better) of EDU 121 or 242 and one of the following courses: EDU 240, 250 or 260.
4. a recommendation from the Dean of Students, the departmental advisor, and one other faculty member regarding the student’s interest and suitability for teaching;
5. approval of the Teacher Education Committee; and
6. approval of the Department of Education faculty and chair.

Student Teaching: Students 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. Students must receive permission from the chair of the Education Department before enrolling in 400-level courses.

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 are 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.

Education Courses: Other than the two W-courses, the single education course at the 100 level serves as a broad introduction to the field of Educational Studies. Courses at the 200 level are narrower, focusing on pedagogy, diversity, and psychology. Education 241 and Education 243 require Psychology 101 as a prerequisite, while the other 200-level courses are open to all students. Courses at the 300 level are normally for students completing the Interdisciplinary Concentration, and those at the 400 level are only for students completing the Licensure Concentration.

EDU 240, 250, and 260 satisfy the Cultural Diversity requirement.

121 - HISTORY OF EDUCATIONAL THEORY AND PRACTICE

Gay

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 and Spring*)

221 - SCHOOLS AND SOCIETY

Kelly

What really constitutes school success? Is a liberal education the best education? Do teachers treat children from different backgrounds unfairly? What aspects of society do schools reproduce? These are some of the questions that students will examine in this introductory course on contemporary educational theory and practice in schools. Using theoretical autobiography as a tool, students will build an understanding of major social theories that have

shaped their thinking about educational problems. In addition, students will construct and reconstruct their own theoretical perspective to educational trends and debates in the United States. The course requires the completion of 15 structured contact hours in a school, a midterm and a final review. (Fall)

240 - READING, WRITING, AND RACE: THE RACIAL ACHIEVEMENT GAP Kelly

A critical examination of competing explanations and impassioned debates over the racial achievement gap in the United States with a focus on the education of African Americans from slavery to the 21st century. This course will also explore how gender and class complicate race-specific solutions to the racial achievement gap. *Satisfies a distribution requirement in Social Science, provides credit toward the Education Concentration and the Ethnic Studies Concentration, and satisfies the cultural diversity requirement.*

241 - CHILD DEVELOPMENT (= PSY 241) Ault

(Cross-listed as Psychology 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. (Fall)*

242 - EDUCATIONAL PSYCHOLOGY AND TEACHING EXCEPTIONALITIES Gerdes

Psychology of learning as it relates to teaching. Focus on contemporary theories of learning, retention, transfer, motivation, educational assessment, and adolescent psychology, and their particular application to classroom teaching. Includes special emphasis on teaching exceptional students and appropriate clinical experiences in educational institutions. (Spring)

243 - ADOLESCENT DEVELOPMENT (= PSY 243) Staff

(Cross-listed as Psychology 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)*

250 - MULTICULTURAL EDUCATION Gay

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. It views multicultural education as encompassing teachers, parents, students, administrators, employees, employers, and society at large. The focus is on examining traditional assumptions, expectations, and biases. *Satisfies a distribution requirement in Social Science, provides credit toward the Education Concentration and the Ethnic Studies Concentration, and satisfies the cultural diversity requirement.*

260 - SOCIAL DIVERSITY AND INEQUALITY IN EDUCATION (=SOC 261) Kelly

(Cross-listed as SOC 261.) This course focuses on issues of social diversity, social inequality, and social justice in education. Students will explore how social inequality has shaped the educational experiences of racial and ethnic groups in the United States. In addition, students will be encouraged to link new learning with their personal and social reality through writing assignments, institutional ethnography, cooperative learning activities, and critical experiential learning. *Satisfies a distribution requirement in Social Sciences, provides credit toward the Education Concentration and the Ethnic Studies Concentration, and satisfies the cultural diversity requirement. (Fall)*

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 reviews and approves the topic(s) of the independent study and evaluates the student's work. *Prerequisite: Approval of the instructor.*

302 - FIELD PLACEMENT IN EDUCATION

Staff

Independent study in the Interdisciplinary Concentration in Education under the supervision of a faculty member who approves the student's topic(s) and evaluates the work. Areas of study and experience vary according to the student's educational objectives and preferences. Requires approximately eight hours per week in a public or private school, weekly meetings with a department faculty member, and production of a portfolio, that synthesizes the completed concentration courses. *Prerequisite: Approval of the instructor. (Spring)*

330 - SOCIOLOGY OF EDUCATION

Kelly

(Cross-listed as SOC 330). An introduction to the sociological study of education in the United States, including an examination of the school as an organization within a larger environment. Explores the link between schools and social stratification by analyzing the mutually generative functions of schools and considers how processes within schools can lead to different outcomes for stakeholders. *Provides major credit in Sociology, satisfies a distribution requirement in the social sciences, and satisfies a requirement in the Education Concentration.*

394 - STUDIES IN MODERN LITERATURE

Staff

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

400 - ORGANIZATION FOR TEACHING

Kelly

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

Kelly

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 Department of Education. (Spring)*

420 - SEMINAR IN SECONDARY EDUCATION

Gay

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 the instructor. (Spring)

ENGLISH

Professors: S. Campbell, Churchill, Flanagan, Gibson, A. Ingram, R. Ingram, Kuzmanovich (Chair), Lewis, Mills (On Leave), Nelson, Parker

McGee Visiting Professor of Writing: TBD

Associate Professors: Fox (On Leave), Miller (On Leave)

Assistant Professors: Fackler, Vaz-Hooper

Visiting Assistant Professor: Christine Marshall

Distribution Requirements: Courses numbered 110 or higher – with the exception of 201, 202, 203, 204, 301, 303, 304, 305, 310, independent studies, and tutorials – may be counted toward the fulfillment of the distribution requirement in literature.

Cultural Diversity Requirement: English 262, 282, 284, 286, 290, 297, and 482 fulfill the cultural diversity requirement.

Major Requirements: Ten courses as follows:

1. English 220 (Should be completed by the end of sophomore year.)
2. Three historical survey courses:
 - English 240. British Literature through 18th century
 - English 260 or English 290

(English 260: British Literature, 19th through 20th century, including colonial and post-colonial literature; English 290: World Literatures, a historical survey of selected texts outside the British and American literary traditions.)

English 280. American literature through 20th century

3. A course in writing, creative writing, or creative practice (at 200 or 300 level)
4. Five electives. Four of the five electives should be at the 300-level or higher, with at least two of the five at the 400- level.

Students who declare a major in English should complete 220 by the end of the sophomore year. The three historical survey courses should be completed by the end of the junior year. Those who cannot meet these deadlines must make prior arrangements with the Chair.

Honors Requirements: The Honors Program requires a 3.5 major GPA and 3.2 overall GPA at the time of application. It normally comprises twelve courses. These twelve include two in addition to the ten required of all majors, English 498 and English 499. To be awarded honors, students must achieve at least a grade of B+ in both English 498 and English 499.

Transfer Courses: The English Department accepts up to five courses from other colleges and universities as credit toward the major. To be granted transfer credit toward the major, students, after receiving College credit from the Registrar, should make their requests to the English Department Chair and submit for evaluation all relevant course materials.

English Courses:

100-level courses satisfy distribution requirements for literature, but do not count toward the major.

200-level courses are introductory literature or creative writing courses. English 201, 203, 204 are writing courses and do not count toward the distribution requirement in literature. English 220, 260, 280, and 290 are designed for majors and prospective majors.

300-level courses are advanced, theory-infused courses designed for majors. English 301, 303, 304, 305 are writing courses and do not count toward the distribution requirement in literature. First-year students require permission of the instructor to take 300-level courses, as do all students taking independent studies (395, 396, and 397).

400-level courses are seminars limited to twelve juniors or seniors with preference to English majors. English 495, 498, and 499 are limited to seniors.

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. 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. *Limited to first- and second-year students.*

203 - INTRODUCTION TO WRITING POETRY Staff

Practice in the writing of poetry with some reading of contemporary poets in English.

204 - INTRODUCTION TO WRITING FICTION Staff

Practice in the writing of short fiction with some reading of contemporary fiction writers in English.

211 - GREEK LITERATURE IN TRANSLATION (= CLA 211) Cheshire

(Cross-listed Classics 211). Selected works from a variety of ancient Greek literary genres, from Homer's epic (ca. 8th c. BCE) to Plutarch's biography (ca. 2nd c. CE).

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 major in English should complete 220 by the end of the sophomore year. Those who do not meet this deadline must make special arrangements with the Chair.*

- 222 - ROMAN LITERATURE IN TRANSLATION (= CLA 222) Neumann
(Cross-listed Classics 222.) Selected works of Roman literature from the early Republic through the Empire.
- 231 - YOUNG ADULT LITERATURE S. Campbell
Explores young adult fiction from 1860 to the present from various critical perspectives and within varied educational contexts.
- 240 - BRITISH LITERATURE FROM THE MIDDLE AGES TO 1800 Staff
Designed for majors and prospective majors. Introductory survey of the British literary tradition in poetry, drama, and narrative during the Middle Ages, Renaissance, and Eighteenth Century, with special emphasis on Chaucer, Shakespeare, Donne, and Milton. *Students who major in English should compete 240 by the end of the junior year. Those who cannot meet this deadline must make special arrangements with the Chair.*
- 260 - BRITISH LITERATURE SINCE 1800 Staff
Designed for majors and prospective majors. British literature of the Romantic and Victorian periods and the twentieth century. *Students who major in English should complete 260 by the end of the junior year. Those who cannot meet this deadline must make special arrangements with the Chair.*
- 261 - MODERN DRAMA (= THE 261) Fox
(Cross-listed as Theatre 261). European, American, and British drama from Ibsen to Pinter with emphasis on the major movements within Western theater: realism, naturalism, expressionism, Epic Theater, and Theater of the Absurd.
- 262 - COLONIAL/POSTCOLONIAL LITERATURE Staff
The study of postcolonial themes in colonial and postcolonial works with special attention to historical context. Emphases and literary traditions vary by instructor. *Satisfies the cultural diversity requirement.*
- 280 - AMERICAN LITERATURE THROUGH THE TWENTIETH CENTURY Staff
Designed for majors and prospective majors. Historical survey treating the development of American letters from the beginnings through the twentieth century. *Students who major in English should complete 280 by the end of the junior year. Those who cannot meet this deadline must make special arrangements with the Chair.*
- 281 - LITERATURE OF THE AMERICAN SOUTH 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 Flanagan
The study of African American literature from the 18th to the mid-20th century. *Satisfies the cultural diversity requirement.*
- 283 - SHORT PROSE FICTION Nelson
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 Fox
 Readings in poetry, drama, and prose by selected ethnic American writers. Course topics vary from year to year. *Satisfies the cultural diversity requirement.*
- 286 - NATIVE AMERICAN LITERATURE Staff
 Literature 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. Satisfies the cultural diversity requirement.*
- 290 - WORLD LITERATURE Staff
 Designed for majors and prospective majors. Historical survey of selected texts outside the British and American literary traditions. *Students who major in English should complete 290 by the end of the junior year. Those who cannot meet this deadline must make special arrangements with the Chair. Satisfies the Cultural Diversity requirement.*
- 291 - STUDIES IN LITERATURE AND RELIGION Gibson
 Special topics considering relationships between literature and religion.
- 293 - FILM AS NARRATIVE ART Staff
 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 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, 20th, and 21st-century British and American women authors. Explores how culture influences the writing, reading, and interpretation of literature and how women writers articulate their experience.
- 297 - CARIBBEAN LITERATURE Flanagan
 Explorations of fiction and poetry written by writers from the English-speaking Caribbean with some attention to English translations of French Caribbean writers such as Aime Cesaire, Maryse Conde, and Edouard Glissant. *Satisfies the cultural diversity requirement. Courses numbered 300-397 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 Staff
 Advanced work in writing poetry. *Permission of the instructor required.*

304 - WRITING FICTION II

Staff

Advanced work in writing fiction. *Permission of the instructor required.*

305 - WRITING PLAYS

Staff

Offered in years when a professor in residence or a visiting professor of writing or theater focuses on playwriting. *Permission of the instructor required.*

310 - THE ENGLISH LANGUAGE

A. Ingram

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.*

342 - MEDIEVAL LITERATURE

Gibson

An interdisciplinary study of medieval English literature, visual art, and spirituality from the 8th through the 15th century. Most texts in translation. *First-year students require permission of the instructor.*

343 - CHAUCER

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

Lewis

Critical reading, discussion, and performance of selected plays. *First-year students require permission of the instructor.*

353 - STUDIES IN ENGLISH RENAISSANCE LITERATURE

Staff

Topics in Renaissance literature such as Elizabethan and Jacobean drama, Renaissance schools of poetry, and Northern humanist culture. Fall 2010: *Shakespeare in Performance*. *First-year students require permission of the instructor.*

355 - MILTON

R. 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

Staff

Special topics in British literature with attention to critical approaches. Fall 2010: *British Literature Since 1945*. *First-year students require permission of the instructor.*

361 - THE EIGHTEENTH CENTURY

Vaz-Hooper

Historical and critical study of British literature from 1660 to 1800. Topics include "High/Low Art" and "Virtue & the Female Body." *First-year students require permission of the instructor.*

362 - BRITISH ROMANTICISM

Vaz-Hooper

Topical study of the poetry and prose of the period. Themes range from revolution and the imagination to the gothic. *First-year students require permission of the instructor.*

- 363 - HISTORY OF THE BRITISH NOVEL Fackler
 The origins of the novel in Britain and the circumstances, both historical and sociological, surrounding its emergence. *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 Vaz-Hooper
 Readings in the prose and poetry of the period with topics varying from class and gender to madness and desire. *First-year students require permission of the instructor.*
- 372 - BRITISH FICTION: 19TH AND 20TH CENTURIES Staff
 Selected British and Commonwealth fiction from 1800 to 2000. *First-year students require permission of the instructor.*
- 373 - MODERN BRITISH AND IRISH POETRY 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 Staff
 Special topics in American literature with attention to critical approaches. *First-year students require permission of the instructor.*
- 381 - AMERICAN FICTION: 19TH CENTURY Staff
 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.*
- 382 - NINETEENTH CENTURY AMERICAN POETRY Staff
 Historical and theoretical understanding of major trends in American poetry of the nineteenth century with special attention to Romanticism, Sentimentalism, and Realism. Major authors include Emerson, Whitman, Poe, Longfellow, Melville, Dickinson, Dunbar, among others. *First-year students require permission of the instructor.*
- 385 - PHILOSOPHY AND THE NARRATIVE ARTS (= PHI 385) Miller, Robb
 (Cross-listed Philosophy 385.) This course explores philosophical themes in literature and film as well as philosophical questions about the study of narrative arts. Topics vary and have included freedom and determinism, ethics, authorial intentions, materialism, genre, medium specificity, and realism. (*Spring*)
- 386 - AMERICAN FICTION: 20TH CENTURY 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

Staff

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

388 - CONTEMPORARY THEATRE

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

A. 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

Kuzmanovich

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

392 - STUDIES IN LITERATURE BY WOMEN

Mills

Special topics in women's writing such as Literary Selves Evolving, 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

Staff

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. *Permission of the instructor required.*

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

Staff

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

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

495 - SENIOR COLLOQUIUM

Approaches a wide range of 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. *Limited to fourth-year English majors.*

498 - SENIOR HONORS RESEARCH

Gibson

Reading and research for the honors thesis taught by the student's thesis director and the departmental program coordinator. Ordinarily, taken in the fall of the senior year. *Permission of the instructor required.*

499 - SENIOR HONORS THESIS

Gibson

Writing of the honors thesis begun in English 498, supervised by the student's thesis director and supported by instruction of the departmental program coordinator. Ordinarily, taken in the spring of the senior year. *Permission of the instructor required.*

ENVIRONMENTAL STUDIES

The Environmental Studies major is available to students beginning with the class of 2014. For more information visit the web site: <http://www3.davidson.edu/cms/x15800.xml>

FRENCH

Professors: Jacobus, Slawy-Sutton (Chair), Sutton

Associate Professor: Kruger (Resident Director, France, 2010-11)

Assistant Professors: Fache

Visiting Professor: Buckley

Visiting Instructor: Beschea

Distribution Requirements: Any course numbered 220–229, 290 or 320–349; or 361–363, and 367–368 may be counted toward the fulfillment of the distribution requirement in literature.

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 can satisfy the language requirement by 1) high achievement on the placement exam AND 2) an oral interview in French with a member of the French department. Students continuing in French should enroll in the course indicated by their placement test results.

Cultural Diversity Requirement: French 361, 362, 366, 367, and 368 are options for fulfilling the cultural diversity requirement.

Study Abroad: The department strongly encourages all students, especially French majors or minors, to study abroad for a minimum of one semester. Davidson's own program is located in Tours where students may spend an academic year or either the fall or spring 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: No French course taken Pass/Fail will count towards the major in French.

Starting with the Class of 2013: Ten French courses numbered above 210, and including:

1. French 212 and 213 or equivalents (one of which must be taken at Davidson);
2. a course in the 220-229 "Intro. Lit." series or the equivalent;
3. French 260 "Contemporary France" or the equivalent;
4. three 300-level courses including at least one in the 320-349 series and at least one in the 361-369 series;
5. 490 (Senior Seminar);
6. 491 or 499 (Senior Thesis or Honors Thesis).

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

(2) We encourage majors to take courses in French studies offered by other departments. With approval of the French department, one such course may be included as one of the ten required for the major. Examples include HIS 228 and HIS 328.

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," "The Novels of Simone Schwarz-Bart," "Balzac and Ambition," and "Fashion Industry at the Belle Epoque."

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: No French course taken Pass/Fail will count towards the minor in French.

Starting with the Class of 2013: Six courses numbered above 210, and including: F 212 or F 213 (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 210 in French language, literature, and/or civilization, at least one of which must be at the 300 level. At least two of the six courses must be taken at Davidson, one of which must be at the 300 level.

Honors Requirements: Candidates for honors take the regular courses for the major, with the exception of French 491. In the Fall, in order to be accepted as candidates for honors, students must, in addition to having a 3.5 GPA in French courses, write an essay demonstrating their ability in written French. Then, with prior departmental approval, candidates for honors register for French 499 in the spring semester of the senior year, write an honors thesis, and complete an oral defense in French before a departmental thesis committee.

French Courses:

101 - ELEMENTARY FRENCH I Kruger, Beschea
Introductory French course developing basic proficiency in the four skills: oral comprehension, speaking, writing, and reading. Requires participation in AT sessions twice a week. *Normally, for students with no previous instruction in French. (Fall)*

102 - ELEMENTARY FRENCH II Kruger, Beschea
Continuing development of basic proficiency in the four skills. Requires participation in AT sessions twice a week. *Prerequisite: French 101 at Davidson, placement examination, or permission of the department.*

103 - INTENSIVE BEGINNING FRENCH (2 CREDITS) Jacobus
Beginning French. Learn conversational French quickly. Meets every day for 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 and prepares for French 201. *(Fall)*

201 - INTERMEDIATE FRENCH Slawy-Sutton, Sutton
Development of skills in spoken and written French, with extensive oral practice and grammar review. *Fulfills foreign language requirement.*

210 - ADVANCED INTERMEDIATE FRENCH THROUGH CINEMA Buckley, Sutton
Further cultivation of intermediate-level oral and written skills, through selected grammar review, films, skits, and composition. Normally required before F 212 or F 213, and before Study Abroad in Tours. *Prerequisite: French 201, placement examination, or permission of the department.*

Guidelines for selecting courses beyond the intermediate level.

The minimum requirement for courses numbered 212 or above is French 210. Students who have completed 210 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.

212 - ORAL EXPRESSION, LISTENING COMPREHENSION AND PRACTICAL PHONETICS Fache

Advanced oral practice and corrective phonetics. *Prerequisite: French 210, placement examination, or permission of the instructor.*

213 - WRITTEN EXPRESSION, ADVANCED GRAMMAR REVIEW, TRANSLATION AND COMPOSITION Fache

Advanced work in written French. *Prerequisite: French 210, placement examination or the permission of the instructor. Native speakers of French may not enroll, heritage speakers must consult with the instructor.*

Introductory Courses in Literature and Civilization(220-290).

All Introductory Literature courses (numbered 220-229) satisfy Distribution Requirement in Literature.

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 - PORTRAITS OF WOMEN Fache

Literature treating portraits of women in French and Francophone texts, films, music, and painting. Discussion of issues such as national identity, religion and morality, colonialism and the status of women. Satisfies Distribution Requirement in Literature and Gender Studies Concentration. *Prerequisite: French 210 or above. (Not offered 2010-11.)*

221 - VISIONS OF THE CITY Staff

Written and visual works that imagine cities and their inhabitants. Discussion topics will include the ways in which urban modernity changes Western conceptions of art, the social geography of space, the treatment of class and race, and immigration. Typical authors include Balzac, Baudelaire, Zola, Maupassant, Apollinaire, Aragon, Pérec, and Beyala. Satisfies Distribution Requirement in Literature. *Prerequisite: French 210 or above. (Not offered 2010-11.)*

222 - LITERATURE AND REVOLT Buckley

Literature treating the theme of social, moral, metaphysical, or political revolt. Typical authors: Gide, Mauriac, Camus, Ionesco. Satisfies Distribution Requirement in Literature. *Prerequisite: French 210 or above. (Spring 2011)*

223 - CHILDHOOD AND YOUTH Slawy-Sutton

Literature treating the theme, "l'enfance et l'adolescence," through different genres and literary periods. Typical authors: Maupassant, Colette, Prévert, Anouilh, Sarraute, Sebbar, Chéid. Satisfies Distribution Requirement in Literature and Gender Studies Concentration. *Prerequisite: French 210 or above. (Fall 2010)*

224 - INNOCENCE AND AWARENESS

Sutton

Literature treating the theme of self-discovery in different genres and literary periods. Typical authors: Voltaire, Flaubert, Camus, Molière. Satisfies Distribution Requirement in Literature. *Prerequisite: French 210 or above.*

225 - RICH AND POOR

Kruger

Discussion of the theme of wealth and its place in a variety of literary forms and cultural contexts. Readings typically include plays, poetry, and fiction by French and Francophone authors such as Molière, La Bruyère, Balzac, Maupassant, Baudelaire, Proulx, Roy, and La Ferrière. Satisfies Distribution Requirement in Literature. *Prerequisite: French 210 or above.*

260 - CONTEMPORARY FRANCE

Sutton

Contemporary French social and political institutions, attitudes and values, emphasizing current events. Especially recommended for those planning to study in France. *Prerequisite: French 210 or above. (Spring 2010)*

290 - MASTERWORKS OF FRENCH FICTION IN TRANSLATION

Staff

The course is an introduction to major works of Nineteenth and Twentieth Century French and Francophone literature in translation. No prior knowledge of French is necessary. Satisfies Distribution Requirement in Literature. *(Not offered 2010-11.)*

Advanced Courses (All 300 level courses have the same level of difficulty.)

320 - ADULTERY IN NOVEL AND FILM

Kruger, Beschea

Study of representations of female adultery in French literature and film, with emphasis on the social stereotypes and cultural myths at play in 19th century fiction. Typical authors: Flaubert, Barbey d'Aurevilly, Balzac, Sand, Maupassant, Mérimée. Satisfies Distribution Requirement in Literature. *Prerequisite: Any course numbered French 220 or above, or permission of the instructor. (Spring 2011)*

321 - AUTOBIOGRAPHIES, JOURNALS, DIARIES

Kruger

Reading and discussion of first-person narratives from a variety of periods. Typical authors: Diderot, Guilleragues, Graffigny, Camus, Gide, Duras. Satisfies Distribution Requirement in Literature. *Prerequisite: Any course number French 220 or above, or permission of the instructor. (Not offered 2010-11.)*

322 - NORTH AFRICA IN NOVEL AND FILM

Slawy-Sutton

Reading and discussion of French texts of the 19th and 20th centuries (from French colonization to immigration) which deal with themes and images representing North Africa, and of contemporary literature by North African immigrants in France. Satisfies Distribution Requirement in Literature. *(Not offered 2010-11.)*

323 - THE EXISTENTIALIST MOMENT

Staff

An overview of existentialist thought through non-“philosophical” genres like the novel, the play, the essay, newspaper articles, and autobiography. The course situates writers like Camus, de Beauvoir, and Sartre within their particular historical moments and investigates how they respond to the socio-cultural and political crises of mid-twentieth century France. Satisfies Distribution Requirement in Literature. *(Not offered 2010-2011)*

327 - ASIA IN NOVEL AND FILM

Slawy-Sutton

Reading and discussion of French texts of the 19th and 20th centuries which deal with themes and images representing Asia. Satisfies Distribution Requirement in Literature. (Not offered 2010-2011.)

329 - STUDIES IN THE NOVEL

Staff

Satisfies Distribution Requirement in Literature. *Prerequisite: Any course number French 220 or above, or permission of the instructor. (Not offered 2010-11.)*

330 - FRENCH DRAMA

Staff

Study of masterpieces of French theater, ranging from the classical to the romantic era through the contemporary period. Typical authors: Molière, Racine, Hugo, Musset, Claudel, Anouilh, Giraudoux, Montherlant, Sartre, Camus, Ionesco, Beckett, Genet. Satisfies Distribution Requirement in Literature. *Prerequisite: Any course numbered French 220 or above, or permission of the instructor. (Not offered 2010-11.)*

339 - STUDIES IN THE THEATER

Staff

Prerequisite: Any course numbered French 220 or above, or permission of the instructor. (Not offered 2010-11.)

340 - SYMBOLIST POETS: DRUGS, MUSIC, REVOLT

Jacobus

Study of late 19th-century innovators in poetry: Baudelaire, Rimbaud, Verlaine, Mallarmé, and of their use of metaphor, syntax, image, rhythm, tonality, and literary references. Satisfies Distribution Requirement in Literature. *Prerequisite: Any course numbered French 220 or above. (Not offered 2010-11.)*

341 - POETRY, PASSION, PAINTING

Jacobus

Poetry by Charles Baudelaire, Paul Verlaine, Heather Dohollau, Anne Hébert. Close Reading. Resonances with impressionists and other art. Dynamics of image, rhythms, sounds, time, space, emotions, poetic voice. Satisfies Distribution Requirement in Literature. *Prerequisite: Any course numbered French 220 or above, or permission of the instructor. (Fall 2010)*

349 - STUDIES IN POETRY

Staff

Satisfies Distribution Requirement in Literature. *Prerequisite: Any course numbered French 220 or above, or permission of the instructor. (Not offered 2010-11.)*

360 - WHERE IS FRANCE HEADING?

Sutton

Study of questions concerning French society, including national identity, the social welfare system, the French economy, secondary/higher education, and France's relations to other states. *Prerequisite: Any course numbered French 220 or above. (Not offered 2010-11.)*

361 - FRANCOPHONE AFRICA AND THE CARIBBEAN

Staff

Literature and civilization of French-speaking Africa and the Antilles. Focus on social, political and prophetic roles of the writer. Satisfies cultural diversity requirement, Concentration in International Studies, and Distribution Requirement in Literature. *Prerequisite: Any course numbered French 220 or above. (Not offered 2010-11.)*

- 362 - MAGHREB: FRANCOPHONE AUTHORS Slawy-Sutton
 Francophone authors of the Maghreb: Literature and civilization of French-speaking North Africa. Focus on French colonial themes. Texts by major writers from Algeria, Morocco and Tunisia (Djebar, Sebbar, Memmi, Chraïbi, Dib). Satisfies Distribution Requirement in Literature, cultural diversity, Concentration in International Studies. *Prerequisite: Any course numbered French 220 or above. (Not offered 2010-11.)*
- 363 - QUÉBEC: LITERATURE, SOCIETY, AND CULTURE Kruger
 Study of questions concerning Québec society. Focus on texts, events, and movements that have shaped this dynamic and diverse French-speaking society. Typical authors include Poulin, Hébert, Proulx,⁵ Chen, Micone, Lalonde, and Hémon. Satisfies Distribution Requirement in Literature. *Prerequisite: Any course numbered French 220 or above. (Not offered 2010-11.)*
- 365 - INTRODUCTION TO THE HISTORY AND AESTHETICS OF FRENCH CINEMA Staff
 Overview of the basic periods, movements, and key films of French cinema from 1895 up to the present day. Discussions and readings will hone the basic skills of film analysis and introduce the aesthetic, economic, and socio-cultural histories of cinematic expression in France. Typical filmmakers studied include: Lumière, Méliès, Feuillade, Epstein, Dulac, Clair, Vigo, Carné, Renoir, Clouzot, Truffaut, Godard, Kassovitz, Varda, and Haneke. Required weekly screenings. Satisfies Concentration in Film Studies. *Prerequisite: Any course numbered 220 or above. Taught in English. Readings and all written work may be done in French for major credit in French. (Not offered 2010-11.)*
- 366 - FRANCOPHONE CINEMA: AFRICA SHOOTS BACK Fache
 Course designed to foster cultural awareness and literacy about post-colonial French-speaking Africa and sub-Saharan cinema. Typical filmmakers: Sembène, Mambety, J.M. Téo, A. Sissako, S. Cissé. Class discussions will be conducted in French. Required weekly screenings. Satisfies Cultural Diversity Requirement, Concentration in Film Studies, and Concentration in International Studies. *Prerequisite: Any course numbered 220 or above. (Not offered 2010-11.)*
- 367 - VIETNAM: FRANCOPHONE AUTHORS Slawy-Sutton
 Study of literature and civilization in texts and films by major authors from Vietnam who chose to write in French. Satisfies Distribution Requirement in Literature, cultural diversity requirement, and Concentration in International Studies. *Prerequisite: Any course numbered 220 or above. (Not offered 2010-11.)*
- 368 - FRANCE AND MÉTISSAGE Fache
 Course explores the concept of métissage in the contemporary French literary context. Satisfies Distribution Requirement in Literature and cultural diversity requirement. *Prerequisite: Any course numbered 220 or above. (Fall 2010)*
- 369 - STUDIES IN FRENCH CIVILIZATION: VICHY FRANCE Sutton
 An examination of the period of the German occupation of France, 1940-1944. Through literature, film, and history, we shall examine the means of accommodation and resistance shown by the French during "les années noires". *Prerequisite: Any course numbered French 220 or above. (Spring)*

Study Abroad

229 - INTRODUCTION TO FRENCH LITERATURE ABROAD

Course in literature taught by the Davidson program director in Tours.

287-288, 387-390 - STUDIES IN CIVILIZATION AND CULTURE ABROAD

Courses on topics related to francophone civilization (e.g., culture, history, politics) 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.

Independent Study

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.

395-397 - 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.

Seminars

490 - SENIOR MAJOR SEMINAR

Slawy-Sutton

An advanced seminar treating short stories in French and francophone literatures. Offered in the fall semester and required of majors. (*Fall*)

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 required.

GERMAN/RUSSIAN

Professors: Denham, Epes, Henke (Chair), McCarthy, McCulloh

Associate Professor: Ewington

Adjunct Lecturer: Muller

Distribution Requirements: German 230-239, 250-259, 330-339, 350-359 and Russian 294, 302, 320, 349-361 satisfy the distribution requirement in literature.

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 an online placement test administered by Davidson. They will be placed in German 250 or 260 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 201 are required for the major in German. They must include: German 250, 260, and German 495, the senior comprehensive course. They may not include more than one independent study course below the 400 level. During the senior year at Davidson, students must take at least two courses at the 400 level, one of which must be German 495, the other a seminar taught in German. Finally, students must demonstrate proficiency in the German language by passing either the current Test DaF (4x4, TDN), the Kleines Sprachdiplom, the Goethe-Zertifikat C1, or the DSH 2 (Deutsche Sprachprüfung für den Hochschulzugang ausländischer Studienbewerber) at a fully accredited university in a German-speaking country. The Department strongly recommends study abroad with Duke/ Davidson in Berlin.

Minor Requirements: Six courses above German 201 are required for the minor, at least three of which must be taken in residence. These should include: German 250 or 260 (or both), and at least one 400-level course taught in German. Courses may not include more than one independent study course below the 400 level. The Department strongly recommends study abroad with Duke/ Davidson in Berlin.

Honors Requirements: To receive honors, a student must at the time of graduation have an overall GPA of 3.2 or better, have a 3.5 average in all courses counted toward the major, have fulfilled all the requirements for the major, and the department must judge the thesis (written for German 495) and its defense worthy of honors.

Study Abroad: German majors and minors should plan to study abroad if at all possible. Students who have completed German 201 are encouraged to apply for the Berlin program and should plan to take as many courses as possible from among German 250, 260, and 270 before departure.

GERMAN COURSES

Course Numbers:

Courses numbered in the 30s and 40s are taught in translation, courses in the 50s, 60s, and 70s in German.

Courses numbered in the 30s and 50s satisfy the distribution requirement in literature.

Courses numbered in the 80s are assigned to courses taken with Davidson abroad.

Except for German 495 (colloquium), courses numbered in the 90s are assigned to independent study courses.

Course Levels

German 100-level courses are elementary language courses that correspond to the A1 and A2 levels of the Common European Framework of Reference for Foreign Languages.

German 200-level courses are intermediate courses that, in terms of language proficiency, correspond to the B1 level of the Common European Framework of Reference for Foreign Languages. 201 completes the language requirement and is prerequisite for any other 200-level course taught in German. The proficiency level expected on the 200 level is the same for all courses taught in German, irrespective of their course number. Following successful completion of 201, students are encouraged to take 250 or 260, both of which serve as introductory courses to the main concerns of the discipline. 200-level courses taught in translation require no knowledge of German, nor do they presuppose familiarity with the methods of literary and cultural criticism.

German 300-level courses are advanced-intermediate level courses that correspond to the B2 level of the Common European Framework of Reference for Foreign Languages. They focus on special topics in literature and culture and should be taken only after successful completion of 250 and/ or 260. Courses taught in translation presuppose familiarity with the basic methods of literary and cultural criticism.

German 400-level courses are seminars on the advanced level, corresponding to the C1 level of the Common European Framework of Reference for Foreign Languages. They are designed for German majors and focus on special topics in literature and culture. 495 provides a capstone experience and requires a thesis. 400-level seminars taught in translation are suitable for all students with a strong background in literary or cultural studies.

101, 102 - ELEMENTARY GERMAN I AND II

Denham, Henke

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 online work and participation in AT sessions. *Prerequisite for German 102: German 101 or placement. (101 offered in the Fall, 102 in the Spring.)*

- 103 - INTENSIVE ELEMENTARY GERMAN (2 CREDITS) Henke
 For beginners. Introduction and development of the basic skills of listening, speaking, reading, and writing along with presentation of the fundamental structures of German. Requires online work and participation in AT sessions. Meets six class hours per week. [Equivalent to German 101 and 102, counting for two courses.] (*Spring*)
- 201 - INTERMEDIATE GERMAN Henke, McCarthy
 Continuing work in developing language skills, with strong emphasis on speaking and writing. The course requires online work and participation in AT sessions. Fulfills the foreign language requirement. *Prerequisite: German 102, 103, or placement. (Fall)*
- 230 - GERMAN LITERARY MASTERPIECES (IN TRANS.) McCulloh
 Taught in English, this course offers students an overview of some of the major authors and works of German literature that are significant (1) in their own right, (2) for the German literary tradition, and (3) because of their relationship to English and American literature. We will explore a variety of periods (Enlightenment, Romanticism, Poetic Realism, Modernism, Postmodernism) and genres (drama, novella, novel, opera, poetry, and film). (*Fall*)
- 231, 331 - SPECIAL LITERARY TOPICS (IN TRANS.) Staff
 Selected topics in German, Austrian, or Swiss literature. Sample topics include Berlin Stories and Histories, Goethe and Schiller, Faust, Modern German Theater, Narrative Theory, the Novella, Genius in Literature. (*Not offered 2010-11.*)
- 232 - BURNING BOOKS (IN TRANS.) Henke
 Would the six million Jews have lived had the estimated 100 million books not been destroyed? What is it about books that suggests such a link to the human condition? Using the 1933 book burnings as its point of departure, this course explores the nature of literature in the context of the Third Reich. As you learn about Nazi Germany and the imaginary, literary resistance to it, you will also be introduced to some basic methods of literary criticism. The end of the course is devoted to literary representations of the Holocaust. Taught in English. (*Not offered 2010-11.*)
- 240 - GERMAN/AMERICAN CONNECTIONS ON FILM (IN TRANS.) McCarthy
 Examines German and Hollywood cinema's long history of mutually beneficial and antagonistic relations. Topics include German Expressionism, film noir, trans-Atlantic stars, New German Cinema's representations of America, German cameramen Karl Freund and Michael Ballhaus, and today's Hollywood-inspired German filmmakers. *May be counted toward the course requirement for the Film and Media Studies Concentration.* (*Not offered 2010-11.*)
- 241, 341 - SPECIAL CULTURAL TOPICS (IN TRANS.) Staff
 Selected topics in German, Austrian, or Swiss culture. Covers various aspects of culture and society, such as history, politics, economics, literature, film, art and architecture, music, and mass media. Sample topics include the Holocaust, Film Adaptation, Screening Gender, Environmentalism on Film, Vienna at the Turn of the Century. *Topics with a clear focus on film may be counted toward the course requirement for the Film and Media Studies Concentration.*

242 - HOLLYWOOD ALTERNATIVES, FROM GERMANY AND BEYOND (IN TRANS.)

McCarthy

An overview of historical and contemporary attempts to challenge Hollywood's dominant cinematic codes, which examines Weimar and New German Cinema, Russian montage, French New Wave, "Art house" cinema of the 1960s, independent film of the 1990s, plus several contemporary European films. *May be counted toward the course requirement for the Film and Media Studies Concentration . (Spring)*

250 - INTRODUCTION TO GERMAN LITERARY STUDIES

McCarthy

An introduction to authors, genres, and periods in German literature as well as methods of literary criticism. Close reading, discussion, and analytical writing in German about key original texts from various periods and traditions. *Prerequisite: German 201 or placement. (Spring)*

251, 351 - SPECIAL LITERARY TOPICS

Henke

Selected topics in German, Austrian, or Swiss literature. Sample topics include the Bildungsroman, crime fiction, Theory of Drama, Literature as Resistance, Rainer Maria Rilke, Bertolt Brecht. *Prerequisite: German 250 or permission of the instructor. (Spring)*

260 - INTRODUCTION TO GERMAN CULTURAL STUDIES

Denham

Close attention to the various answers to the questions: "Was ist Deutsch?" and "What does the study of German culture entail?" Texts drawn from various discourses, including history, literature, film, visual arts, political and social science, as well as journalism and popular culture. *Prerequisite: German 201 or placement. (Fall)*

261, 361 - SPECIAL CULTURAL TOPICS

Staff

Selected topics in German, Austrian, or Swiss culture. Covers various aspects of culture and society, such as history, politics, economics, literature, film, art and architecture, music, and mass media. Sample topics include German Mass Media, Terrorism in Germany, the Afro-German Experience. *Prerequisite: German 260 or permission of the instructor. (Not offered 2010-11.)*

270 - CONTEMPORARY GERMANY

Staff

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 201 or placement. (Not offered 2010-11.)*

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 instructor and the department chair. (Fall and Spring)*

332 - MODERNISM (IN TRANS.)

Denham

An interdisciplinary study in English of modernist movements in Central Europe between 1890 and 1940. Topics covered include literary movements (Naturalism, Expressionism, New Realism); artistic movements (Blue Rider, the Bridge, Jugendstil, Neue Sachlichkeit, Bauhaus); music (Neo-Romanticism, Second Viennese School, Jazz); culture and politics (Freud, fascism, urbanism, film, anti-Semitism). Some key figures include: Kandinsky, Klee, Gropius, Rilke, Kafka, Luxemburg, Modersohn-Becker, Th. Mann, Musil, Döblin, Nietzsche, Lasker-Schüler, Hitler, Riefenstahl, Trakl, R. Strauss, Torberg, Jünger. *(Not offered 2010-11.)*

336 - MEMORY ON FILM (IN TRANS.)

McCarthy

Examines personal and collective memory in a variety of cultural contexts and the strategies which film and literature use to represent it. We will also analyze the roles that truth-telling, trauma and national narratives play in memory's construction. From the German context, we will look specifically at cultural and social memory in understanding Germany's twentieth-century history. More generally, and in light of James Frey's controversial autobiography, we will examine general assumptions around memory and the extent to which it can be accurately rendered. *May be counted toward the course requirement for the Film and Media Studies Concentration. (Not offered 2010-11.)*

350 - MODERNES DRAMA

Henke, McCulloh

Overview of modern German drama in the context of major developments in German, Swiss, and Austrian theater. Playwrights discussed include Büchner, Brecht, Fleißer, Dürrenmatt, Frisch, Weiß, Bernhard, Tabori, Meinhof, and Jelinek. Taught in German. *Prerequisite: German 250 or permission of the instructor. (Not offered 2010-11.)*

354 - CONTEMPORARY GERMAN LITERATURE

McCarthy

Overview of German literature since 1989, with particular emphasis on prose fiction and popular literature. Authors discussed include Günter Grass, Judith Hermann, Florian Illies, Daniel Kehlmann, and Juli Zeh, among others. Taught in German. *Prerequisite: German 250 or permission of the instructor. (Not offered 2010-11.)*

380-389 - STUDIES IN GERMAN LANGUAGE, LITERATURE, CULTURE

Courses taken with Duke/ Davidson in Berlin. *(Fall and Spring)*

398 - INDEPENDENT STUDY

Staff

For majors, minors, 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. *Prerequisite: Permission of the instructor and the department chair. (Fall and Spring)*

430-449 - SEMINARS (IN TRANS.)

Staff

Courses numbered 430-449 are seminars taught in translation. Specific topics are announced in advance of registration. *(Not offered 2010-11.)*

450-479 - SEMINARS

Staff

Courses numbered 450-479 are seminars taught in German. Specific topics are announced in advance of registration. *Prerequisite: German 250 or permission of the instructor. (Not offered 2009-10.)*

495 - SENIOR COLLOQUIUM

McCarthy

The Senior Colloquium will explore issues pertinent to German Studies and discuss research strategies. Each student will complete a thesis, in German or in English, directed by an appropriate department member. Defense upon invitation only. (*Spring*)

498 - INDEPENDENT STUDY

Staff

For majors or minors. 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 instructor and the department chair. (Fall and 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.

Although Davidson does not offer a Russian major at this time, students may pursue a major related to Russian through the Center for Interdisciplinary Studies.

Minor Requirements: Elementary and Intermediate Russian 201 and 202 are required for the minor. In addition, students must take six courses, at least three of which 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, 410 and courses taken abroad with departmental approval (329-379). No more than two courses may be courses in literature in translation.
2. History 125 or a comparable course taken abroad.

With departmental approval, one of the six courses may be Political Science 336 (Russian/Post-Soviet States Politics).

Study Abroad: Students minoring in Russian are strongly encouraged to study abroad. All students are eligible to participate in the Davidson in Moscow program. The department will advise students concerning opportunities for spending a semester or academic year in Russia.

Rationale for Russian Course Numbering:

Russian 100-level courses are elementary language courses that introduce students to the basic sound, writing, and case systems of Russian. Students also learn to read, write, and converse on a number of basic themes related to their families and lives at college.

Russian 200-level courses are intermediate courses that lead students to more advanced proficiency in reading, writing, and oral skills. Students learn the grammar (participles,

verbal adverbs, motion verbs) necessary for reading authentic Russian texts and writing essays. They learn to read, write and converse on a broad range of themes. Russian 201 completes the language requirement and is prerequisite for Russian 202. 200-level courses taught in translation require no knowledge of Russian, nor do they presuppose familiarity with the methods of literary and cultural criticism.

Russian 300-level courses are advanced-intermediate level language courses. Students register for independent studies in Russian (395/396) after completing Russian 202 and spending a summer or semester studying in Russia. These courses combine special topics in literature and culture with advanced Russian grammar and essay writing. Courses taught in translation presuppose familiarity with the basic methods of literary and cultural criticism.

Russian 400-level courses are seminars taught in translation and are suitable for all students with a strong background in literary or cultural studies.

RUSSIAN COURSES

101, 102 - ELEMENTARY RUSSIAN I AND II

Ewington

For beginners. Introduction and development of basic skills of listening, speaking, reading, and writing, along with presentation of the Cyrillic alphabet, fundamental sounds and structures of Russian and a general introduction to Russian culture. Each course requires work with audio, video, and computer exercises and participation in organized drill sessions. *Prerequisite for Russian 102: Russian 101 or placement. (101 offered in the Fall, 102 in the Spring.)*

201 - INTERMEDIATE RUSSIAN I

Ewington

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

202 - INTERMEDIATE RUSSIAN II

Muller

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

293 - TOPICS IN RUSSIAN CULTURE IN TRANSLATION

Staff

Selected topics in Russian culture in English translation. Sample topics include St. Petersburg, Post-Soviet Culture, Stalinism, Soviet and Russian film, The Poet in Russian Culture. *(Not offered 2010-11.)*

294 - TOPICS IN RUSSIAN LITERATURE IN TRANSLATION

Staff

Selected topics in Russian literature in translation. Sample topics include Women in Russian Literature, Tolstoy and Dostoevsky, the Nineteenth-Century Russian Novel, the Twentieth-Century Russian Novel. *(Not offered 2010-11.)*

295 - INDEPENDENT STUDY

Staff

A topic chosen by the student and researched 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

Muller

Further development of proficiency in listening, speaking, reading, and writing. *Prerequisite: Russian 202. (As enrollment warrants.)*

319 - CONTEMPORARY RUSSIA

Staff

Discussions and written assignments based on excerpts from current newspapers, magazines, and films, focusing on recent Russian history, literature, and daily life. *Prerequisite: Russian 202. (Not offered 2010-11.)*

320 - MASTERPIECES OF RUSSIAN LITERATURE

Staff

Advanced reading and discussion on works by some of the following authors: Pushkin, Gogol, Dostoevsky, Tolstoy, Turgenev, Mayakovsky, Bulgakov, Pasternak, Akhmatova, and Tolstaya. *Prerequisite: Russian 202. (Not offered 2010-11.)*

329-379 - COURSES TAKEN 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

Staff

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 and Spring)*

401 - SEMINAR IN SPECIAL TOPICS

Staff

Study of a specific author, genre, theme, or aspect of culture. Readings, compositions, oral reports, and discussions in Russian. *Prerequisite: Permission of the instructor. (Not offered 2010-11.)*

410 - SPECIAL TOPICS IN TRANSLATION

Ewington

Intensive reading and discussion of a single Russian writer or aspect of Russian culture at the advanced level. Sample authors include Tolstoy, Dostoevsky, and Chekhov. Counts toward the major requirement in English. *(Spring)*

GREEK

See the Classics Department for Greek course information.

HISTORY

Professors: Barnes, Berkey (Chair), Krentz, Levering (On leave), McMillen, Thomas, Wertheimer

Associate Professors: Aldridge, Dietz, Guasco, Mangan (On leave, Spring)

Assistant Professors: Pegelow Kaplan, Tilburg

Fellow: Simmons

Distribution Requirements: Any course in History numbered between 101 and 394 may be counted toward the distribution requirement in History.

Cultural Diversity Requirement: History 162, 163, 171, 175, 176, 183, 184, 218, 264, 282, 302, 303, 335, 350, 357, 364, 365, 375, 381, 383, 385, 386, 451, 464, 465, 472, and 475 are options for fulfilling the cultural diversity requirement.

Advanced Placement Credit: Students normally receive credit for History 122 and/or 141 or 142 when they have earned a score of 5 on the Advanced Placement Examination in European and/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 above 101, including:

1. 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 2*):
 - a. Pre-Modern Europe (109, 110, 111, 112, 119, Humanities I)
 - b. Modern Europe (120, 121, 122, 125, Humanities II)
 - c. United States (141, 142)
 - d. Latin America, India, Far East, Middle East, China (162, 163, 171, 175, 176, 183, 184)

Students who have completed the Humanities Program receive credit for one 100-level course in either a or b, but not both.

2. One or two courses numbered between 200 and 298, to be taken at Davidson College and normally to be completed by the end of the second year.
3. Three to six courses between 299 and 479, at least one of which must be a topical seminar at the 400-level.
4. History 480 (Senior Research Seminar), or History 488/489 (Kelley Honors Seminar).

(1) *One regular course applied to the major must deal substantially with the pre-modern period (109–119, 162, 171, 175, 183, 215, 218, 311–319, 321, 322, 383, 385, 414, 415, 416, 421, 422, 465, 475, 478, HUM I or suitable transfer course).*

(2) *One regular course applied to the major must cover a topic outside Europe and the United States (162, 163, 171, 175, 176, 183, 184, 218, 282, 365, 375, 381, 383, 385, 386, 472, 475, or an approved course taken elsewhere. This requirement goes into effect with the class of 2012.)*

(3) Normally, at least seven (7) of the courses used to satisfy the major are to be taken at Davidson.

(4) If abroad or attending another institution, a student can receive up to two credits for a semester away from Davidson; for a year, up to three courses. Any history course taken at another institution for which a student desires major credit must be discussed with the Department chair before leaving and after returning.

(5) Davidson's Cambridge Summer Program counts as one history credit at the 300-level.

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 and defend it orally in History 488/489 (the Kelley Seminar) 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-" or "B+" on the thesis (History 489), 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 in 1968 while serving in Vietnam. 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 grade point averages of at least 3.2 are invited to apply to the Kelley Program. Those admitted enroll in a year-long Kelley Seminar (History 488/489) for seniors which culminates in the writing of a thesis, which authors defend orally. Travel funds enable Kelley Scholars to pursue research in distant libraries and archives. The Kelley Lecture Series brings distinguished historians to the Davidson campus. Also, 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.

History Courses

100-level courses cover a broad sweep of history and cover a particular region, such as Modern Europe, U.S. History to 1877, and Latin America to 1825. Most are open to all students except seniors; a few do admit seniors.

200-level courses teach skills in historical research and writing. They are limited to twenty students, and each one covers a fairly specific topic, such as Piracy in the Americas or Jihad and the Crusade. They are open to all students. One is required of all history majors before the senior year.

300-level courses focus on a particular topic, include more reading and writing than survey courses, and usually require a research paper. Typical courses are Civil War and Reconstruction and The Explosion of Christendom. They are open to everyone except first-year students.

400-level courses are seminars that are limited to twelve students. They are discussion-based courses that require a major research paper. Examples include The French Revolution and Law, Justice, and Human Rights in China. They are open to juniors and seniors.

480 and the Kelley program, 488/489 are only open to senior History majors.

No history course has a prerequisite.

101W - FIRST-YEAR WRITING SEMINAR

Staff

Selected topics in history, e.g., "Individuals and Society in the Early Republic, 1787-1837" and "American Reformers and Utopians." *Open only to first-year students. Satisfies the composition requirement.*

109 - GREEK HISTORY (= CLA 231)

Krentz

(Cross-listed as Classics 231). Introduction to the history and culture of ancient Greece.

110 - ROMAN HISTORY (= CLA 232)

Krentz

(Cross-listed as Classics 232). Introduction to the history and culture of the ancient Roman world.

112 - THE MEDIEVAL MILLENNIUM: EUROPE, C. 500-1500

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.

119 - ENGLAND TO 1688

Dietz

Political, constitutional, religious, and social history of England from Roman times through the medieval and early modern periods.

120 - BRITAIN SINCE 1688

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.

121 - EARLY MODERN EUROPE

Barnes

Significant political, socio-economic, and intellectual currents in European history from the Renaissance through the eighteenth-century Enlightenment.

122 - EUROPE SINCE 1789

Tilburg, Pegelow Kaplan

Significant political, socio-economic, and intellectual currents in European history since 1789.

125 - HISTORY OF MODERN RUSSIA, 1855-2000

Pegelow Kaplan

Survey of modern Russia from the "Great Reforms" under Tsar Alexander II up to the struggles of the "Second Russian Republic" headed by President Boris Yeltsin.

141 - THE UNITED STATES TO 1877

Guasco, McMillen

American history from the first English settlements through the Civil War and Reconstruction Era.

142 - THE UNITED STATES SINCE 1877

Aldridge, Levering, McMillen, Wertheimer

American history since the end of Reconstruction up to the modern day.

162 - LATIN AMERICA TO 1825

Mangan

A survey of Latin American history from the eve of Spain's conquest of the Americas to the era of Latin American independence from Spain. An introduction to the societies of the Americas and the major social, political, and economic themes following the arrival of Europeans to the Americas. *Satisfies the cultural diversity requirement.*

163 - LATIN AMERICA, 1825 TO PRESENT

Mangan

Introduction to the history of modern Latin America, emphasizing major political events, economic trends, and important changes in Latin American society, with particular attention to ethnicity, class, and gender. *Satisfies the cultural diversity requirement.*

171 - INDIA

Thomas

Indian sub-continent from prehistoric 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. *Satisfies the cultural diversity requirement.*

175 - ISLAMIC CIVILIZATION AND THE MIDDLE EAST, 600-1500

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. *Satisfies the cultural diversity requirement.*

176 - ISLAMIC CIVILIZATION AND THE MIDDLE EAST SINCE 1500

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. *Satisfies the cultural diversity requirement.*

183 - EAST ASIAN HISTORY UNTIL 1600

Staff

China and Japan from prehistorical origins to 1600. Includes Chinese philosophical traditions, culture, and politics, and the Qin, Sui, Tang, Song, and Ming dynasties, and their influences on Asia. The Japanese section covers growth from the Chinese tradition to the establishment of empire, including the creation of a samurai culture. *Satisfies the cultural diversity requirement.*

184 - EAST ASIAN HISTORY, 1600 TO THE PRESENT

Staff

Provides an overview of the last four centuries of Chinese and Japanese history, covering political, economic, social, and military developments. *Satisfies the cultural diversity requirement.*

215 - MAGIC AND WITCHCRAFT IN PRE-MODERN EUROPE

Barnes

An introduction to medieval and early modern beliefs and practices that were emphatically rejected by the modern scientific outlook, but continue to pose major challenges for historians of Western thought and culture.

218 - JIHAD AND CRUSADE

Berkey

A study of the history of religious violence. Topics include the relationship between religion and violence in a number of different traditions, with a special focus on the history of violent conflict between the Islamic world and the West. *Satisfies the cultural diversity requirement.*

- 225 - WOMEN AND WORK: GENDER AND SOCIETY IN BRITAIN, 1700-1918 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.
- 228 - THE MODERN BODY: GENDER, SEX, AND POLITICS IN FRANCE Tilburg
One of the greatest "discoveries" of modern historical thought has been that even the human body has aspects that are historically contingent. Examines the way historians of modern France tackled the history of the body.
- 244 - SETTLEMENT OF THE AMERICAN WEST, 1800-1900 McMillen
An examination of three controversial issues connected with the settlement of the American West—gender, race, and environment.
- 246 - FIRES, FAMINES, AND FLOODS: ENVIRONMENTAL DISASTERS IN U.S. HISTORY McMillen
An examination of various environmental disasters: what happened; the impact they had; how people, governmental agencies, and institutions responded to them; and how they changed the course of American history.
- 252 - THE UNITED STATES FROM 1900 TO 1945 Wertheimer
An examination of United States history and controversies about it during the first half of the 20th century. Topics include the Progressive Era, the "Roaring Twenties," the Great Depression, and the two world wars.
- 253 - THE UNITED STATES SINCE 1945 Wertheimer
An examination of United States history and controversies about it from World War II to the present. Topics include the Cold War, the upheavals of the 1960s, the "New Right," and the War on Terror.
- 255 - AMERICAN POPULAR CULTURE Aldridge
American popular culture in the 19th and 20th centuries. Topics include sports, popular music, theatre, motion pictures and television.
- 256 - THE 1960S: AN EXPLOSIVE DECADE Levering
An examination of America's political, social, and cultural history of the 1960s, addressing politics, the Great Society, the Vietnam War, the civil rights movement and race relations, the student revolt and counter-culture, the women's and environmental movements, and the decade's legacies. (*Not offered 2010-11.*)
- 257 - AFRICAN AMERICANS AND US FOREIGN POLICY Aldridge
An examination of African American engagement with U.S. foreign relations in the 20th century.
- 262 - PIRACY IN THE AMERICAS Guasco
An examination of the history of piracy in the Atlantic world, primarily in the 17th and 18th centuries. Special consideration given to the emergence of the sea rovers, the social composition of pirate communities, and the ongoing fascination with swashbucklers and peg-legged captains.

- 264 - REBELLION AND REVOLUTION IN LATIN AMERICA Mangan
Case studies of revolution and rebellion in Latin America. *Satisfies the cultural diversity requirement.*
- 302 - AFRICAN AMERICAN HISTORY TO 1877 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. *Satisfies the cultural diversity requirement.*
- 303 - AFRICAN AMERICAN HISTORY SINCE 1877 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. *Satisfies the cultural diversity requirement.*
- 307 - AMERICAN WOMEN, 1840 TO THE PRESENT McMillen
Women in the United States from 1840 to the present, with emphasis on educational and work opportunities, the suffrage movement, women's roles in two World Wars, and the ongoing struggle for women's equality.
- 314 - ATHENIAN LAW (= CLA 334) Krentz
(Cross-listed as Classics 334). Analysis of the Athenian legal process in a discussion-intensive approach using surviving Athenian speeches as case studies.
- 317 - THE EUROPEAN RENAISSANCE Barnes
Basic social and cultural shifts, in Italy, northern Europe, and Iberia from the 14th century to the 16th century. Special attention to the varieties and implications of humanism, and the effects of the printing press, religious and political conflicts, and encounters with the world beyond Europe.
- 321 - THE EXPLOSION OF CHRISTENDOM: EUROPE IN THE 16TH CENTURY Barnes
The great religious and social upheavals of the Reformation era, with close attention to Protestant, Catholic, and radical movements and their broader consequences for Western society.
- 322 - THE AGE OF DISCOVERY, 1492-1700 Guasco, Mangan
Exploration of the European voyages of discovery, cross-cultural encounters, and the conquest of the Americas in the early modern period. Special attention to issues of race and ethnicity and the roles of religion, disease, technology, and the circulation of ideas throughout the Atlantic world.
- 325 - BRITAIN FROM 1688 TO 1832 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.
- 328 - BOHEMIAN FRANCE; ART, CULTURE, AND SOCIETY, 1789-1945 Tilburg
The development of modern art and culture in France, as it relates to cataclysmic changes of the 18th and 19th centuries. Traces the way that Enlightenment thought threaded and structured artistic and literary movements from the French Revolution to World War I.

- 331 - HISTORY OF GERMANY IN GLOBAL CONTEXT, 1871-1990 Pegelow Kaplan
The foundation of the first German nation state in 1871 to German unification of 1990. Examines modern German history in the context of cross-regional exchanges, inter-cultural connections, and European-wide and global transformations.
- 332 - EUROPEAN METROPOLIS, 1870-1914 Tilburg
The political, cultural, and intellectual history of the turn of the century through the prism of some of Europe's most sparkling cities: Berlin, Barcelona, Paris, London, and Vienna.
- 335 - COMPARATIVE GENOCIDE IN THE TWENTIETH CENTURY Pegelow Kaplan
Introduction to key concepts in genocide studies with an examination of specific cases of twentieth-century genocides including the Ottoman mass murder of Armenians; the Holocaust; mass crimes in Cambodia and Bosnia; and the Rwandan genocide. Specific attention on the role of mass media and the international community's politics of naming and intervention. *Satisfies the cultural diversity requirement.*
- 336 - EUROPEAN WOMEN AND GENDER, 1650-PRESENT Tilburg
The contributions of women in modern Europe, as well as the ways that gender difference was employed in constructing political and social relations. Topics include scientific debates and women, the birth of feminism, women and the Industrial Revolution, prostitution, women and fascism, and changing concepts of masculinity.
- 337 - CULTURES AND TECHNOLOGIES OF IMPERIALISM: GERMANY AND GREAT BRITAIN 1840-1945 Pegelow Kaplan
From the first Opium War in China in 1840 to the end of the Second World War in 1945. A comparative investigation of British and German imperialism that shows how intersecting cultural and technological transformations have remade perceptions and subjectivities of colonizers and colonized alike.
- 339 - TOPICS IN MODERN EUROPEAN HISTORY Staff
Topics in Modern European History
- 340 - COLONIAL AMERICA Guasco
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.
- 341 - THE ERA OF THE AMERICAN REVOLUTION Guasco
The colonial movement from resistance to revolution; early republican thought and the adoption of state constitutions; the War for Independence; political and socioeconomic struggles of the Confederation period; the origins of the federal Constitution; and the Revolution's social impact.
- 343 - THE OLD SOUTH McMillen
The American South from colonial origins to secession, including the structure of southern society, the economy, slavery, growth of Southern sectionalism, the role of women, intellectual and cultural developments, and events leading up to the Civil War.

344 - THE SOUTH SINCE 1865

McMillen

Political, economic, and social developments in the South since the Civil War. Focus on Reconstruction, Populism, racism, the Depression, the flourishing of the "Sun Belt" after 1945, and the civil rights movement.

346 - THE CIVIL WAR AND RECONSTRUCTION

McMillen

Origins of sectional conflict; the battle front and home front, military, political, and social transformations of the war years; the upheavals of the Reconstruction era; and the legacies of the era for modern America.

349 - THE VIETNAM EXPERIENCE

Levering

America's involvement in Vietnam from 1945 to 1975. Examines diplomatic, military, political, social, and domestic aspects of American intervention. *(Not offered 2010-11.)*

350 - AFRICAN AMERICAN INTELLECTUAL HISTORY

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, assimilation, the Harlem Renaissance, black feminism, liberalism, and conservatism. *Satisfies the cultural diversity requirement.*

351 - GENDER AND SEXUALITY IN AFRICAN AMERICAN HISTORY

Simmons

This course will highlight how and why analyzing gender and sexuality is critical to understanding African American history. From slavery to freedom, reform and leisure, community and conflict, the personal and the public, the course discusses shifting notions of black manhood and womanhood. *Satisfies the cultural diversity requirement.*

354 - UNITED STATES FOREIGN POLICY SINCE 1939

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. *(Not offered 2010-11.)*

355 - AMERICAN LEGAL HISTORY

Wertheimer

Law in American history from English settlement to the present. Topics include the origins and evolution of the U.S. 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.

357 - THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES

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. *Satisfies the cultural diversity requirement.*

364 - GENDER AND HISTORY IN LATIN AMERICA

Mangan

Women's and men's experiences and how gender roles have shaped the social and political history of Latin America. Themes include conquest encounters, elite and religious notions of gender propriety, labor roles, and political activism. *Satisfies the cultural diversity requirement.*

365 - ISSUES IN LATIN AMERICAN HISTORY

Mangan

Study of major issues in Latin American history such as colonial rule, rebellion, social change, political structure, and imperialism. Readings and themes emphasize historical events and issues in Peruvian cities and/or regions of Arequipa, Cuzco, and Lima to complement travel experiences of the Davidson-in-Arequipa program. *Satisfies the cultural diversity requirement.*

375 - NATIONALISM AND COLONIALISM IN THE MODERN ARAB WORLD 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. *Satisfies the cultural diversity requirement.*

381 - ASIA DURING THE ERA OF WESTERN IMPERIALISM

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. *Satisfies the cultural diversity requirement.*

383 - PRE-MODERN JAPAN

Staff

Japanese history from ancient times to 1868. Topics include the origins of Japanese civilization, state and society, economy, law, connections to the outside world, daily life and customs, family, sexuality, warfare and the samurai, arts, literature, and religion. *Satisfies the cultural diversity requirement.*

385 - HISTORY OF IMPERIAL CHINA, 900-1800

Staff

Survey of late imperial Chinese history with topics covering the environment, daily life, family, kinship, sex, government, law, military, economy, science, medicine, print culture, and travel. *Satisfies the cultural diversity requirement.*

386 - HISTORY OF MODERN CHINA

Staff

Chinese history from 1840 to the present, including China's transformation from a Confucian empire to a socialist state, and its more recent conversion into an authoritarian regime promoting wealth and nationalism. *Satisfies the cultural diversity requirement.*

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 distribution requirement.*

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

415 - ALEXANDER THE GREAT (= CLA 435)

Krentz

(Cross-listed CLA 435) Investigation of Alexander's career from its grounding in Phillip II's Macedon to his intentions at the time of his premature death. Emphasis on military, political, and religious questions. *Classics Prerequisite: Permission of the instructor.*

420 - THE ENGLISH CIVIL WAR

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.

421 - EVERYDAY LIFE IN RENAISSANCE AND REFORMATION EUROPE

Barnes

Material circumstances, customs, and assumptions of daily living in the 15th, 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)

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.

424 - THE FRENCH REVOLUTION

Tilburg

The history and historiography of the French Revolution through books, paintings, music, and film.

426 - VICTORIAN PEOPLE

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.

427 - EUROPEAN CONSUMER CULTURE: 1750 TO THE PRESENT

Tilburg

The history and historiography of consumer culture in Europe from the 18th century through the 1980s. The lens of consumerism reveals the momentous economic, social, and political transformations of the modern era, up to and including the controversial process of "Americanization" following World War II.

433 - THE HOLOCAUST: INTERPRETATION, MEMORY
AND REPRESENTATION

Pegelow Kaplan

The origins and execution of the Nazi genocide during World War II, as well as realities for and responses of European Jews and memorializing and representing the Holocaust in post-war Germany, the U.S., and Israel.

439 - TOPICS IN MODERN EUROPEAN HISTORY

Staff

Topics in Modern European History

440 - SLAVERY IN THE AMERICAS

Guasco

Comparative exploration of the foundation and development of slavery in the western hemisphere since 1492. Topics include the transatlantic slave trade, work and labor, resistance and rebellion, and the articulation of African culture throughout the Americas.

441 - NATIVES AND NEWCOMERS IN EARLY AMERICA

Guasco

Encounter between indigenous peoples and English, French, and Spanish newcomers in North America. Special emphasis on the clash of cultures in spiritual, material, and physical realms and how Europeans and Indians created a distinctive American landscape by the end of the eighteenth century.

- 446 - PRESIDENTS AND FIRST LADIES Levering
 Presidents and first ladies from Franklin and Eleanor Roosevelt through Ronald and Nancy Reagan. Emphasis on their goals and policies, their successes and failures, and the changing meanings of "liberalism" and "conservatism" that they represented. *(Not offered 2010-11.)*
- 448 - THE 1950S: A CRITICAL DECADE McMillen
 From Korea to Montgomery, McCarthy to Elvis: an exploration of the events, personalities, and culture of the 1950s in United States history.
- 451 - AFRICAN AMERICAN CULTURAL HISTORY 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. *Satisfies the cultural diversity requirement.*
- 455 - LAW AND SOCIETY IN AMERICAN HISTORY Wertheimer
 Selected topics in U.S. legal history. Seminar members will work collaboratively on a large-scale research project.
- 459 - TOPICS IN AMERICAN HISTORY
 Topics in American History
- 464 - RELIGION AND SOCIAL CHANGE IN LATIN AMERICA Mangan
 Exploration of the nexus between religion and social upheaval through topics including conquest, rebellion, liberation theology, and religious tradition new to the region, such as Evangelicalism. *Satisfies the cultural diversity requirement.*
- 465 - COLONIALISM AND IMAGINATION IN EARLY LATIN AMERICA Mangan
 The rise and fall of colonial power in Latin America with a focus on the emergence of colonial Latin America as a historical unit. Topics include justification of colonial rule, civilization and barbarism, differences between the Old and New Worlds and American Identity. *Satisfies the cultural diversity requirement.*
- 466 - MIGRATIONS AND IMMIGRATION IN LATIN AMERICA Mangan
 Study of the relationship between internal migrations and outward immigration in Latin America. Students will acquire in-depth information about migration/immigration in the early colonial period, in the neo-imperial nineteenth century, and in the twentieth century. *Satisfies the cultural diversity requirement.*
- 472 - LAW, JUSTICE, AND HUMAN RIGHTS IN CHINA Staff
 Examines the historical development of government, law, notions of justice, and human rights in China from ancient to modern times. Contains a comparative element to help students understand both similarities and differences with Western legal and governmental traditions and notions of rights and responsibilities. *Satisfies the cultural diversity requirement.*
- 475 - HISTORY OF THE BOOK Staff
 The historical development of books from ancient times to modern, focusing on China, but including other areas of the world for comparative perspective. *Satisfies the cultural diversity requirement.*

480 - SENIOR RESEARCH SEMINAR

Barnes, Berkey, McMillen, Tilburg

Capstone course for history majors. Students define, research, and write a major research paper on a topic of their choice. Required of senior majors not enrolled in History 488/489.

488, 489 - KELLEY HONORS SEMINAR: RESEARCH AND THESIS

Dietz and Staff

Two-semester research seminar for senior history majors who qualify for honors work and who are selected as Kelley Scholars. Culminates in the researching and writing of a thesis. Admission by invitation of the History Department.

HUMANITIES PROGRAM

Program Director: Professor R. Ingram (English)

The Western Tradition:

First-Year Directors: Associate Professor Wills (Religion) and Professor Swallow (Mathematics)

The Western Tradition:

Second-Year Directors: Professor Henke (German) and Professor Goldstein (Philosophy)

Faculty Affiliated with the Humanities Program

Professors: Barnes (History), Berkey (History), Churchill (English), Denham (German), Epes (German), Goldstein (Philosophy), Henke (German), R. Ingram (English), Lerner (Music), Ligo (Art), Munger (Psychology), Neumann (Classics), Parker (English), Rigger (Political Science), Robb (Philosophy), S. Smith (Art), Swallow (Math)

Associate Professors: Cheshire (Classics), Dietz (History), Ewington (Russian), Gay (Education), Griffith (Philosophy), Guasco (History), Robb (Philosophy), Snyder (Religion), Tilburg (History), Wills (Religion)

The Humanities program offers two separate course sequences, The Western Tradition and Cultures & Civilizations. The Western Tradition, a two-year, four-course sequence, is an interdisciplinary study of texts and contexts of the West, from the ancient world to the present. Cultures & Civilizations, a one-year, two-course sequence, is a comparative, interdisciplinary study of western and non-western texts. Cultures and Civilizations is not offered 2010-11.

Satisfactory completion of the four-course Western Tradition sequence enables a student to satisfy the requirement in Composition and receive credit for four distribution requirements as follows: Literature (one course), History (one course), Philosophy and Religion (two courses). Enrollment is limited to 80 students.

Satisfactory completion of the two-course Cultures & Civilizations sequence enables a student to satisfy the requirement in Composition, the cultural diversity requirement, and to receive credit for the distribution requirement in Literature. Enrollment is limited to 32 students.

To receive distribution credit for either Humanities sequence, a student must pass all courses in that sequence. Students may not change sequences.

In the Western Tradition sequence, classes meet together for lectures and in groups of 16 students for discussions led by individual instructors. In the Cultures & Civilizations sequence, two discussion groups (of 16 students) usually meet jointly with both instructors. Humanities courses encourage and reward clear thinking, speaking, and writing.

THE WESTERN TRADITION

150 - W TRAD: THE ANCIENT WORLD Berkey, Epes, Snyder, Wills
Interdisciplinary study of texts and contexts of the Hebrew scriptures and the ancient and classical world.

151 - W TRAD: LATE ANTIQUITY AND THE Dietz, Epes, R. Ingram, Swallow
MEDIEVAL WORLD
Interdisciplinary study of texts and contexts of the Roman Empire, the Christian gospels and epistles, and medieval Europe. *Humanities 150*.

250 - W TRAD: THE RENAISSANCE TO Griffith, Guasco, Henke, R. Ingram
THE EIGHTEENTH CENTURY
Interdisciplinary study of texts and contexts of western culture from the Renaissance to the late 18th century. *Humanities 150 and 151*.

251 - W TRAD: THE MODERN WORLD Denham, Goldstein, Smith, Tilburg
Interdisciplinary study of texts and contexts of western culture in the 19th and 20th centuries. *Humanities 150, 151, and 250*.

CULTURES AND CIVILIZATIONS

HUM 160 and 161 satisfy the cultural diversity requirement.

160 - CULTURES & CIVILIZATIONS I
Comparative, interdisciplinary study of texts from western and non-western cultures. Creative and critical thinking about what constitutes a civilization, how a cultural tradition defines itself and how it relates to those identified as different. *Not offered 2010-11*.

161 - CULTURES & CIVILIZATIONS II
Comparative, interdisciplinary study of texts from western and non-western cultures. Creative and critical thinking about what constitutes a civilization, how a cultural tradition defines itself and how it relates to those identified as different. *Humanities 160. Not offered 2010-11*.

LATIN

See the Classics Department for Latin course information.

MATHEMATICS

Professors: Bivens, Davis, Molinek (Chair), Neidinger, Swallow

Associate Professors: Chartier, Heyer, Mossinghoff

Assistant Professor: Yerger

Visiting Associate Professor: Whitton

Please see <http://www3.davidson.edu/cms/x39174.xml> for information about the transition from the "old major" to this revision.

Distribution Requirements: Mathematics 108, 110, 111, 112, 113, 140, 150, 160, and Computer Science 121 count towards the fulfillment of the distribution requirements in Natural Science and Mathematics; specifically, each fulfills the requirement of one course in Mathematics. Credit for Mathematics 111, 113 and Computer Science 121 can be obtained by Advanced Placement.

Information for Prospective Mathematics Majors: After MAT 113 (Calculus II), prospective majors and minors should take a non-calculus course as soon as possible, chosen from MAT 150, 220, 230, and 255. Some students complete one of MAT 315, 330, and 355 by the end of the sophomore year, and normally majors complete one or two of these by the end of the junior year. A student who places out of a 100-level required course in the major, but without credit for that course, may petition the chair to substitute a course numbered above 200 for the omitted course in her or his major requirements.

Major Requirements: The major in Mathematics consists of eleven Mathematics or Computer Science courses: MAT 113; MAT 150; either MAT 140 or MAT 160; one of MAT 220, MAT 230, or MAT 255; two of MAT 315, MAT 330, or MAT 355; five electives from courses numbered above 200, with at least two of those above 300.

Minor Requirements: A minor in Mathematics consists of 6 courses: MAT 113; MAT 150; MAT 140 or MAT 160; one of MAT 220, MAT 230, or MAT 255; one of MAT 315, MAT 330, or MAT 355 and one additional Mathematics or Computer Science course numbered above 200. Unless a specific exception is approved by the department, the courses above 200 must be taken at Davidson and may not include independent studies. No pass-fail course may be applied toward the minor.

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 220, 235, 330 and 355, two of 331, 340, or 360, and either 430, 450, or 455 in their programs. Course work for those emphasizing applied mathematics must include Mathematics 210, 220, 235, 315, a two-course sequence consisting of Mathematics 340 and 341 or of Mathematics 330 and 331, and one 400-level course (not an Independent Study). All candidates must prepare an honors thesis and defend the thesis orally before the mathematics faculty. Candidates must attain grade point averages of at least 3.2 overall and 3.5 on all Mathematics courses numbered above 113 and Computer Science courses numbered above 200. The final recommendation of the department for graduation with honors is determined by the quality of the candidate's complete academic record, thesis, and defense. At the department's

discretion, in the case of an exceptional academic record, together with a thesis of the highest quality incorporating original mathematics, the department confers high honors.

The Department recommends that students interested in an honors program notify their academic advisors and the chair of the department during the spring semester of the sophomore year, or as soon as possible thereafter. During the junior year, such a student should identify an area of mathematics for exploration and seek out a member of the department to serve as a potential honors supervisor. Formal declaration of pursuit of honors is recommended by the end of the advising period in the spring of the junior year and is due by the end of the first week of classes of the senior year. See the department chair for the appropriate form and further details on the honors process and requirements.

Graduate School: A student who intends to go to graduate school in mathematics should speak with their advisor who may suggest the following: (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, (3) engage in a research experience at Davidson or elsewhere, and (4) acquire a reading proficiency in French, German, or Russian.

Certificate for Secondary School Teaching: Students who intend to seek North Carolina licensure in the teaching of secondary school mathematics are required to take Mathematics 210. Other recommended courses include Mathematics 340, 365, and 380.

Applied Mathematics Concentration: This 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.

Computer Science: Students who are interested in computer science are encouraged to consider the Computer Science Concentration. The concentration is described in detail in a separate section of this catalog.

The student who intends to pursue graduate study in computer science should complete Computer Science 321, 322, 324, and 325, and should augment the Computer Science Concentration with Mathematics 210, 340, and 355, and Philosophy 200. The Graduate Record Examination should be taken during the fall semester of the senior year.

COMPUTER SCIENCE COURSES

121 - PROGRAMMING AND PROBLEM SOLVING

Staff

An introduction to computer science and structured programming using the Java programming language. (Fall)

221 (231) - DATA STRUCTURES

Staff

A study of abstract data types, including lists, stacks, queues, and search tables, and their supporting data structures, including arrays, linked lists, binary search trees, and hash tables. Implications of the choice of data structure on the efficiency of the implementation of an algorithm. Efficient methods of sorting and searching. Programs are written in Java or in C++. *Computer Science 121 or 200 or permission of instructor. Not open to students with credit for Computer Science 231.* (Spring)

- 310 - BIOINFORMATICS (=BIO 310) Staff
 (Cross-listed as Biology 310.) A survey of computational techniques used to extract meaning from biological data. Algorithms and statistical procedures for analyzing genomic and proteomic data will be discussed in class and applied in the computer lab using Perl. Interdisciplinary teams will explore a particular topic in depth. *Prerequisite: One of the following: Mathematics 210, Computer Science 121, Physics 200, Biology 309, or permission of the instructor. (Offered Spring of even numbered years.)*
- 315 (CSC 325) - NUMERICAL ANALYSIS (= MAT 315) Staff
 (Cross-listed as Mathematics 315.)
- 321 (331) - ANALYSIS OF ALGORITHMS Staff
 Algorithm design strategies, including greedy, divide-and-conquer, and dynamic programming methods. Advanced data structures, including balanced search trees, graphs, heaps, and priority queues. Advanced methods of searching and sorting. Computational complexity and analysis of algorithms. NP-complete problems. *Prerequisite or corequisite: Computer Science 221. Mathematics 220 or permission of instructor. Not open to students with credit for Computer Science 331. (Offered fall of even numbered years.)*
- 322 - PROGRAMMING LANGUAGES Staff
 Principles of programming languages, including lexical and syntactic analysis, semantics, types, functions and parameters, and memory management. Programming paradigms, drawn from imperative, object-oriented, functional, and logical programming languages. *Prerequisite: Computer Science 221. (Offered fall of odd numbered years.)*
- 324 - THEORY OF COMPUTATION Staff
 Mathematical models of computation, and the fundamental capabilities and limitations of computers. Topics include regular languages, finite automata, context-free languages, grammars, Turing machines, the Chomsky hierarchy, the halting problem, algorithms, decidable and undecidable problems, algorithmic reductions, complexity theory, the classes P, NP, and PSPACE, and NP-complete problems. Satisfies a major requirement in Mathematics, and a concentration requirement in Computer Science. *Prerequisite: One of Mathematics 220, 230, or 255. Offered spring of odd numbered years.*
- 381-389 - SEMINAR Staff
 Study of topics of interest in Computer Science. *Prerequisite: Permission of the instructor.*
- 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. Eligible for major credit by departmental approval.*

397 - INDEPENDENT STUDY IN ADVANCED SOFTWARE DEVELOPMENT IN SCIENCE (= PHY 397) Staff

(Cross-listed as Physics 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.

481-489 - SEMINAR Staff

Study of topics of interest in Computer Science. *Prerequisite: Permission of the instructor.*

495, 496 - 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. Eligible for major credit by departmental approval.*

MATHEMATICS COURSES

The 100-level courses are open to all students with appropriate background. Math 108, 110, and 111 assume no calculus background. Placement in the other 100 level courses depends on previous background. See the placement advice on the department website. *Note that Math 113, Math 150, and either Math 140 or Math 160 are required for the major.*

The 200-level courses are introductory and serve as an introduction to the major. While open to all students, these courses are normally taken by students with at least one 100-level mathematics course taken at Davidson.

The 300-level courses, 315, 330, and 355 are fundamental major courses and typically are taken after one or more 200 level courses. The other 300-level courses are electives for the major usually requiring one or more prerequisites.

The 400-level courses are advanced courses for upper class majors.

108 - EXPLORING MATHEMATICAL IDEAS Staff

Survey of abstract mathematical ideas that deepen understanding of patterns from mathematics, art, and the physical world. Topics may include the nature of number, infinity, dimension, symmetries, alternate geometries, topology, chaos, fractals, and probability. While techniques and concepts have much in common with advanced theoretical mathematics, little background is assumed and the course is not practical preparation for later courses in mathematics. The occasional title Exploring Mathematics in Art is adopted to show that special emphasis. *Not open to students with credit for, or enrolled in, Mathematics 118, 220, 221, 230, 300, or 255.*

110 - FINITE MATHEMATICS 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. Students learn to use computer software, including a spreadsheet, to solve problems. *Not open to students with credit for Mathematics 150, 220, 221, or 340.*

- 111 (130) - CALCULUS I (FOR THOSE WITH NO PREVIOUS EXPOSURE) 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. *Not open to students with one semester of a high school or college course about calculus. (Fall)*
- 112 (130) - CALCULUS I AND MODELING 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. An emphasis on investigating mathematical approaches to describing and understanding change in the context of problems in the life sciences. *Assumes previous exposure to (not proficiency in) some calculus concepts. Not open to students with credit for Mathematics 130.*
- 113 - CALCULUS II Staff
 An introduction to techniques and applications of integration; infinite series including convergence tests and Taylor series; calculus on parametric and polar curves; and concepts in 3-space including vectors, lines, planes, and vector-valued functions. Satisfies a major requirement in Mathematics, and the distribution requirement in Mathematics. *Prerequisite: Mathematics 111 or 112 or one year of high school calculus. Not open to students with credit for Mathematics 135.*
- 140 (137) - MULTIVARIABLE CALCULUS AND MODELING Staff
 Continued study of calculus and other mathematical methods for modeling change and uncertainty. Topics include multivariable calculus; systems of linear equations, difference equations and differential equations; and probability models such as Bayes' rule and random walks. Students will be guided in the discovery and mastery of mathematical techniques in the context of problems in the life sciences. *Prerequisite: Mathematics 112 (Calculus I and Modeling). Not open to students with credit for Mathematics 137. (Spring)*
- 150 - LINEAR ALGEBRA 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, computer graphics, and other topics. *Prerequisite: Mathematics 113 or permission of instructor.*
- 160 (135) - CALCULUS III Staff
 A study of the differential and integral calculus of functions of several variables together with an introduction to vector calculus. Topics include partial derivatives, directional derivatives, gradients, tangent planes to surfaces, double and triple integrals, change of variables in multiple integrals, vector fields, line integrals, Green's Theorem, and surface integrals. (Not open to those with credit for 335). *Prerequisite: Mathematics 113. Not open to students with credit for Mathematics 135 or 335.*

210 - MATHEMATICAL MODELING

Staff

A survey of discrete mathematical modeling techniques and their application to the natural and social sciences. Mathematical tools are selected from Monte Carlo simulation, queuing theory, Markov Chains, optimization, discrete dynamical systems, artificial intelligence, and game theory. Emphasis is on formulating models, investigating them analytically and computationally, and communicating the results. *Prerequisite: Mathematics 140 or 150 or permission of the instructor. (Spring)*

220 (221) - COMBINATORICS AND GRAPH THEORY

Staff

Essential techniques and topics in two related areas of discrete mathematics. Topics in combinatorics include constrained arrangements and selections, binomial and multinomial coefficients, inclusion-exclusion, the pigeonhole principle, occupancy problems, generating functions, and recurrence relations. Topics in graph theory include structural properties of graphs and trees, graph coloring, planarity, and spanning trees. *Prerequisite: Mathematics 113 or permission of the instructor. Not open to students with credit for Mathematics 221. (Fall)*

230 - SETS AND PROOFS

Staff

An introduction to proof techniques (including quantifiers and induction), elementary set theory, abstract functions, infinite cardinalities, and properties of sets of real numbers; followed by an introduction to topics chosen from topology, analysis, dynamical systems, or set theory, among others. Emphasis throughout is on developing abilities in writing proofs. *Prerequisite: Mathematics 113 or permission of the instructor. Not open to students with credit for Mathematics 300. (Spring)*

235 - DIFFERENTIAL EQUATIONS

Staff

A study of solution techniques and models in ordinary differential equations including first order equations, linear differential equations, series solutions, Laplace transform methods, and concepts of numerical and graphical techniques applied to equations and systems. *Prerequisite: Mathematics 150. (Fall)*

255 - NUMBER THEORY

Staff

Mathematical properties of the integers and related sets, including divisibility properties, prime numbers and their distribution, congruences, diophantine equations, arithmetic functions, primitive roots, and quadratic residues. *Prerequisite: Mathematics 150 or permission of the instructor. (Spring)*

315 (CSC 325) - NUMERICAL ANALYSIS

Staff

Survey of methods to approximate numerical solutions of problems in root-finding, differentiation, integration, curve-fitting, differential equations, and systems of equations. Derivations, limitations, and efficiency of different algorithms are considered. *Prerequisite: Mathematics 150 and prerequisite or corequisite Mathematics 235. Not open to students with credit for CSC 325. (Spring) (Not offered after Spring 2010.)*

330 (430) - REAL ANALYSIS I

Staff

The theory of functions of a real variable. Topics include properties of the real numbers, sequences and series, continuity, differentiation, the Riemann integral, and sequences of functions. *Prerequisite: Mathematics 113 and one of Mathematics 220, 230, or 255. Not open to students with credit for Mathematics 430. (Fall)*

331 (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. *Prerequisite: Mathematics 160 and one of Mathematics 220, 230, or 255. Not open to students with credit for Mathematics 435. (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 140 or 160. (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. (Spring)*

355 - ABSTRACT ALGEBRA I

Staff

An introduction to the theory of groups, rings and fields. Topics include normal subgroups, quotient groups, homomorphisms, Cayley's theorem, permutation groups, ideals, the field of quotients of an integral domain, and polynomial rings. *Prerequisite: Mathematics 150 and one of Mathematics 220, 230, or 255. (Fall)*

360 - TOPOLOGY

Staff

An introduction to metric and topological spaces. Topics include concepts of completeness, compactness, connectedness, fixed point theorems, knot theory, and classification of surfaces. *Prerequisite: One of Mathematics 220, 230, or 255. (Offered Spring of even-numbered years.)*

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 Poincaré and Beltrami-Klein models are used to establish the relative consistency of hyperbolic geometry. *Prerequisite: One of Mathematics 220, 230, or 255. (Fall)*

380 (481) - SEMINAR IN PROBLEM SOLVING AND HISTORY OF MATHEMATICS

Staff

A seminar in the history of mathematics with an emphasis on problem solving techniques available during different historical periods. The chronological development of mathematics is studied from ancient Egypt and Babylon to the Renaissance, with occasional non-chronological forays into modern mathematics. *Prerequisite: One of Mathematics 220, 230, 255 or permission of the instructor. Not open to students with credit for Mathematics 481. (Fall)*

381-389 - SEMINAR

Staff

Study of topics of interest in Mathematics. *Prerequisite: Permission of the instructor.*

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. Eligible for major credit by departmental approval.*

430 - REAL ANALYSIS II

Staff

Further development of the theory of real functions, including such topics as functions of several variables, metric spaces, function spaces, Riemann-Stieltjes integrals, and Lebesgue measure. *Prerequisite: Mathematics 160 and 330.*

437 - DYNAMICAL SYSTEMS

Staff

A study of the iteration of systems, typically arising from physical or biological models, and the resulting long term behavior. Periodic and chaotic dynamics as well as fractal graphics will be investigated. *Prerequisite: Mathematics 150 and 330 or permission of the instructor. (Offered Spring of odd numbered years.)*

450 - ADVANCED LINEAR ALGEBRA

Staff

A further study of vector spaces, dual spaces, inner product spaces, modules, linear transformations, characteristic roots, matrices, canonical forms, trace, transpose, determinants, normal transformations and quadratic forms. *Prerequisite: Mathematics 355 or permission of the instructor. (Offered Spring of odd numbered years.)*

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. (Offered Spring of even-numbered years.)*

481-489 - SEMINAR

Staff

Study of topics of interest in Mathematics. *Prerequisite: Permission of the instructor.*

495, 496 - 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. Eligible for major credit by departmental approval.*

MILITARY STUDIES

Lieutenant Colonel Eddie Johnson (Chair) (On location at UNC Charlotte)
 Senior Military Science Instructor: Rick Nash, U.S. Army Major (Retired), SMSI,
 ComTek

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 Army ROTC (Reserve Officers' Training Corps) is available at Davidson College. Participation in Army ROTC enhances the education of both men and women by providing world class leadership training opportunities applicable in corporate, executive, and government leadership positions, along with practical hands-on expertise in these areas. A student participates in the Basic Course to develop leadership skills, then decides to continue in the Advanced Course in order to pursue a commission as an officer in the United States Army, Army Reserves or Army National Guard. The Army ROTC program is designed to complement the student's major area of study and is compatible with most areas of study. Students not interested in Active Duty can be guaranteed a commission in the Army Reserve or National Guard through the Guaranteed Reserve Forces Duty (GRFD) Program and eligible to participate in the Partnership for Youth Success (PaYS) Program. The PaYS Program guarantees an interview with partnering Fortune 500 companies. The Basic Course and the Advanced Course comprise of the Military Studies/Science curriculum.

The Basic Course is usually taken during the freshman and sophomore years. It is open to all students and incurs no military obligation. The course follows six tracks of instruction: leadership, personal development, values and ethics, officership, military tactics and physical training. Uniforms and textbooks are provided at no cost to the student. Students unable to complete Military Studies 101, 102, 201, and 202 may receive credit for the Basic Course by attending a paid 29-day Leader's Training Course (LTC) during the summer at Fort Knox, KY. 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 credit may also be available to prior service members and JROTC participants.

The Advanced Course provides instruction in military history, advanced tactics, techniques of effective leadership, and military ethics and professionalism. It is normally taken during the junior and senior years. Students receive a monthly tax-free stipend of \$450 during the academic year as a junior and \$500 per month during their senior year. Students are required to attend a paid four-week summer Leader Development and Assessment Course (LDAC) at Fort Lewis, WA, between their junior and senior years. In addition to Military Studies/Science courses, students must also complete one Military History course through Davidson College.

Commissioning Requirements. To obtain a commission in the United States Army, Army Reserve or Army National Guard, a student must successfully complete the Advanced Course, be recommended by the Professor of Military Science, and complete work leading to at least a baccalaureate degree.

Army ROTC cadets are required to attend weekly academic classes and leadership labs. Military Studies 301 is a credit course. All other military studies courses listed are non-credit courses.

MILITARY STUDIES COURSES

101 - LEADERSHIP AND PERSONAL DEVELOPMENT

Rick Nash, U.S. Army Major (Retired),
SMSI, COMTek

Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Includes instruction in map reading, land navigation, and customs and courtesies of the Army. *Participation in weekly leadership lab is required. There is no military obligation to take this course, open to all Davidson students. (Fall)*

102 - INTRODUCTION TO LEADERSHIP

Rick Nash, U.S. Army Major (Retired),
SMSI, COMTek

Overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Includes instruction in basic tactics. *Participation in weekly leadership lab is required. There is no military obligation to take this course, open to all Davidson students. (Spring)*

201 - INNOVATIVE TEAM LEADERSHIP

Rick Nash, U.S. Army Major (Retired),
SMSI, COMTek

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and historical leadership theories that form the basis of the Army leadership framework. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Includes instruction in troop leading procedures, tactical movement, battle drills, and offensive and defensive operations. *Prerequisite: MIL 101, which can be taken concurrently. Participation in weekly leadership lab is required. There is no military obligation to take this course, open to all Davidson students. (Fall)*

202 - FOUNDATIONS OF TACTICAL LEADERSHIP

Rick Nash, U.S. Army Major (Retired),
SMSI, COMTek

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, route planning, defensive operations, navigational methods and operations orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. *Prerequisite: MIL 102, which may be taken concurrently. Participation in weekly leadership lab is required. There is no military obligation to take this course, open to all Davidson students. (Spring)*

301 - ADAPTIVE TACTICAL LEADERSHIP

Major Scott Siegfried

Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. Includes instruction in squad operations, problem solving, and combat orders. *Basic Course credit. MIL 301 is currently only offered at UNC-Charlotte. Participation in weekly leadership lab is required. (Fall)*

302 - LEADERSHIP IN CHANGING ENVIRONMENTS

Major Scott Siegfried

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. Includes instruction in platoon operations, stability and support operations, and garrison orders. Designed to prepare third-year students to perform effectively at the Leadership Development and Assessment Course (LDAC). *Prerequisite: MIL 301 or consent of the Professor of Military Science. MIL 302 is currently only offered at UNC-Charlotte. Participation in weekly leadership lab is required. (Spring)*

401 - DEVELOPING ADAPTIVE LEADERS

Lieutenant Colonel Eddie Johnson

Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Includes instruction in risk management, training management, code of conduct, rules of engagement, counseling, and evaluations. *Prerequisite: MIL 301 & 302. MIL 401 is currently only offered at UNC-Charlotte. Participation in weekly leadership lab is required. Mandatory for all senior ROTC students. (Fall)*

402 - LEADERSHIP IN A COMPLEX WORLD

Lieutenant Colonel Eddie Johnson

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Includes instruction in Army organization and modularity, the platoon command team, a battle analysis, and a staff ride. *Prerequisite: MIL 401. MIL 402 is currently only offered at UNC-Charlotte. Participation in weekly leadership lab is required. Mandatory for all senior ROTC students. (Spring)*

MUSIC

Professors: B. Lawing, Lerner, Sprague, Stasack (Chair)

Associate Professors: Botelho, Chamra

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

Distribution Requirements: All music courses numbered 100 and above, with the exception of Applied Music (155, 255, 256, 355) and Independent Study, satisfy the distribution 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. Music 110;
2. two courses in music theory: 202, 302;
3. two courses in music history: 325, 328;
4. one elective each from U.S. (122, 228, 232, 233) and world music (141, 241, 242, 245, 246, 263);
5. two additional electives numbered above 202;
6. senior seminar: 401.

All majors are required to be enrolled in applied study continuously while declared and in residence.

All majors are required to pass a keyboard proficiency exam by the end of the Fall semester of their senior year.

Minor Requirements: Six courses total,

1. four from Music 101 or 201, 121, 122, 141;
2. two electives at the 200 level or higher; and
3. at least two semesters of ensemble participation or two semesters of applied lessons.

Honors Requirements: The departmental honors program encourages the attainment of excellence in the major. Please consult the department's "Handbook for Music Majors, Music Minors, Applied Music Students and Award Recipients" for specific details and expectations regarding each of the above requirements. The Handbook can be found at <http://www3.davidson.edu/cms/x30467.xml>.

Rationale for Course Numbering:

All courses numbered below 100 do not carry academic credit.

100-level courses are broad, introductory surveys that have no prerequisites nor require any previous musical training. One course, MUS 110: Exploring Music, serves as a prerequisite for a number of advanced courses in the department.

200-level courses are typically less broad in scope, focus on a particular style, genre, or musical culture, and, in a few cases, may require a prerequisite or previous musical training.

300-level courses are advanced courses, typically designed for music majors and requiring one or more prerequisite courses.

400-level courses are seminars for upper class majors.

3 - KEYBOARD PROFICIENCY

Chamra

Keyboard studies needed to pass the Music major keyboard proficiency exam, including scales, chord progressions, transposition, and sight-reading of four-part SATB excerpts. *Permission of instructor required.*

10 - CONCERT CHOIR

Sprague

A large ensemble dedicated to the performance of the choral-orchestral masterpieces from the Baroque to the 20th Century. Open to students, faculty, staff and community members. *Open by audition or by invitation from the director.*

11 - JAZZ ENSEMBLE

B. Lawing

Permission of instructor required.

12 - SYMPHONY ORCHESTRA

Chamra

Permission of instructor required.

13 - CHORALE

Sprague

A select vocal ensemble drawn from the Davidson College student body that performs works from all ages and styles. Tours annually and represents the department at college functions. *Open by audition or by invitation from the director.*

14 - OPERA WORKSHOP

Culpepper, Thornton

A course designed to acquaint students with the performance practice of a variety of opera genres through the experiences of study, rehearsal, and performance. The culmination of the course is a performance of opera scenes as well as fully staged productions accompanied by piano. Ability to sing in a foreign language may be necessary. *Ability to read music, vocal training that enables the student to participate. Permission of instructor required.*

15 - DICTION

Culpepper, Thornton

An introduction to the International Phonetic Alphabet, to the challenges of singing versus speaking in a specific language, and to vocal repertoire in the specific language. Students study texts written by experts in singing diction and apply the knowledge while singing in class. Offered once a year, with the languages alternating each year amongst English, Italian, German, and French. *Permission of instructor required.*

16 - FLUTE CHOIR

Whitehead

Permission of instructor required.

17 - SAXOPHONE QUARTET

Brown

Permission of instructor required.

18 - JAZZ COMBO

Brown

Permission of instructor required.

- 19 - GUITAR CLASS, 2 HOURS Olson
Group instruction in beginning guitar. *Permission of instructor required. (Additional fee)*
- 43 - AFRICAN DRUMMING ENSEMBLE Snow
Permission of instructor required.
- 45 - VOICE CLASS, 2 HOURS Culpepper
A general introduction to the basic skills of singing with the goal of healthy solo singing performance. *Permission of instructor required. (Additional fee)*
- 47 - PIANO CLASS, 1 HOUR C. Lawing
Group instruction in beginning piano. *Permission of instructor required. (Additional fee)*
- 50 - VOCAL AND INSTRUMENTAL STUDY, 0.5 HOUR Staff
Applied instruction. *Audition or permission of instructor required. (Additional fee)*
- 55 - VOCAL AND INSTRUMENTAL STUDY, 1 HOUR Staff
Applied Instruction. *Audition or permission of instructor required. (Additional fee)*
- 101 - FUNDAMENTALS OF MUSIC Botelho
Introduction to music theory and analysis, with emphasis on intervals, modes, scales, rhythm, meter, and form. *No music training required. (Spring)*
- 110 - EXPLORING MUSIC Botelho, Chamra, B. Lawing, Lerner, Sprague, Stasack
A general introduction to musical study, covering the vocabulary and methods essential to the scholarly study of music. Six core modules, covered in rotation by the six department faculty members, will equip students for future courses in music. Music to be studied will come from a wide span of history, cultures and geography. *Students planning to major in music need to complete this course by the end of the sophomore year. (Spring)*
- 121 - INTRODUCTION TO MUSIC IN WESTERN CIVILIZATION Chamra
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 musical training required.*
- 122 - MUSIC OF THE UNITED STATES Lerner
The cultivated and vernacular traditions of U.S. 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 music training required. (Fall)*
- 141 - WORLD MUSICS 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 extra-musical cultural associations such as religion and theatre. Listening drawn from field and studio recordings of indigenous performers. *No music training required. Satisfies the cultural diversity requirement.*

155 - APPLIED MUSIC

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. *Audition or permission of instructor required. 1 credit for 2 consecutive semesters. (Additional fee)*

195 - INDEPENDENT STUDY

Staff

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

201 - THEORY I: HARMONY

Botelho

Introduction to the grammar of tonal music through part-writing and analysis. Includes scales, intervals, triads, seventh chords, and their inversions. Ear training in intervals, chords, melody, and rhythm. *Knowledge of scales and key signatures required. (Fall)*

202 - THEORY II: ADVANCED HARMONY

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 - MUSIC TECHNOLOGY AND PRODUCTION

B. Lawing

An introduction to digital music production. The class consists of several independent projects that examine various hardware and software instruments and processors, and apply them to various audio productions. *Prerequisite: MUS 110 and permission of instructor. (Fall)*

212 - CONDUCTING

Chamra, B. Lawing, Sprague

Designed for students who plan to pursue both choral and instrumental conducting. Emphasis on technique, rehearsal procedure, literature, and stylistic practices. *Prerequisite: MUS 201 and permission of instructor.*

221-223 - STUDIES OF COMPOSERS AND STYLES

Staff

Courses concentrating upon specific topics in music history.

224 - THE SYMPHONY

B. Lawing

History of the symphony and its literature from pre-classical examples to the present. *(Normally offered in alternate years.)*

226 - OPERA

Staff

Opera from the Italian Renaissance through the 20th century. *(Not offered on a regular basis.)*

228 - FILM MUSIC

Lerner

Historical, stylistic, and analytic study of film music from the origins of cinema in the 1890s 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. *Film and Media Studies concentration credit.*

229 - AMERICAN CULTURE OF THE 1950S

Lerner

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. *Prerequisite: Music 122 or permission of instructor.*

230 - CHORAL LITERATURE

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

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.)*

232 - JAZZ

B. Lawing

A general introduction to jazz. The class will explore the roots of jazz, will critically examine jazz improvisation, and will present a history of jazz from its beginnings to the 1990s. *(Fall) (Fall)*

233 - AMERICAN MUSICAL THEATRE

B. Lawing

An introduction to the history and literature of the Broadway musical. Greatest emphasis is placed on the period beginning with Oklahoma! and continuing to the present. *(Normally offered in alternate years.)*

241 - MUSIC OF LATIN AMERICA

Botelho

An introduction to the music of Hispanic- and Luso-American countries and cultures from colonial times to the present. *Satisfies the cultural diversity requirement. (Normally offered in alternate years, Spring)*

242 - MUSIC OF ASIA

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. *Satisfies the cultural diversity requirement. (Normally offered in alternate years.)*

245 - MUSIC IN WORLD RELIGIONS

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. *Satisfies the cultural diversity requirement. (Normally offered in alternate years.)*

246 - MUSIC OF BRAZIL

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 barroco mineiro, nationalism, the avant-garde, samba, bossa nova, MPB, candomblé, jazz, tropical rock, and rap. *Satisfies the cultural diversity requirement. (Normally offered in alternate years, Spring.)*

255 - APPLIED MUSIC: INTERMEDIATE

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. *Prerequisite: Music 155. 1 credit for 2 consecutive semesters. Permission of instructor required. (Additional fee)*

256 - APPLIED MUSIC: ADVANCED INTERMEDIATE

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. *Prerequisite: Music 255. 1 credit for 2 consecutive semesters. Permission of instructor required. (Additional fee)*

261 - INTRODUCTION TO COMPOSITION

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: Music 101 or 201 or permission of instructor. (Fall)*

263 - COMPOSITION - NON-WESTERN STYLES

Stasack

Study and implementation of compositional techniques employed in musical systems of non-European cultures. Students focus on a particular area. *Permission of instructor required. Satisfies the cultural diversity requirement. (Normally offered in alternate years, Spring.)*

271 - MODERNISM/POSTMODERNISM

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 reviews and approves the topic, and determines the means of evaluation. *Open to qualified students with permission of the chair.*

302 - FORM AND ANALYSIS

Botelho

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

325 - MUSIC HISTORY I: EUROPE TO 1800

Sprague

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. *Prerequisite: Music 110. (Fall)*

- 328 - MUSIC HISTORY II: EUROPE AND THE U.S. AFTER 1800 Lerner
 The history of music in modern Europe and the United States in its cultural and social context, emphasizing musical style, notation, and performance practice. Periods include Romantic, Post-Romantic, Modern, and Postmodern. *Prerequisite: Music 110. (Spring)*
- 355 - APPLIED MUSIC: ADVANCED 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. *Prerequisite: Music 256. 1 credit for 2 consecutive semesters. Permission of instructor required. (Additional fee)*
- 361 - ADVANCED STUDIES IN COMPOSITION Stasack
 Continued development of creative and technical skills in music composition. Emphasis on exploring the unique sensibilities of the individual. *Prerequisite: Music 261. (Spring)*
- 380-382 - ADVANCED TOPICS IN MUSIC HISTORY Lerner
 Specialized study of a composer, period, or genre, utilizing a variety of specialized notational, analytical, and theoretical methodologies. *Permission of the instructor required. Normally, students will have had at least one prior semester of college-level music or related study.*
- 383 - HERRMANN & HITCHCOCK Lerner
 A seminar concentrating on the nine film scores stemming from the remarkable collaboration of composer Bernard Hermann and filmmaker Alfred Hitchcock. After an introductory section on each, the seminar will then proceed chronologically through their nine films. Particular emphasis will be placed on the ways that Hermann's music blended together with Hitchcock's aesthetic vision to impact and complicate notions of gender identities. *Permission of the instructor required. Normally students will have had at least one prior semester of college-level music or related study. Satisfies a major requirement in Music and the fine arts distribution requirement. Film and Media Studies concentration credit.*
- 395, 396 - INDEPENDENT STUDY Staff
 Independent study under the direction of a faculty member who reviews and 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. *Limited to senior music majors; open to other qualified students by permission of the instructor. (Spring)*

Vocal and Instrumental Study

Vocal and instrumental studies are offered as follows:

Bassoon-Joshua Hood
 Banjo, Mandolin and Fiddle-Jon Singleton
 Cello-Alan Black
 Clarinet-Wendy Hartzheim Harrison
 Contrabass-Jeff Ferdon
 Flute-Amy Orsinger Whitehead
 Guitar: Classical-David Olson
 Harpsichord-Neil Lerner
 Horn-Frank Portone
 Oboe-Janet Carpenter
 Organ-Michael Rowland
 Percussion-Adam Snow
 Percussion: Non-Western-Adam Snow
 Piano-Ruskin Cooper, Cynthia Lawing
 Saxophone-Patrick Brown
 Trumpet-William Lawing
 Trombone and Baritone-Tom Burge
 Viola-Piotr Swic
 Violin-Martha Koljonen
 Voice-Jacquelyn Culpepper, Diane Thornton

PHILOSOPHY

Professors: Goldstein, Robb (Chair), Stell (On leave, Fall)

Associate Professors: Griffith, McKeever, Studtmann

Distribution Requirements: Any philosophy course (other than the former 101W) counts toward fulfillment of the distribution requirement in philosophy and religion.

Major Requirements: Ten courses in philosophy, including:

History of Philosophy: 105 and 106

Reasoning: 102 or 200

Ethics: 215

Senior thesis and colloquium: 450 and 451

Four additional courses numbered 102 or above

(Reason and Argument taken under the old number of PHI 101 will, for the purposes of the major, be counted as PHI 102.)

Minor Requirements: Five courses in philosophy, including 105, 106, and three additional courses numbered 102 or above, at least one of which is numbered 200 or above.

Reason and Argument taken under the old number of PHI 101 will, for the purposes of the minor, be counted as PHI 102.

Honors: Majors who maintain through the end of the senior year at least a 3.2 average overall and at least a 3.5 average in philosophy, and who receive at least an A- in PHI 495 are awarded "Honors in Philosophy".

Majors who maintain through the end of the senior year at least a 3.5 average overall and at least a 3.75 average in philosophy, and who receive an A in PHI 495 are awarded "High Honors in Philosophy".

Rationale for Course Numbering:

100-level courses serve as entries into the discipline. They tend to cover a broad range of topics and are less technical than the upper-level courses. 110 is a survey of philosophical problems, but any 100-level course can serve as an introduction to philosophy. 105, 106, and 107 focus on a major period of philosophy's history. 102, 120, 130, and 140 analyze applied topics. 160 introduces philosophy through the work of a single philosopher.

200-level courses are also appropriate as entries into philosophy, but they tend to be more narrowly focused than 100-level courses. And with a few exceptions, 200-level courses are primarily concerned with contemporary philosophy rather than philosophy's history.

Some 300-level courses (350-353) are discussion seminars, usually on a single topic, text, or figure.

Other 300-level courses are not seminars, but they are numbered in this range because their topics and readings are more specialized than those in the typical 200-level course. Students and advisers should check with the instructor to see if a given 300-level course is appropriate for those without prior experience in philosophy.

400-level courses are usually limited to senior philosophy majors. 450 and 451 form the capstone of the major. 495 is for seniors writing an honors thesis.

102 - REASON AND ARGUMENT

Robb

Introduction to reasoning with a focus on the nature and evaluation of arguments, the identification of fallacies, and the rules of rational discourse. *Counts as an elective in the Public Communication/Rhetoric Track of the Communication Studies Concentration. (Spring)*

105 - HISTORY OF ANCIENT PHILOSOPHY (= CLA 261)

Griffith

Introduction to the origins and development of philosophy in ancient Greece, with special emphasis on Plato and Aristotle. *(Fall)*

106 - HISTORY OF MODERN PHILOSOPHY

Griffith

Introduction to philosophy in the early modern period, i.e., the seventeenth and eighteenth centuries. Emphasis on metaphysical and epistemological issues in the work of philosophers selected from this list: Locke, Berkeley, Hume, Descartes, Spinoza, Leibniz, Kant. *(Spring)*

107 - HISTORY OF MEDIEVAL PHILOSOPHY

Griffith

Introduction to philosophers of the medieval period. We will study thinkers of the Christian, Islamic, and Jewish traditions, spanning from the fourth century C.E. up to the fourteenth century. Philosophers discussed may include: Augustine, Boethius, Anselm, Peter Abelard, Avicenna, Algazali, Averroes, Saadia, Maimonides, Aquinas, and John Duns Scotus. (*Not offered 2010-11.*)

110 - PROBLEMS OF PHILOSOPHY

Goldstein

A survey of selected philosophical problems. Topics vary, and have included questions such as: Does God exist? Do we have free will? Can we know anything? Is truth relative? Is morality objective? (*Fall*)

120 - APPLIED ETHICS

Goldstein

Introduction to the philosophical analysis of contemporary moral controversies. Topics vary, and have included abortion, euthanasia, feminism, world hunger, business ethics, nuclear war, and human rights. (*Fall*)

130 - MEDICAL ETHICS

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. *Counts as a core course in the Medical Humanities Concentration and as an elective in the Neuroscience Concentration.* (*Spring*)

140 - ENVIRONMENTAL ETHICS

McKeever

Introduction to ethical analysis of environmental values and decision-making. Likely topics include (1) the value of different aspects of the environment including non-human animals, species, non-living natural objects, and ecosystems; (2) ethical analysis of different approaches to risk as this bears on environmental policy-making; (3) the moral merits and liabilities of ethical institutions, such as private property rights, as applied to the natural environment. *Counts as a humanities course (or as an elective) in the Environmental Studies Concentration.* (*Not offered 2010-11.*)

160 - GREAT PHILOSOPHERS

Goldstein, Studtmann

Introduction to philosophy through intensive study of the work of one philosopher. The philosopher selected varies. This year: Wittgenstein (*Fall*), Sartre (*Spring*). (*Fall and Spring*)

200 - SYMBOLIC LOGIC

Studtmann

Systematic study of formal reasoning. Focus on the representation and evaluation of arguments in propositional and predicate logic. Additional topics vary, and may include meta-logic, modal logic, and non-classical logics. (*Fall*)

210 - GAMES AND DECISIONS

McKeever

Introduction to the formal analysis of games and rational decision-making. Decision under risk, ignorance, and certainty as applied in morals, politics, and religion. *Counts as an elective in the Social Science Track of the Applied Mathematics Concentration.* (*Fall*)

211 - THEORY OF KNOWLEDGE

Robb

The central questions of epistemology are: What is knowledge? Do we have any? If so, how did we get it? This course accordingly looks at the nature, scope, and sources of knowledge. *(Fall)*

212 - METAPHYSICS

Griffith

Philosophical study of the most fundamental features of the world and our place in it. Topics vary, and have included abstract and concrete entities, God, causation, space and time, necessity, freedom and determinism, the identity of objects and persons over time. *(Spring)*

213 - PHILOSOPHY OF SCIENCE

Robb

Philosophical questions about the nature of science. Topics include the aim of science, the rationality of scientific change, the nature of evidence and confirmation, reductionism and the unity of science, and the role of values in science. *(Not offered 2010-11.)*

215 - ETHICS

McKeever

Critical introduction to theories of value and obligation, analysis of the meaning and function of moral language, and the relationship between morality and happiness. *(Spring)*

216 - PHILOSOPHY OF LANGUAGE

Studtmann

Discussion of theories of communication, linguistic meaning, and truth. Other topics vary, and have included metaphor, naming and describing, reference, vagueness, and universals. *(Spring)*

217 - PHILOSOPHY OF MIND

Robb

Introduction to the mind-body problem: What is the relation between the mind and the body, or more generally, between mental and physical phenomena? Answers explored include dualism, behaviorism, the mind-brain identity theory, and functionalism. Other topics vary, and have included consciousness, mental representation, artificial intelligence, and neurophilosophy. *Counts as an elective in the Neuroscience Concentration. (Not offered 2010-11.)*

220 - POLITICAL PHILOSOPHY

McKeever

Introduction to the 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. *(Spring)*

225 - PHILOSOPHY OF RELIGION

McKeever

Introduction to philosophical issues in classical and contemporary religious thought. Topics vary, and have included the justification of religious claims, the relation of faith to knowledge, arguments for the existence of God, divine attributes, life after death, the problem of evil, the status of religious language, the relation of religion to morality, and alternatives to theism. *(Fall)*

230 - PHILOSOPHY OF MEDICINE

Stell

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. *Counts as an elective in the Medical Humanities Concentration. (Not offered 2010-11.)*

235 - EXISTENTIALISM

Griffith

Analysis of the existential conditions of human life, such as death, the fragility and finiteness of life, freedom, commitment, the need for God, and the quest for meaning, worth, and dignity. Readings are from both philosophy and literature. (*Fall*)

275 - MIND AND EMOTION

Goldstein

How is consciousness (mind) related to body? Can you ever know what other people feel? Why do animals and people prefer pleasure to pain? Is pain good for the masochist? What are emotions and how do they motivate behavior? What enables us to have words in English and other public languages to specify sensations and other personal, non-public events? (*Spring*)

325 - PHILOSOPHY OF LAW

Stell

Analysis of the nature and function of law. Various theories of law, relation of law to morality, economic analysis of law. An assessment of the principles of legal reasoning and jurisprudence, emphasis on discussion of decided cases. *Prerequisite: PHI 215 or PHI 220 or permission of the instructor. (Not offered 2010-11.)*

350-353 - SEMINAR IN PHILOSOPHY

Robb

This year's topic: Immanuel Kant's Critique of Pure Reason. (*Spring*)

365 - PHILOSOPHY OF MATHEMATICS

Studtmann

Analysis of the philosophical foundations of mathematics. Topics vary, and have included the nature of mathematical truth, pure versus applied mathematics, the reality of mathematical entities, infinity, paradoxes, axiomatic systems, formal number theory, Godel's Theorem. (*Not offered 2010-11.*)

385 - PHILOSOPHY AND THE NARRATIVE ARTS (= ENG 385)

Miller, Robb

This course explores philosophical themes in literature and film as well as philosophical questions about the study of these narrative arts. Topics vary, and have included freedom and determinism, ethics, authorial intentions, materialism, genre, medium specificity, and realism. (*Not offered 2010-11.*)

399 - INDEPENDENT RESEARCH IN PHILOSOPHY

Staff

Independent research under the direction of a faculty member who approves the topic(s) and determines the means of evaluation. Permission of the instructor and the department chair is required. (*Fall and Spring*)

450 - SENIOR THESIS

McKeever

Capstone course 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. Majors complete the senior thesis during the semester. (*Fall*)

451 - SENIOR COLLOQUIUM IN PHILOSOPHY

Stell, Studtmann

Capstone course required of all senior Philosophy majors. The seminar is organized around the work of four or five philosophers who visit the campus during the semester to discuss their work with students. This year's topics: sex, drugs, and guns. (*Spring*)

495 - HONORS THESIS

Staff

Open only to Philosophy majors eligible for honors. Includes the writing of a thesis under the supervision of a faculty member and an oral defense before the Philosophy faculty. Required of all honors candidates. (*Spring*)

PHYSICAL EDUCATION

Athletic Director: Jim Murphy

Director of Physical Education: Sandor Helfgott

Graduation Requirements: The college maintains a physical education requirement for graduation; however, the program carries no academic credit. A total of four courses is required: Davidson 101 (required of all students, including transfers, during their first semester at Davidson); Two (2) Lifetime Activity credits (2**, 3**, and 5** level courses) and one team sport credit (PE 4**). The Davidson 101 requirement must be completed in the first semester of the first year at Davidson. Students are encouraged, but not required to complete the physical education requirement by the end of their sophomore year. A swim evaluation is administered during the 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.

The Director of Physical Education certifies completion of requirements in Physical Education. Upon completion of all Physical Education requirements, the following transcript notation is entered: "PE Requirements Completed."

Swim Evaluation: The Department of Physical Education has established a basic swimming competency requirement for all students. A swim evaluation is required for any activity on the lake and is granted upon successful completion of a swim evaluation given during New Student Orientation or upon scheduling an evaluation with the aquatics director.

Students who do not successfully complete the swim evaluation will be required to take a beginner's swimming class as one of their two lifetime activity requirements.

Davidson 101: Required of all first-year and transfer students during the first semester at Davidson.

A twelve-hour course offered in the fall of each year. Students who do not complete all of the required core hours in their first year will be required to repeat the entire course their sophomore year. The core topics consist of: Alcohol and Drugs (3 hr. online course); Career Services; Diversity-Celebrating Differences; Library Literacy; Realizing Your Risk; Sexuality; and Student Counseling Center.

Lifetime Activity Requirement:

Two courses required. Students enrolled for credit are required to attend 90% of the class sessions. Each absence exceeding the allowed number must be made up.

200-level courses are designed to provide a foundation for a healthy, physically active lifestyle helping students to find a balance between work and recreation.

300-level courses are aquatics courses designed to fulfill a lifetime requirement upon successful completion of the swim evaluation given during New Student Orientation.

500-level courses are offered in partnership with Davidson Outdoors. *Not all Davidson Outdoors' activities meet the PED Lifetime Credit criteria; please verify compliance before taking a course for credit.*

Team Sport Requirement: One credit required.

Students can fulfill their team sport requirement through varsity athletics, club sport, or intramural participation. Varsity athletes must be listed on the team's official roster, while club sport and intramural athletes are required to participate in 75% of the scheduled games and/or practices.

For specific information on sport offerings contact the Director of Clubs and Intramurals.

Additional Information Regarding Physical Education Requirements

Independent Study Programs: The independent study option is limited to exceptional or highly skilled students. Independent programs may be pursued either on- or off-campus under the direction of a trained supervisor approved by the Director of Physical Education and Recreation. Independent studies must be at a minimum thirty hours in duration. Proposals for independent programs must be submitted in writing prior to the start of the program. Credit will not be awarded retroactively.

Varsity Athletes: All varsity athletes are eligible for one Lifetime Activity credit. A second credit will not be given for participation on the same team a second year. A separate lifetime activity course/activity must be taken to fulfill the second credit. A varsity athlete that does not pass the swimming evaluation will take a beginner's swimming class to fulfill their requirement.

Two sport athletes may earn both of their required credits for their participation in each of their two separate sports

Students with Special Needs: Students with special needs are welcomed by the Department of Physical Education and Recreation. Students with special needs who plan to enroll in a PE class should notify the Director of Physical Education prior to the time of registration, and if necessary, request special assistance.

PHYSICAL EDUCATION COURSES

DAVIDSON 101 - PHYSICAL EDUCATION

A twelve-hour course offered in the fall of each year which consists of the following core classes: Alcohol Education, Career Services, Diversity, Library Services, Realizing Your Risk, Sexuality, and Student Counseling. *Required of all first-year and transfer students during the first semester at Davidson. Students that miss one component will be required to make up the entire course during the next academic year.*

4** - TEAM SPORTS CREDIT

Team Sport Credit can be earned through participation in a varsity, club, or intramural sport.

203 - WALKING/JOGGING

Staff

This course is designed to give the student an opportunity to improve his/her fitness through the activity of walking or jogging. Basic concepts of exercise physiology and proper nutrition will be presented.

204 - BUDOKON

The Budokon physical practice draws upon ancient and modern yogic and martial arts styles. The foundation of the Budokon physical practice is precision, alignment and Zen mind. All Budokon techniques are designed to explore the body's full range of motion. The practice dances between agility, control, speed, power, balance and flow. The Budokon Budo Series is a combination of standing and ground techniques drawn primarily from Okinawan Karate-Do, Gracie Jiu-Jitsu, and Olympic Style Tae Kwon Do. The objective of this series is to teach agility, power, focus and flow in the body and mind.

205 - BADMINTON

Course content emphasizes the basic playing skills of badminton at the beginner level, as well as rules, strategies, safety, offensive and defensive elements, and competitive activities. Each of the above elements will be applied to the singles, doubles, and mixed-double games.

206 - DANCE - ZUMBA

Annette Nicolini

A Zumba workout mixes body sculpting movements with dance steps mainly set to Latin music. The routines feature aerobic interval training with a combination of fast and slow rhythms. Participants do not have to know how to dance to do Zumba. The move combinations and Latin rhythms strive to create a party-like atmosphere. Like many aerobic type classes, a Zumba class is typically not formulaic in that instructors often add on their own music choices and choreographies to make their class presentation locally unique.

207 - DANCE - SHAG

Patty McIlroy

The Carolina shag is a slotted swing dance that shares many figures with "jitterbug" and uses the same footwork timing as east coast swing: triple step, triple step, rock step. Some dancers use a "kick-ball-change" step in place of the rock step. The music tempo averages about 125 beats per minutes. Shag is a smooth, graceful dance with an emphasis on footwork rather than on turns.

213 - CROQUET

William Brown

Skills, rules, techniques, and terminology of croquet.

214 - DANCE - BEGINNER/
INTERMEDIATE BALLET

Madeline Geurdats - North Carolina Dance Theatre

This class introduces the technique and discipline of classical ballet; develops understanding, skill and basic vocabulary. This course is offered through Davidson College's Dance Ensemble in partnership with The North Carolina Dance Theater. For more information on this class contact Stephanie Vertongen at stvertongen@davidson.edu. *Cost: \$30/semester.*

215 - HIP HOP

April Albritton

This class is an Intensive Hip-Hop and Jazz class that is geared for beginners. Routines will include styles from east to west coast hip-hop with fused elements of jazz, modern, and salsa.

217 - DANCE - JAZZ

Jackie McCarthy - North Carolina Dance Theater

This class is designed for dancers with intermediate to advanced experience in jazz dance technique. Applications of technical and expressive qualities in dance are emphasized. For more information on this class or any of the Dance Ensemble classes, contact Stephanie Vertongen at stvertongen@davidson.edu. *Cost: \$30/semester.*

218 - DANCE - SWING

Drew Barrett

This class introduces the technique and discipline of East Coast Swing with elements of jitterbug, lindy hop and jive.

219 - DANCE - MODERN

Gretchen Jax - North Carolina Dance Theater

This class is designed for dancers with all levels of experience in modern dance technique. Applications of technical and expressive qualities of dance are emphasized. For more information on this class or any of the Dance Ensemble classes, contact Stephanie Vertongen at stvertongen@davidson.edu. *Cost: \$30/semester.*

220 - FENCING

Colleen Gallant

This course is designed to teach the fundamentals of foil fencing as a lifetime recreational sport. *Fee: \$10 for students; \$25 for Staff and Faculty.*

221 - DANCE - ADVANCED BALLET Madeline Geurdat - North Carolina Dance Theatre

This class is designed for dancers with advanced experience in ballet. Applications of technical and expressive qualities in dance are emphasized. For more information on this class or any of the Dance Ensemble classes, contact Stephanie Vertongen at stvertongen@davidson.edu. *Cost: \$30/semester.*

226 - GOLF

Course content emphasizes the basic skills involved in club selection, golf course analysis, shot selection and execution of the golf swing. Rules, scoring, handicapping, and etiquette are included. Class meets at Davidson College Covington Golf Course *See Physical Education Registration site for more information, including course fee for students, staff, and faculty.*

230 - MARTIAL ARTS - KARATE

William McDavitt

Course offers instruction in Shotokan karate as taught by the Japan Karate Association. As a result of this course, students will be able to demonstrate and effectively apply techniques of various stances, punching, kicking, striking, blocking, body shifting and combinations of the above.

232 - CORE AND MORE

Nolynn Sutherland

This is a strength and conditioning class that focuses on the core and the lower body using equipment and one's own body weight.

233 - CYCLE AND CONDITIONING

Roddy Cobb

This 10 lesson course will utilize indoor cycling for a large portion of the cardio related conditioning, while mixing things up from an overall fitness and conditioning perspective. Components of this course may include, but not be limited to: indoor cycling (spinning), flexibility, core conditioning and strength work, running, military style boot camp training and more...

234 - RACQUETBALL

Tom Oddo or Sandy Helfgott

Beginner racquetball skills, rules, etiquette, scoring and strategies are taught. Round robin play with be included.

235 - FITNESS FOR THE DANCER

Jacki McCarthy

Borrowing components from dance, martial arts, and yoga, Fitness for the Dancer will appeal to anybody looking to improve their overall fitness. Non-dancers will be exposed to the rigors that dancers go through to keep them in top shape. Experienced dancers will appreciate how the class compliments the training they receive through their training and classes. Regardless of past dance experience, all participants will benefit from a class that will help balance your body, leaving you stronger, in better shape, and safer as an active individual. The class will draw upon the way that dancers use their body to present a unique exercise experience.

237 - SELF DEFENSE - R.A.D.

Laura Vanzant

The Rape Aggression Defense System is a program of realistic self-defense tactics and techniques for women. The R.A.D. System is a comprehensive, women-only course that begins with awareness, prevention, risk reduction and risk avoidance, while progressing on to the basics of hands-on defense training. *Please note this class is designed for women only.*

238 - DANCE - LATIN

Anik LaForest

Latin dance styles to include Salsa, Rumba, Cha Cha, Tango, Merengue, and possibly more.

Taught by Anik Laforest, a former Canadian Amateur Latin champion and a North American Latin finalist, this class does not require previous dance experience and will offer something for everybody. Although oriented at beginners, we offer extra material for quick learners as well. No partner needed as we rotate non-partnered dancers with each other frequently throughout each class. If you do sign up with a partner, you are not required to rotate partners. Our approach to dance is student friendly: entertaining and fun. We encourage questions and give plenty of group and individual feedback.

239 - SPIN YOGA

Spin Yoga, as the name suggests, is a combination class of Spinning and Yoga. 30-45 minutes of an amazing spin class (cardio, stamina, energy) immediately followed by 30-45 minutes of yoga (flexibility, strengthening, and injury prevention). Spin Yoga is a great melding of full body workout and relaxation for your mind and body. **** This class counts for two (2) Lifetime Credits ****
Cost: Free for students; \$50 for staff/faculty. See payment options & FAQ's on the PE website.

240 - CROSSFIT

We've partnered with CrossFit LKN (www.crossfit.com) to offer you this fitness opportunity. The class will meet at their facility in Cornelius twice a week for 6 weeks. The cost for the 12 sessions is only \$100. If you complete the 12 sessions, the Department of Physical Education will refund you \$25 which means you are getting 12 sessions for \$75. Check out the website at www.crossfit.com. *If you have any specific questions about the program you can contact the PE Department or email Greg Falasca, the owner of CrossFit LKN at crossfitlkn@mail.com Cost: \$100 with \$25 refund upon completion. See payment options & FAQ's on PE website.*

242 - TENNIS

Staff

This course emphasizes the acquisition of beginning level skills in the execution of forehand strokes, backhand strokes, the serve, and the volley. Rules, strategies of the singles and doubles games, etiquette, safety, and competitive activities are included.

243 - VOLLEYBALL

This class is an opportunity for students to acquire knowledge, enjoy participation and improve their basic skills for recreational volleyball. Within the 10 lessons, this class will cover skills, drills, offensive and defensive strategies, rules, lots of game play and the occasional embarrassing volleyball moment. *Cost: Free for students; \$30 for staff/faculty. See payment options & FAQ's on PE website.*

244 - STRENGTH, BALANCE, AND FLOW

This class offers an intense and exciting yogic workout. It is designed to explore the body's full range of motion dancing between agility, control, speed, power, balance and flow. The physical practice is heavily influenced by Iyengar and Ashtanga and therefore offers a challenge to even the most seasoned yogi or athlete. Be prepared to sweat, have fun and experience this masterful movement. *Cost: Free for students; \$30 for staff/faculty. See payment options & FAQ's on PE website.*

249 - TURBO KICK

Staff

The course is designed to improve physical fitness and increase cardio-respiratory fitness. This ultimate cardiovascular challenge combines movement patterns, technique and agility training.

250 - PILATES I/II

This course will start by focusing on Pilates Basics and will work its way to more intermediate work as the class progresses. Prior Pilates experience is not required but understand this class will progress more quickly than a beginner's Pilates class. *Cost: Free for students; \$40 for staff/faculty.*

251 - YOGALATES

Erin Boyle

A holistic form of exercise that combines the breathing techniques of yoga with the body movements of Pilates

252 - TAI CHI

Tai Chi is a method of meditation and self-integration through slow, relaxed, conscious movement. You exercise the ability to bring yourself into internal harmony and balance. Tai Chi produces the same benefit as meditation with the added positive effects of exercise. With Tai Chi movement, you direct your body with your mind. You utilize sensitivity and intelligence to obtain results instead of will power and exhaustive effort.

253 - YOGA

Staff

Two different styles are offered:

1) One of the fastest growing styles of yoga in the world, Anusara is a powerful hatha yoga system that weaves universal alignment principles with non-dual philosophy creating a rich environment for self-knowledge, awareness, and empowerment. Imagine your body becoming stronger and more flexible as you increase your ability to manage daily stress through the physical practice, pranayama (breathing techniques) and meditation.

2) Vinyasa - This style of Hatha yoga flows from one posture (asana) to the next, while the breath keeps the rhythm. It is physically a more strenuous form of yoga that focuses on the cardiovascular system, muscular flexibility, strength, and balance while achieving a mind-body connection. *Yoga mats are recommended and a limited number are available for students to borrow. Mats are also available for purchase at a discounted price.*

255 - BELLY DANCING

Jan Blodgett and Ellen Morrissey

Learn fundamental belly dance steps and isolations, limbering/stretching exercises, basic Middle Eastern rhythms, the use of finger cymbals, and the historical background of the belly dance.

256 - WEIGHT TRAINING

This course is designed for people with all levels of weight training experience. Students will be supervised and instructed in the proper lifting techniques. This class gives instruction and practice in the use of resistance exercise for increasing muscular strength and endurance. Instruction will be on individualized basis. Students can choose to design their own program or work with the instructor to create a custom program specific to their goals. Additionally, students will learn general weight room safety, spotting techniques and weight room etiquette. *Free for Students; \$30 for faculty/staff. See payment options & FAQ's on PE website.*

257 - SPINNING

Spinning is an aerobic, anaerobic and interval workout on a specialized stationary bike, that is designed for all levels of fitness. This bike provides varying levels of resistance to simulate flat roads as well as hill rides, jumps, and sprinting. Come along for the ride!!

258 - A VICIOUS CYCLE

Sandy Helfgott

Cycle through intense hills, fast loops, and sprints then follow it up with a mix of circuit training, plyometrics, core, and agility work. A nonstop hour guaranteed to challenge you.

259 - FLO-MOTION

Christy McCormick

This class takes the elements of a traditional Pilates mat class and combines them with high intensity circuit training using balls, bands, and one's own body weight. A great way to cross train and increase overall fitness.

260 - BELOW THE BELT

Nolynn Sutherland

A strength and conditioning class that focuses on the core (abs and back) and the lower body using equipment and own body weight.

261 - PILATES

Staff

An hour long class that focuses on core strength that helps to build strength and flexibility as well as creating long, lean muscles without bulk. Pilates is effective in preventing and recovering from injury. This course is open for anyone interested in Pilates (regardless of experience). May be taken for credit, for fun, (or both).

263 - DANCE ENSEMBLE

A completely student-run organization that welcomes and encourages all dance styles and skill levels. To receive PE credit for Dance Ensemble, students must participate in the Fall or Spring Dance Ensemble Performances and attend 90% of weekly rehearsals. For more information about Dance Ensemble contact Stephanie Vertongen at stvertongen@davidson.edu.

264 - JUDO/JUJITSU/SELF-DEFENSE

This class covers basic Judo techniques with an emphasis on falls, basic throws, and basic pins. Chokes and/or arm-locks are introduced. It is designed to promote awareness of Judo as well as provide a solid basis for continued practice. Judo training will develop self discipline and respect for one's self and others. Regular training can improve aerobic capacity, speed, power, strength, agility, and flexibility. You can develop a competitive spirit and a feeling of confidence in a variety of situations, both on the competition mat or on the street in real-world scenarios.
Cost: \$25 for equipment (Gi)

299 - FITNESS FOR THE ATHLETE

For the athlete (IM, club, or Varsity) who wants to stay in shape and hone flexibility, balance, strength and endurance. Teaches techniques and strategies to work out alone as well as motivation to improve weaker areas. Each day will be different, incorporating intervals, circuits, jump ropes, trail runs, and much more.

301 - CANOEING

Staff

This course offers instruction at the beginning, intermediate and advanced level. Upon completion of this course, students will be able to: demonstrate safe handling skills, self-rescue skills, and ways to apply the basic skills. They should be able to name the parts of the canoe and be able to perform the following strokes: bow sculling, reverse sculling, sweep, reverse sweep, and J.

Brief Description of trip:

Students meet at Baker Sports Complex early (7:30) morning and take a van approximately 45 minutes to Lookout Dam

Stokes, rescues, nomenclature, etc. will be covered on site

Relaxing trip down the Catawba River

End trip at Bill's Marina and enjoy a bite to eat and a beverage

Back to the Lake Campus for the finishing touches

Students must pass the swim evaluation on Baker Night in order to participate on this trip. In case of inclement weather call the physical education department for instructions. Fee: \$40.00

305 - LIFEGUARD TRAINING

Lee Jones

This course teaches students to become American Red Cross Certified Lifeguards *Successful completion of swim test. (Spring) Fee: \$100.00*

307 - SAILING

Staff

This course offers instruction in beginning, intermediate and advanced skills. Upon completion of this course, students will be able to: demonstrate safe handling skills, self-rescue skill, and ways to apply the basic skills. Students should be able to name the parts of a sail boat and be able to rig a sailboat. *Successful completion of swim test. Students provide their transportation to and from the Lake Campus. In case of inclement weather call the physical education department for instructions. Fee: \$40*

308 - SCUBA DIVING

Earn your scuba certification, Open Water Adventures. The certification course consists of lectures on topics including diving physics, physiology, equipment, environmental considerations; water sessions in their own heated indoor pool, and your open water dives. The cost of the course is \$399.00 and Open Water Adventures has put together a package of required equipment that will cost \$249 and includes mask, snorkel, fins, mesh bag, mouthpieces, and defogger. Open Water Adventures will provide the tank, regulator, buoyancy control, weights and belt, and neoprene layers. Open Water Adventures have agreed to work with students individually and to structure the course at your pace and around your schedule. That means you have complete control as to how/when you complete your certification. For more information contact the Physical Education Department or Joe Gaydeski, owner of Open Water Adventures at 704-547-5991. See payment options & FAQ's on PE website.

311 - SWIMMING I - BEGINNER

Jessica Miller

This course is designed to teach a non-swimmer or a shallow water swimmer to become a safe and efficient deep water swimmer. After the development of sufficient skills to perform a modified crawl stroke, the elementary back stroke, survival floating, jumping into deep water, leveling off and changing directions, swimmers will be able to swim in deep water. *Students that do not pass or do not take the swim evaluation must take Swimming I to fulfill their PE Aquatic requirement.*

312 - SWIMMING II

Jessica Miller

For intermediate to advanced swimmers. Swimmers have the opportunity to work on advance techniques and aquatic skills. Participants practice running entries and distance swimming using crawl, back crawl, and breaststroke. *Successful completion of swimming evaluation or Swimming I.*

316 - WATER SKIING

Staff

This course offers instruction in beginning, intermediate and advanced skills, including slalom, trick and knowledge of safety rules. *Must pass swimming evaluation. Students provide their own transportation to and from Lake Campus. In case of inclement weather call the physical education department for instructions. Fee: \$40*

321 - FITNESS SWIMMING

Staff

This course is designed to promote fitness through the use of water-related activities compatible with a pool environment. Emphasis is placed on water resistant exercises, lap swimming utilizing various kicks and strokes, relays, and a variety of aquatic games.

501 - ROCK CLIMBING

Introduction to basic rock climbing techniques, equipment, belay, and safety and risk assessment issues. Contact Davidson Outdoors for more information on this course and for upcoming trips.

502 - KAYAKING

Davidson Outdoors

Step-by-step instruction will teach participants how to enter and exit a kayak, how to paddle the basic strokes and how to re-enter the boat after spilling. *Successful completion of swim test. Kayaking is offered through the Davidson Outdoors Program. To take this course for physical education credit you will need the permission of the Physical Education Department and Davidson Outdoors. For more information see the Davidson Outdoors web site.*

503 - CAVING

Contact Davidson Outdoors at Ext. 2623 for complete description and details.

504 - BACKPACKING

Introduction to backpacking with an emphasis on basic map and compass use. Covers hiking opportunities as well as equipment, trip planning and risk management of backcountry travel through an exploration of area trails. *Contact Davidson Outdoors at Ext. 2623 for complete description and details.*

505 - WILDERNESS LEADERSHIP SKILLS

Davidson Outdoors

Explores techniques of providing leadership for groups in an outdoor adventure class situation. Includes conflict resolution, emotional management, and task balancing skills through an understanding of group dynamics. To take this course for physical education credit you will need the permission of the Physical Education Department and Davidson Outdoors. For more information see the Davidson Outdoors web site.

506 - WILDERNESS LEADERSHIP SKILLS - WATER

Contact Davidson Outdoors at Ext. 2623 for complete description and details

507 - WILDERNESS FIRST AID

Contact Davidson Outdoors at Ext. 2623 for complete description and details

PHYSICS

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

Associate Professors: Belloni, Gfroerer, Yukich

Visiting Assistant Professor: Hodge

Distribution Requirements: Any course in physics numbered 103 or above may be counted toward the fulfillment of the distribution requirement in Natural Science and Mathematics. Physics 120, 220, 130, or 230 satisfies the distribution requirement in laboratory science. AP credit for Physics 118 or 119 does not satisfy the distribution 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: 200, 220 or 230, 310, 320, 330, 335, 350, and 360; the mathematics requirement; and one course chosen from courses numbered 400 to 460. If Physics 201 is not taken to fulfill the mathematics requirement, then an additional physics course is required at the 400 level with the approval of the department.

Mathematics Requirement: Either Physics 201 or both Mathematics 150 and 160 will satisfy the mathematics requirement. The math requirement should be satisfied by the end of the sophomore year if possible. Physics 201 may not be taken in the senior year to satisfy this requirement.

Major Requirements (Engineering Dual Degree (3-2) Track): Students seeking to complete the dual degree engineering (3-2) track with a physics major 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.

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.

Rationale for Course Numbering:

The 100-level courses in Physics are open to all students. Courses numbered between 100 and 115 are topical in nature and are primarily for non-science majors, and courses numbered 120 and 130 are entry-level introductory courses at the algebra- and calculus-based levels, respectively, for both majors and non-majors.

The 200-level courses are second-level introductory courses open to all students who have taken PHY 120 or 130 or, in the case of PHY 201, who have taken MAT 135.

The 300-level courses are intermediate-level courses designed for physics majors and other students who have the suitable prerequisites. PHY 310, 320, and 330 are open to students who have taken PHY 220 or 230. PHY 335, 350 and 360 are open to students who have taken previous 300-level courses.

The 400-level courses are advanced courses available only to physics majors or other students with the proper prerequisites. Independent study and independent research courses numbered 390-399 and 490-499 are available to qualified students with permission of the instructor.

PHYSICS COURSES**103 - PHYSICS OF THE ENVIRONMENT**

Cain

A study of the physical laws and processes that underlie environmental phenomena with a special focus on energy. 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. *Designed for non-science majors. (Fall)*

105 - ASTRONOMY

Belloni, Cain

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. *Designed for non-science majors. (Spring)*

110 - THE PHYSICS AROUND YOU

Cain, Yukich

A descriptive course, intended primarily for non-science majors, concerning the laws of mechanics, heat, electricity, light, magnetism, the atom and the nucleus as applied to the devices and technology used and the natural occurrences observed in everyday experience. No laboratory. *Designed for non-science majors. Not open to students with credit for Physics 120, 220, 130 or 230. (Fall & Spring)*

115 - MUSICAL TECHNOLOGY

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, CDs, MP3s, personal audio players, lasers, and room acoustics. No laboratory. *Designed for non-science majors. (Spring)*

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 distribution requirement unless significant evidence of laboratory work (in the form of a laboratory notebook or reports) is presented to the Physics Department chair. *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 distribution requirement unless significant evidence of laboratory work (in the form of a laboratory notebook or reports) is presented to the Physics Department chair. *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

Belloni, Boye, Cain, Christian, 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. (Both courses offered Fall and Spring.)*

130, 230 - GENERAL PHYSICS WITH CALCULUS

Boye, Cain, Christian, Gfroerer

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 who follow the dual-degree (3-2) Engineering track. One laboratory each week. *Corequisite for Physics 130: Math 111 or 112. Prerequisite for Physics 230: Physics 130 or permission of the instructor. (Physics 130, Fall; Physics 230, Spring)*

200 - COMPUTATIONAL PHYSICS (= CSC 200)

Belloni, Christian

Introduction to computer programming using an object-oriented programming language such as Java. 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. *Prerequisite: Physics 120 or 130 at Davidson or permission of the instructor. (Spring)*

201 - MATHEMATICAL METHODS FOR SCIENTISTS

Belloni, Boye, 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, multivariable and vector calculus covered clearly and carefully but without detailed proofs. Symbolic computation and scientific visualization tools used as appropriate. May not be taken for major credit in the senior year. *Prerequisite: Mathematics 113 or 140. (Spring)*

310 - ELECTRONICS AND INSTRUMENTATION

Boye, Yukich

Theoretical and laboratory investigations of analog and digital circuits including diodes, transistors, operational amplifiers, and logic gates. Incorporation of these components in power supplies, oscillators, amplifiers, microcomputer systems, computers and other instruments. Introduction to assembly language and LabVIEW programming provided. Two laboratory periods each week. *Prerequisite: Physics 220 or 230. (Fall)*

320 - INTRODUCTION TO MODERN PHYSICS

Boye, Gfroerer

A survey of 20th and 21st century physics. Topics include relativity, quantum mechanics, atomic and nuclear physics, elementary particles and cosmology. Two laboratory periods each week. *Prerequisite: Physics 220 or 230. (Fall)*

330 - INTERMEDIATE MECHANICS

Belloni, Gfroerer

Newtonian principles are used with differential, integral, and vector calculus to analyze classical dynamics. Lagrangian and Hamiltonian formulations of mechanics are also developed and applied. Topics may include: linear and non-linear oscillations, gravitational systems, the calculus of variations, many-particle systems, non-inertial reference frames, rigid-body dynamics, normal modes, and wave theory. *Corequisite: Mathematics 113 or 140. Prerequisite: Physics 220 or 230 or permission of the instructor. (Fall)*

335 - ADVANCED LABORATORY

Gfroerer, Yukich

Introduces physics majors to advanced laboratory experiments and research techniques, including writing and oral communication skills. Lecture and laboratory. *Physics 220 or 230 and Physics 320. Physics 310 is recommended. (Spring)*

350 - ELECTRICITY AND MAGNETISM

Boye, Cain, Yukich

Electrostatics, magnetostatics, and electromagnetic waves, with emphasis on the application of Maxwell's equations. *Corequisite: Mathematics 160 or Physics 201. Prerequisite: Physics 330 or permission of the instructor. (Spring)*

360 - QUANTUM MECHANICS I

Belloni, Christian

Quantum mechanics with applications to exactly-solvable systems. *Prerequisite: Mathematics 150 or Physics 201, 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 paper and/or an oral presentation.

397 - INDEPENDENT STUDY IN ADVANCED SOFTWARE
DEVELOPMENT IN SCIENCE (= CSC 397)

Christian

(Cross-listed as 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. *Prerequisite: CSC/PHY 200 or CSC 121 and one of PHY 310, CSC 231 or CSC 325, or permission of the instructor. (Not Offered 2010-11.)*

400 - STATISTICAL AND THERMAL PHYSICS

Cain, Gfroerer, Yukich

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)*

410 - INTERMEDIATE ASTROPHYSICS

Belloni

Astrophysical concepts are considered using the techniques of classical mechanics, electromagnetic theory, statistical mechanics, and quantum mechanics. Topics include: star formation, the structure and evolution of degenerate stars, supernova explosions, special and general relativity, and cosmology. *Prerequisite: Two or more of Physics 330, 350, 360, and 400, or permission of the instructor. (Not offered 2010-11.)*

415 - OPTICS AND LASERS

Yukich

Applications of electromagnetic theory to modern optics and lasers. Topics include electromagnetic wave propagation and superposition, optical elements and devices, Fourier transforms, diffraction, polarization, interference, and coherence theory. Specific applications are made to lasers, spectrometers, interferometers, and optical systems. *Prerequisite: Physics 350 or permission of the instructor. (Not offered 2010-11.)*

420 - SOLID STATE PHYSICS

Cain

An examination of the properties of solids and their device applications. Topics will include: crystal structure and diffraction; phonons and lattice vibrations; free electron theory and band structure; semiconductors; magnetic properties; electrical properties; and superconductivity. Satisfies a major requirement in Physics. *Prerequisites: Physics 330 or permission of the instructor. Physics 350, 360, and 400 are recommended. (Spring)*

430 - ADVANCED MECHANICS

Boye, Christian

Continuation of Physics 330 including computer modeling. Topics include motion in non-inertial reference frames, rigid-body motion, Hamiltonian formalism, coupled oscillations and other selected topics such as special and general relativity. *Prerequisite: Physics 330. (Not offered 2010-11.)*

495, 496 - INDEPENDENT RESEARCH

Staff

Open to students with substantial backgrounds in physics with written permission of the supervising professor who reviews and approves the research topic. Satisfactory completion of a research project includes a presentation at a departmental seminar. *(Physics 495, Fall; Physics 496, Spring.)*

POLITICAL SCIENCE

Professors: Ahrens Dorf, Menkhous, Ortmayer (On leave), Rigger, Sellers, Shaw (Chair), Thornberry

Associate Professors: Alexander, Crandall (On leave), Roberts

Visiting Assistant Professor: Mossige, Padhy, Park

Distribution Requirements: Only courses numbered 102 to 382 count toward the distribution requirement in Social Science.

Cultural Diversity Requirement: Political Science 233, 234, 240, 241, 332, 333, 337, 360, 471, 475, 479, and 482 are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses in political science, as follows:

1. Students must take at least one course in each of the following sub-fields. Seminars do not count toward sub-field requirements. If a course is listed in more than one subfield, a student may choose which one to use for the major. The same course cannot count for two sub-fields.
 - a. Political Theory--Political Science 102, 205, 208, 209, 300, 301, 302, 303, 304, 305;
 - b. American Politics--Political Science 111, 210, 215, 311, 312, 314, 315, 316, 318, 319, 323, 325;
 - c. Comparative Politics--Political Science 130, 230, 233, 240, 241, 325, 331, 332, 333, 334, 336;
 - d. International Politics--Political Science 141, 240, 241, 337, 340, 345, 346, 347, 348, 349.
 - e. Methodology--Political Science 221.
2. A seminar numbered 450 to 489. Seminars may have specific prerequisites and usually require prior course work in that sub-field.
3. A major paper. This paper will be written under the supervision of a Davidson College Political Science faculty member. An oral defense may be expected. This requirement can be met by the completion of an honors thesis or by the writing of a paper (at least 20 pages) done in the context of a seminar or an independent study. Not all seminars offer this option; check with the faculty member offering the course. A grade of C- or better must be earned on the paper to satisfy this requirement.

Note that Political Science 221 and a seminar must be taken at Davidson.

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 department will be awarded "Honors in Political Science."

Rationale for Course Numbering:

Courses at the 100 level provide a general introduction to one area of the discipline of Political Science. These courses are limited to first year students and sophomores.

Courses at the 200 or 300 level may be appropriate for any student. Usually there will be more writing and more abstract concepts presented at the 300 level. Especially given the split into separate subfields, there is no standard progression from one level to the next.

Courses at the 400 level are seminars, all of which require instructor permission. Students wishing to take any of those courses should consult the professor directly as to suitability, given the student's prior background.

All courses are open to non-majors.

POLITICAL SCIENCE COURSES

102 - CONTEMPORARY POLITICAL IDEOLOGIES Ahrensdorf

This course investigates the theories at the foundation of liberal democracy, capitalism, communism, fascism, Nazism, and political Islam. *Not open to juniors and seniors. Formerly POL 101.*

111 - AMERICAN POLITICS Roberts, Sellers

Analysis of American political processes, institutions, and problems. *Not open to juniors and seniors.*

130 - COMPARATIVE POLITICS Menkhaus, Pahdy, 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.*

141 - INTERNATIONAL POLITICS Alexander, Crandall, Ortmayer

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.*

205 - FAMILY AND JUSTICE Shaw

Examination of the ways in which families and political and economic institutions shape one another, with special emphasis on policies that promote marriage over 'alternative' family arrangements; state-mandated family leave policies; 'family-friendly' corporate employment practices; same-sex marriage; divorce law; and welfare reform.

208 - CLASSICAL POLITICAL THEORY (= CLA 268) Ahrensdorf

Through a study of works by Aristophanes, Plato, and Aristotle, this course examines the Socratic revolution in the history of thought, why Socrates founded political philosophy, and the radical challenge that classical political philosophy poses to modern and contemporary political thought.

209 - MEDIEVAL POLITICAL THEORY

Ahrensdorf, Shaw

Major political thinkers of medieval Christianity, Islam, and Judaism.

210 - PARTIES AND INTEREST GROUPS

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.*

215 - THE POLITICS OF FEMINISM

Roberts, Thornberry

Philosophical origins of the feminist movement and its impact on the current American political scene. *Not open to first-year students.*

221 - METHODS AND STATISTICS IN POLITICAL SCIENCE

Rigger, Sellers, 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. *Not open to first-year students.*

230 - WEST EUROPEAN POLITICS

Ortmayer

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.

233 - POLITICS OF THE AMERICAS

Mossige

This course examine the history, politics, economics, and society of the countries and regions comprising the Americas – and Latin America in particular. In addition to the regular course readings, students will also view several Latin American films and read novels by Latin American authors. *Satisfies the cultural diversity requirement.*

234 - POLITICS OF SOUTH ASIA

Padhy

The course will introduce you to the history and politics of South Asia with special focus on India, Pakistan, and Sri Lanka. It will study contemporary issues of South Asian politics within the domestic, historical, and international context. *Satisfies a major requirement in Political Science, distribution requirement in the social sciences and the cultural diversity requirement.*

240 - POLITICS OF AFRICA

Menkhaus

Survey of contemporary political and economic issues facing the African continent, including international relations of Africa. *Satisfies the cultural diversity requirement.*

241 - POLITICS OF THE MIDDLE EAST

Menkhaus

Survey of contemporary political and economic issues facing the Middle East, including international relations of the Middle East. *Satisfies the cultural diversity requirement.*

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.

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.*

- 300 - MODERN POLITICAL THEORY Shaw
 Leading political philosophers from the Renaissance to the latter part of the 19th century.
- 301 - CONTEMPORARY POLITICAL THEORY Shaw
 Major political philosophers from Nietzsche to the present.
- 302 - SPECIAL TOPICS IN CLASSICAL POLITICAL THEORY Ahrensdorf
 This course explores such central themes of classical political thought as "education and politics," "idealism and realism," and "politics and literature."
- 303 - SPECIAL TOPICS IN CONTEMPORARY POLITICAL THEORY Shaw
 The course explores topics of special relevance to debates in contemporary political theory such as "multicultural citizenship," "democratic theory," and "conservative political theory."
- 304 - FOUNDATIONS OF LIBERALISM Shaw
 Major political philosophers within the liberal tradition, including Locke, Kant, de Tocqueville, Mill, Hayek, and Rawls.
- 305 - EDUCATION AND POLITICS Ahrensdorf
 This course examines the proper political and moral education of aspiring leaders in works by Plato, Machiavelli, and Shakespeare.
- 311 - THE LEGISLATIVE PROCESS Roberts, Sellers
 Legislative behavior and policy-making in the United States, with particular emphasis on the Congress.
- 312 - THE PRESIDENCY 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.
- 314 - PUBLIC POLICY Roberts, Thornberry, Padhy
 Formation, implementation and evaluation of governmental responses to public needs. Focus on special topics such as environmental policy and health care.
- 315 - CONSTITUTIONAL LAW Thornberry
 Development and interpretation of the Constitution of the United States through analysis of the decisions of the Supreme Court. *Not open to first-year students.*
- 316 - CIVIL LIBERTIES 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-year students.*
- 318 - CAMPAIGN STRATEGY Sellers
 Analysis of the strategic and ethical dilemmas that political candidates face in election campaigns.
- 319 - PUBLIC OPINION Sellers
 Formation, change and measurement of political attitudes. (*Offered alternate years.*)

323 - POLITICS AND THE MEDIA

Roberts, Sellers

An assessment of the role mass media play in American politics with emphasis on systematic as well as individual effects. *Prerequisite: Political Science 101, 111, 130, 141 or permission of the instructor.*

324 - PHILANTHROPY AND THE NON-PROFIT SECTOR

Menkhaus

Exploration of the emerging role of the non-profit sector and charitable organizations in community development and advocacy. *Permission required.*

325 - LEGISLATURES

Rigger and Sellers

Comparative analysis of the legislative process in presidential and parliamentary systems. Considers elections, law-making and executive-legislative elections.

326 - POLITICS AND FILM

Ortmayer

The course examines from a variety of perspectives, and through a spectrum of cinema genres, how film and politics intersect and interact. The course investigates what films tell us about politics in America, how they say it, and what their contribution to American political culture has become.

331 - THE RISE OF NEW DEMOCRACIES

Crandall, Rigger

The study of selected countries undergoing democratic transitions using theories of democratization in contemporary societies as a framework.

332 - CHINESE POLITICS

Rigger

Introduces the political institutions and behavior of the People's Republic of China and Hong Kong. *Satisfies the cultural diversity requirement.*

333 - THE POLITICS OF JAPAN, TAIWAN, AND SOUTH KOREA

Rigger

Introduces the political institutions and behavior of Japan, Taiwan, and South Korea. *Satisfies the cultural diversity requirement.*

334 - POLITICS OF HUMAN RIGHTS

Padhy

This course will examine historical and contemporary human rights issues in world politics. It will enable an understanding of the policies of human rights in different social and cultural contexts. *Satisfies major requirement in political science and a distribution requirement in social science. Concentration in International studies (General requirement).*

336 - RUSSIAN/POST-SOVIET STATES' POLITICS

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.

337 - POLITICS OF DEVELOPMENT

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. *Satisfies the cultural diversity requirement. (Offered alternate years.)*

340 - INTERNATIONAL POLITICAL ECONOMY

Crandall

This course examines the history, philosophy, and current debates and issues related to international political economy. Students will read political economy philosophers such as Schumpeter, Marx, Ricardo, Smith, Hayek, and Sen. The history component covers the development of the modern international economy from the late 19th century through the post-Cold War era. Contemporary topics covered include: free trade agreements, international financial and trade institutions such as the World Trade Organization, World Bank, International Monetary Fund, micro-enterprise, exchange-rate policy, and global poverty. *Prerequisite: Economics 101.*

345 - EVOLUTION AND PRACTICE OF U.S. POLICY IN THE AMERICAS

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.

346 - AMERICAN FOREIGN POLICY

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).

347 - INTERNATIONAL ORGANIZATION

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.

348 - CONTEMPORARY NATIONAL SECURITY

Menkhaus, Ortmayer

Analysis of global security threats, the nature of contemporary warfare, and debates over U.S. national security policies. Emphasis will be on case studies from the post-Cold War era.

349 - THE INTERNATIONAL RELATIONS OF THE ASIA PACIFIC

Rigger

Considers the foreign policies of and relationships among nations in the Asia-Pacific region. *Counts towards the Asian Studies concentration.*

360 - THE LATIN AMERICAN POLITICAL NOVEL

Crandall

This course analyzes the political messages and discussions within some of Latin America's most widely read works of fiction. The course also examines the broader political, economic, and social context in which these stories take place. The novels will be read in English translation. *Satisfies the cultural diversity requirement, Ethnic Studies Concentration, and International Studies Concentration.*

380-382 - TOPICS IN INTERNATIONAL RELATIONS

Staff

An upper division course dealing with a topic in international relations. Past courses have included Causes of War, International Law, and Terrorism in the 20th century.

390 - TUTORIAL

Staff

Individual programs of supervised study conducted through the preparation and discussion of a series of essays under the direction and supervision of a faculty member who reviews and approves the topic of the tutorial. *Prerequisite: Permission of the instructor. (Offered every semester.)*

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.

450-459 - POLITICAL THEORY

Ahrens Dorf, Shaw

Reading, research, reports, and discussions on selected topics within the sub-field. Past seminars include "Lincoln and the Crisis of American Democracy," "The City and Justice," "Kant," and "Politics and Heroism." *Prerequisite: Permission of the instructor. Individual courses may have additional prerequisites. At least one seminar is offered in each sub-field every year.*

460-469 - AMERICAN POLITICS

Roberts, Sellers, Thornberry

Reading, research, reports, and discussions on selected topics within the sub-field. Past seminars include "Politics of Reproduction," "Southern Politics," and "Political Manipulation of the News." *Prerequisite: Permission of the instructor. Individual courses may have additional prerequisites. At least one seminar is offered in each sub-field every year.*

470-479 - COMPARATIVE POLITICS

Crandall, Menkhaus, Mossige, Padhy, Rigger

Reading, research, reports, and discussions on selected topics within the sub-field. Past seminars include "Conflict in the Andes," "European Integration," and "US-Taiwan-China Triangle." *Prerequisite: Permission of the instructor. Individual courses may have additional prerequisites. At least one seminar is offered in each sub-field every year. POL 471, 475, and 479 satisfy the cultural diversity requirement.*

480-489 - INTERNATIONAL POLITICS

Ortmayer, Rigger

Reading, research, reports, and discussions on selected topics within the sub-field. Past seminars include: "International Political Economy," "U.S. National Security Policy," "Conflict Resolution," and "Humanitarianism and War." *Prerequisite: Permission of the instructor. Individual courses may have additional prerequisites. At least one seminar is offered in each sub-field every year. POL 482 satisfies the cultural diversity requirement.*

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 required.*

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 at least two members of the political science faculty.

PSYCHOLOGY

Professors: Ault, Barton, Kello (On leave, Spring), Multhaup, Munger, Palmer (Chair), Ramirez

Associate Professors: M. Smith, Tonidandel

Adjunct Assistant Professors: Boyd, C. Martin

Adjunct Practicum Facilitator: Macht

Adjunct Lecturer: Moseley (On location at Broughton Hospital)

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, 305, 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, 295*, 302, 303, 305, 323, 324, 360, 361, 365

Cognitive courses: 276, 296*, 301, 304, 357, 377, 379

Developmental courses: 234, 241, 243, 245, 297*, 315, 319, 352, 356, 377

Clinical/Industrial-Organizational/Social/Personality courses: 230, 231, 232, 233, 234, 236, 254, 260, 298*, 314, 316, 318, 350, 351, 356, 358, 359, 361, 364, 365

One of the ten courses must be a seminar.

In addition, all seniors must satisfactorily complete an oral interview conducted by a psychologist who is not a member of the department.

* Course reserved for transfer credits.

Honors Requirements: The Department of Psychology considers for honors 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.

Distribution Requirements: Psychology 101, 199c, and any course numbered between 230 and 284 are courses which may be counted toward fulfillment of the distribution requirements in social science.

Note on Prerequisites: Occasionally, under extraordinary circumstance, the department chair may waive a specific prerequisite for a particular course.

Rationale for Course Numbering:

Psychology 101 is open to all levels of students and is the prerequisite for all other courses in the department.

The 200-level courses except 290 (Practicum) are survey courses suitable for all levels of students who have had PSY 101.

The 300-level courses numbered between 301 and 349 focus on research methodology and/or participation in doing research. These are designed for majors, not open to

first year students, and generally are taken after a few 200-level courses. The 300-level seminars (numbered between 350-380) are generally restricted to juniors and seniors but not necessarily to psychology majors.

The 400-level courses are capstone experiences open only to senior psychology majors.

Davidson-Broughton Summer Program: Each summer, if there is sufficient enrollment, the department offers Practicum in Psychology (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 lecturer Hall. Credit for Psychology 290. Prerequisites: Psychology 231 and consent of instructor. Inquiries may be directed to Department of Psychology, Davidson College.

PSYCHOLOGY COURSES

101 - GENERAL PSYCHOLOGY

Staff

Survey of the current psychology of learning, perception, motivation, intelligence, thinking, social and abnormal behaviors, 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 and Spring)*

195 - INDEPENDENT STUDY

Staff

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. *Prerequisite: Psychology 101 and permission of supervising instructor. Does not count toward fulfillment of major or distribution requirements. (Fall and Spring)*

231 - ABNORMAL PSYCHOLOGY

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

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. (Spring)*

234 - CHILD PSYCHOPATHOLOGY

Staff

An overview of the psychological disorders of childhood, including their description, classification, etiology, assessment and treatment. Emphasis will be placed on the theoretical and empirical bases of these disorders, focusing on relevant research methods and findings as well as case history material. *Prerequisite: Psychology 101. (Not offered 2010-11.)*

236 - FAMILY PSYCHOLOGY

Staff

This course explores family processes and relationships from a developmental prospective. Psychological theory and research methods that pertain to the study of marriage and parenting are critically examined. Ecological systems theory and family diversity are emphasized. *Prerequisite: Psychology 101. (Not offered 2010-11.)*

241 - CHILD DEVELOPMENT (=EDU241)

Ault

(Cross-listed as 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 or equivalent projects. *Prerequisite: Psychology 101. (Fall)*

243 - ADOLESCENT DEVELOPMENT (= EDU 243)

C. Martin

(Cross-listed as 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. (Not offered 2010-11.)*

245 - PSYCHOLOGY OF AGING

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. Students with credit in Psychology 319 may not enroll in Psychology 245. *Prerequisite: Psychology 101. (Spring)*

254 - INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY Boyd, Kello, Tonidandel

Current theory, research, and practice in the selection, training, and evaluation of employees; management and development of employees as resources for the organization; design and development of the organization as a whole. *Prerequisite: Psychology 101. (Fall)*

260 - ORGANIZATIONAL DEVELOPMENT

Kello

Organizational Development (OD) is a multi-disciplinary area of research and practice that deals with the understanding and application of the principles of behavioral science to planned organizational change. *Prerequisite: Psychology 101, 254 is desirable but not required. (Not offered 2010-11.)*

276 - COGNITIVE PSYCHOLOGY

Multhaup, Munger

Introduction to cognitive psychology. Structure and processes underlying cognition including perception, memory, attention, language, problem solving, imagery, etc. Emphasis on theories and empirical evidence for understanding cognition. *Prerequisite: Psychology 101. (Fall)*

282 - LEARNING

Ramirez, 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. Students with credit in Psychology 305 may not enroll in Psychology 282. *Prerequisite: Psychology 101. (Fall)*

284 - DRUGS AND BEHAVIOR

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. Students with credit in Psychology 302 may not enroll in Psychology 284. *Prerequisite: Psychology 101. (Spring)*

290 - PRACTICUM IN PSYCHOLOGY

Staff

Field work and/or data collection in an applied area of psychology. Before the close of Drop/Add in the semester of registration, the student submits a written plan of study to the supervising faculty sponsor and negotiates a placement with a field supervisor. The student makes regular visits to the field setting (e.g., a school, clinic, business) for the work and reports regularly to the faculty sponsor. *Prerequisite: Permission of faculty sponsor. Grading is pass-fail. This course may be taken only once. (Fall and Spring)*

301 - PSYCHOLOGICAL RESEARCH-PERCEPTION AND ATTENTION

Munger

Research methods, concepts, and empirical findings in perception and attention are examined in lecture and extensive laboratory experience. Course explores how a 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. (Spring)*

302 - PSYCHOLOGICAL RESEARCH-BEHAVIORAL PHARMACOLOGY

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. Students with credit in Psychology 284 may not enroll in Psychology 302. *Prerequisite: Psychology 101. Recommended completion by Fall, senior year, for majors. (Spring)*

303 - PSYCHOLOGICAL RESEARCH-BEHAVIORAL
NEUROSCIENCE (= BIO 331)

Ramirez

(Cross-listed as 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. *Prerequisite: Psychology 101 or Biology 111 or Biology 112 and permission of the instructor. Recommended completion by Fall, senior year, for majors. (Fall)*

304 - PSYCHOLOGICAL RESEARCH-MEMORY

Multhaup

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. (Fall)*

305 - PSYCHOLOGICAL RESEARCH-LEARNING

Ramirez, Smith

The major learning theories of the 20th century will be explored. Particular attention will be paid to the theories of Thorndike, Pavlov, Skinner, Tolman, Hull, Hebb, and Bolles. The empirical data supporting these theoretical frameworks will be assessed. This is a laboratory intensive course involving animals. Students with credit in Psychology 282 may not enroll in Psychology 305. *Prerequisite: Psychology 101. Recommended completion by Fall, senior year, for majors. (Not offered 2010-11.)*

310 - PSYCHOLOGICAL RESEARCH-DESIGN AND ANALYSIS

Barton, Tonidandel

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 and Spring)*

314 - PSYCHOLOGICAL RESEARCH-CLINICAL

Barton

Research methodologies and statistical techniques used in clinical research. Ethical and practical constraints to the empirical study of clinical problems. Students critique empirical articles in Clinical Psychology and Behavioral Medicine in lecture/discussion and develop skills with multivariate statistics. Required participation in research experiences as subjects and investigators. *Prerequisite: Psychology 231 (or permission of the instructor) and 310. Recommended completion by Fall, senior year, for majors. (Fall)*

315 - PSYCHOLOGICAL RESEARCH-CHILD DEVELOPMENT

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. (Spring)*

316 - PSYCHOLOGICAL RESEARCH-INDUSTRIAL/ORGANIZATIONAL

Tonidandel

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 be expected to apply these techniques and methods to complete individual research projects. Ethical and practical issues in organizational research discussed. Course requirements include participation in research as investigators. *Prerequisite: Psychology 310 required, Psychology 254 and/or 260 recommended but not required. Recommended completion by Fall, senior year, for majors. (Spring)*

318 - PSYCHOLOGICAL RESEARCH-SOCIAL

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. Course requirements include participation in research as investigators. *Prerequisite: Psychology 310. Recommended completion by Fall, senior year, for majors. (Fall)*

319 - PSYCHOLOGICAL RESEARCH-ADULT DEVELOPMENT

Multhaup

Research methods, concepts, empirical findings, and ethics for studying adult development (focus on younger and older adulthood) are explored in lecture and laboratory settings. Course requirements include participation in research as investigators. *Prerequisite: Psychology 101. Students with credit in Psychology 245 may not enroll in Psychology 319. Recommended completion by Fall, senior year, for majors. (Spring)*

323 - ANIMAL BEHAVIOR (= BIO 323)

Stanback

(Cross-listed as Biology 323). An evolutionary approach to the study of animal behavior, concentrating on the adaptive nature of social systems. Laboratories include research projects on the behavior of animals in captivity and in the natural environment. *Prerequisite: Biology 111 and 112, or Psychology 101. (Spring)*

324 - FUNCTIONAL NEUROANATOMY (= BIO 332)

Ramirez

(Cross-listed as Biology 332). 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. *Prerequisite: Psychology 303 (Biology 331) and the permission of the instructor. (Spring)*

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 and Spring)*

350-380 - ADVANCED SEMINARS IN PSYCHOLOGY

Staff

Topics announced in advance of registration. Recent seminars include: Behavioral Medicine and Health Psychology, Clinical Psychopharmacology, Selection and Training in Organizations, Motivation and Attitudes in Work Organizations, Gender Identity, Reminiscence, Behavioral Neuroscience, Clinical Neuroscience, Cognition and the Arts, Psychology of Teamwork; Children and Televisual Media. *Consent of instructor usually required. (Fall and Spring)*

400 - SENIOR THESIS

Staff

Research, 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. *Prerequisite: Permission of the instructor and consent of an additional faculty member who serves on the student's thesis committee. For further details, see the department web page. (Fall and Spring)*

401 - ISSUES IN PSYCHOLOGY

Ault, Multhaup, Tonidandel

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

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, Lustig, Mahony (Chair), Ottati, Plank

Associate Professors: Poland, Snyder, Wills

Assistant Professor: Lye

Visiting Instructor: Zamir

Distribution Requirements: All courses except 101W may be counted toward the fulfillment of the Religion distribution requirement; the department recommends that the first course be chosen from among 100- or 200-level courses.

Cultural Diversity Requirement: REL 170, 244, 255, 261, 270, 271, 272, 275, 277, 280, 282, 346, 370, 371, 375, 376, 382, and 383 are options for fulfilling the cultural diversity requirement.

Major Requirements: Ten courses in Religion (the Humanities 150-251 sequence counts as one course). Courses must include at least five courses at the 300- or 400-level, 301 (beginning with the class of 2011), two seminars, 401, one course in a non-Christian tradition, and one course from each of the following groups:

1. Biblical studies, broadly defined: REL 125, 130, 222, 223, 230, 231, 232, 320, 321, 333, 335, 357, 363, 428, 452.
2. Various religions in the world, history of religions, religion and culture: REL 140, 170, 242, 255, 260, 261, 262, 270, 271, 272, 275, 277, 280, 285, 340, 341, 347, 360, 365, 361, 362, 363, 370, 371, 376, 380, 381, 460, 462, 475, 479, 480.
3. Topics and issues in theology and ethics: REL 141, 142, 143, 150, 155, 244, 245, 247, 248, 250, 251, 252, 253, 256, 257, 258, 263, 284, 343, 344, 345, 346, 348, 349, 350, 352, 355, 358, 440, 441, 446, 448, 450, 451, 455, 456, 458, 461.

Minor Requirements: Six courses, at least four of which must be above 199. 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; that is, one course from each of the three specified categories and one course in a non-Christian tradition.

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 chair of the department.

Rationale for Course Numbering: Courses at the 100-level are designed primarily for first and second year students; registration for these courses is generally closed to juniors and seniors until the Drop/Add period. Registration for courses at the 200-level and above is open to all students. Courses at the 300-level are open to all students and generally include more specialized reading material, involve more student research, and require somewhat longer papers than do courses at the 100- and 200-levels. Courses numbered in the 400s are seminars designed primarily for majors and minors, although registration is usually open to all students. Seminar topics vary from year to year.

RELIGION COURSES

- 125 - PROPHECY: TRAJECTORIES OF DIVINE CONCERN Plank
 A study of prophetic literature in ancient Israel, early Christianity, and modern American culture that seeks to correlate prophetic experience of God and the expression of social critique in ancient and modern contexts.
- 130 - INTRODUCTION TO THE NEW TESTAMENT 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.*
- 140 - SIN AND REDEMPTION IN CHRISTIAN THOUGHT 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.*
- 141 - INTRODUCTION TO THEOLOGY 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.*
- 142 - AUTOBIOGRAPHY AND RELIGION Poland
 Introduction to the study of religion through close readings of selected religious autobiographies and investigations of their historical and cultural contexts. Readings may change from year to year. *Not open to juniors or seniors until Drop/Add.*
- 143 - BEING HUMAN Ottati
 This course explores the questions: What does it mean to be a human being? What does it mean to be a good one? Typical sources for study and discussion include the Book of Genesis, Darwin's *The Descent of Man*, Reinhold Niebuhr's *The Nature and Destiny of Man*, novels and films. *Not open to juniors or seniors until Drop/Add.*
- 150 - INTRODUCTION TO THEOLOGICAL ETHICS Staff
 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.*

155 - ISSUES IN RELIGION AND SCIENCE

Lustig

An examination of several proposed models of the relations between religion and science (conflict, contrast, convergence, confirmation). Analysis of challenges that modern physical and biological science pose to traditional understandings of creation, redemption, and divine purpose. *Not open to juniors or seniors until Drop/Add.*

170 - THE SACRED QUEST IN COMPARATIVE PERSPECTIVE

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 imagination, sacred narrative, ritual, theological reflection, and philosophical inquiry in the realization of personal and communal identity. *Not open to juniors or seniors until Drop/Add.*

222 - TRAGEDY AND COMEDY IN BIBLICAL NARRATIVE

Plank

A study of the tragic and comic dimensions of biblical literature. Special attention will be given to the Saul and David narrative and to the books of Ruth, Jonah, and Esther.

223 - WISDOM LITERATURE

Plank

Israelite, Jewish, and early Christian wisdom writings. Particular attention to the sage's search for meaning, the problem of unjust suffering, the purpose of work, the contours of blessing, and the significance of creation.

230 - JESUS AND HIS INTERPRETERS

Snyder

Representations of Jesus in the New Testament literature and in selected non-canonical works, with an emphasis on the diverse views of Jesus held by early Christians. The course concludes with selected forays into representations of Jesus in the visual arts and film.

231 - THE LETTERS AND THOUGHT OF THE APOSTLE PAUL

Snyder

Paul and his letters set in their Greco-Roman context with special attention to the social, historical, and religious environment in which Paul worked. Reflection on themes such as grace and law as they appear in later literature and culture.

232 - PARABLES IN THE JEWISH AND CHRISTIAN TRADITIONS

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.

242 - THE RISE OF CHRISTIANITY (= CLA 272)

Foley

(Cross-listed as Classics 272). 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 on early controversies as revealed through primary sources.

244 - MODERN JEWISH LITERATURE

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, S. An-ski, I.B. Singer, Cynthia Ozick, David Grossman, and Amos Oz.

245 - MODERN CHRISTIAN THOUGHT

Poland

Challenges to Christian belief and theological responses to them from the Enlightenment to the early twentieth century.

247 - FOOD IN RELIGIOUS PERSPECTIVE

Poland

Examines food practices in various religious traditions; explores contemporary ethical dilemmas concerning what we eat.

248 - CHRISTIANITY AND NATURE

Poland

Examines food practices in various religious traditions as displayed in scripture, tradition, and contemporary culture.

250 - ISSUES IN THEOLOGICAL ETHICS

Staff

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, and civil rights.

252 - PROPHETIC CHRISTIANITY IN AMERICA

Ottati

A study of the theological ethics that contributed to the Social Gospel, Christian Realism, and the Civil Rights Movement in America. Resources include works by Walter Rauschenbusch, Reinhold Niebuhr, and Martin Luther King, Jr., as well as some secondary texts, recordings, and films.

256 - RELIGION, ETHICS, AND MEDICINE

Lustig

An introduction of basic themes, methods, and issues in religious bioethics. Exploration of ways that religious perspectives differ from, complement, or converge with secular approaches.

257 - DEATH, DYING, AND THE AFTERLIFE

Lustig

This course explores religious, ethical, psychological, and cultural dimensions of dying, death, and the afterlife. It considers a range of topics, including scientific and religious perspectives on embodiment within the context of dying and death, varying definitions of death, and the ritual meanings associated with death.

258 - VOCATION OF CITIZEN AND SOLDIER

Ottati

Theological and philosophical perspectives on civil government, war, and military service with readings from biblical and classical sources. Emphasis on recent essays on specific moral questions and issues.

260 - RELIGION IN AMERICA

Wills

Historical survey of the American religious experience from colonial times to the present.

261 - AFRICAN AMERICAN RELIGIOUS TRADITIONS

Wills

The varied religious experiences of African Americans from pre-slavery through the Civil Rights movement.

262 - IMAGINING AMERICAN RELIGION

Wills

A study of how people have portrayed the religious dimension of life through works of narrative fiction. Examines the various motives — religious, political, aesthetic, or otherwise — that guide American imaginings about religion.

263 - ENGLISH RELIGION, 1500-1829

Foley

Survey of English religion from the English Reformation to Catholic Emancipation, drawing on primary sources to examine such religious developments as Puritanism, the dissenting traditions, Anglicanism, Latitudinarianism, and Methodism.

266 - THE BIBLE IN AMERICA

Snyder

Examines the role the Bible has played in American cultural and religious life, including debates about gender, race, and creationism. Satisfies a major requirement in Religion and a core requirement in Philosophy and Religion.

270 - CLASSICAL HINDUISM

Mahony

Historical, thematic, and theological consideration of selected aspects of classical Hinduism. Topics include concepts of divinity, the place in religious life of sacred narrative and ritual, the religious significance of the intellect and emotions, devotional sensibilities, the value and role of meditation, and ethical views.

271 - CLASSICAL BUDDHISM

Mahony

Historical and thematic study of Buddhist thought and practice in representative Asian cultures. Topics include the nature of Gautama Buddha's enlightenment, sectarian and philosophical developments, cultural values, psychological insights, contemplative practices, and ethical views.

272 - INTRODUCTION TO ISLAM

Zamir

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 aesthetic values and expressions. Emphasis is on Islam before the rise of European colonialism, yet considerable attention is also given to Islam in the contemporary world.

275 - JEWISH RELIGIOUS LIFE

Plank

Historical, thematic, and semiotic study of Jewish religious practice. Special attention given to liturgy, prayer, ritual, and domestic piety.

280 - CHINESE RELIGIONS

Lye

An introduction to Chinese religions with a focus on classical Chinese ideas and popular religious practices. The course introduces students to key teachings of Confucius, Mencius, Laozi and others and examines conceptions of what constitutes a good life, the individual's place within the larger universe and the inter-related spheres of family, religion, medicine and politics.

282 - TIBETAN RELIGIONS

Lye

Religion in the Tibetan and cultural historical spheres, with emphasis on the relationship between the Buddhist religion, with its historical roots in India, and the indigenous Tibetan religious and cultural traditions. Topics include historical and doctrinal foundations of Tibetan religions, sacred geography, holy persons institutions and contemporary issues.

301 - PERSPECTIVES IN THE STUDY OF RELIGION

Staff

This course critically examines various methods, disciplines, and theories employed in the academic study of religion, focusing particularly on those approaches that locate religion in its social, cultural, and political contexts. *Pre/Corequisites: Any two Religion courses OR permission of the instructor. Required of all Religion majors by the end of the junior year.*

320 - THE GENESIS NARRATIVE

Plank

A literary study of the book of Genesis, appropriating midrashic, intertextual, and post-modern strategies of interpretation.

321 - THE EXODUS TRADITION

Plank

A literary study of the book of Exodus and its appropriations in biblical literature, midrash, Jewish and Christian ritual, and Holocaust iconography. Use of literary, midrashic, intertextual, and post-modern strategies of interpretation.

333 - REVELATION AND THE APOCALYPTIC IMAGINATION

Snyder

The ancient near eastern context for apocalyptic literature in canonical and non-canonical literature such as Enoch and the Dead Sea Scrolls. Close attention to the Book of Revelation and its modern (mis)interpretations.

335 - THE OTHER GOSPELS: LOST LITERATURE OF EARLY CHRISTIANITY

Snyder

Treats the gospel literature that did not make it into the New Testament: the Gospel According to Thomas, Gnostic gospels such as the Gospel According to Phillip, the Gospel of Mary Magdalene and the Gospel of Judas, infancy gospels, and lost Jewish-Christian gospels. It also considers the development of the categories "heresy" and "orthodoxy," as well as the process of canonization.

341 - RELIGIONS OF THE ROMAN EMPIRE (= CLA 378)

Snyder

(Cross-listed as Classics 378). Treats gospel literature that does not appear in the New Testament: the Gospel According to Thomas; Gnostic gospels such as the Gospel of Mary Magdalene, the Gospel of Judas, and the Gospel of Truth; infancy gospels. Includes treatment of the concepts of "heresy" and "orthodoxy," as well as the process of canonization.

343 - MODERN AND POSTMODERN THEOLOGIES

Poland

A multidisciplinary examination of a contemporary theological issue; topics change each time the course is offered. Past topics include: feminist theologies, postmodern theologies, humans and other animals. *Recommended preparation: either REL 141 or REL 245.*

344 - MODERN CRITICS OF RELIGION

Poland

Nineteenth- and early twentieth-century critiques of religion. Figures studied may vary from year to year, but may include Nietzsche, Freud, and Marx among others. *Not open to freshmen and sophomores until Drop/Add.*

346 - MODERN JEWISH THOUGHT

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.

- 347 - CHRISTIAN LATIN WRITERS (= LAT 229/329) Foley
 (Cross-listed as Latin 229/329). Readings and research on selected Christian Latin authors from 200 to 600, including Tertullian, Cyprian, Ambrose, Jerome, Augustine, and Gregory the Great. *Latin 201.*
- 348 - THEORIES OF RELIGION Staff
 Critical examination of the methods, disciplines, and theories employed in the academic study of religion, ranging from seminal works in the field to studies currently at the center of several ideological debates.
- 350 - REFORMED THEOLOGY AND ETHICS Ottati
 A study of the signal and dynamic ideas, themes, and issues of the Reformed tradition in theology and ethics, with emphasis on the sovereignty of God, predestination, sin, grace, law, faithfulness, and political participation.
- 352 - PROTESTANT AND ROMAN CATHOLIC ETHICS Ottati
 Compares and contrasts Protestant and Roman Catholic approaches to theological ethics. Analyzes the historical, conceptual, and methodological similarities and differences in the two traditions, applying their distinctive perspectives to several contemporary issues.
- 353 - THEOLOGICAL PERSPECTIVES ON CHRISTIAN FAITH Ottati
 Christian beliefs and moral norms as they are expressed by the Apostles' Creed, The Ten Commandments, and the Lord's Prayer. In addition to critical studies of the history and composition of these texts, this course also includes classical and contemporary interpretations of what they mean from Augustine, Martin Luther, and Thomas Aquinas to Rosemary Radford Ruether and Leonardo Boff.
- 354 - MAJOR FIGURES IN THEOLOGY AND ETHICS Ottati
 Each time it is offered this course explores the theology and ethics of a major figure, e.g., Jonathan Edwards, Karl Barth, H. Richard Niebuhr, Paul Tillich, and James M. Gustafson. Resources come from primary texts, secondary texts, and some sound recordings.
- 355 - WOMAN AND THE BODY IN THE CHRISTIAN TRADITION Poland
 A study of Christian attitudes toward gender and the human body as reflected in scripture, doctrine, and practice. *Not open to freshmen and sophomores until Drop/Add.*
- 357 - THE BIBLE AND MODERN MORAL ISSUES Snyder
 Examines patterns of scriptural reasoning within Christianity in order to understand how the Bible has been put to use in ethical debates in the past and how it might be sensitively deployed in debates about modern moral issues. *Prerequisite: One of the following: Religion 130, 222, 223, 230, 231, 232, 242.*
- 360 - AMERICAN CIVIL RELIGION Wills
 Examination of the many ways that the United States serves as a focus for religious energies — for rituals, creeds, and myths that organize our lives and explain us to ourselves as a national community. Topics may include landscape, family, education, holidays and electoral politics as civil religious institutions.

362 - RELIGION IN VICTORIAN ENGLAND

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.

363 - SCRIPT AND SCRIPTURE

Snyder

Treatment of orality and literacy, with implications for the formation of written scriptures. History of the Bible and its influence on textuality in western culture. The place of written scripture in Judaism and Islam.

365 - WOMEN IN AMERICAN RELIGION

Wills

Using biographies and autobiographies of women from various periods and traditions of American religion, this course will explore women's roles in those traditions and the conventions through which those women have been portrayed.

370 - ASIAN MEDITATION TEXTS

Mahony

A study of the religious significance, ideals, and practice of meditation in selected Buddhist and Hindu traditions. Readings center on translations of primary texts but also include pertinent indigenous commentaries and modern interpretive works.

371 - VARIETIES OF HINDU MYSTICISM

Mahony

Interpretive and comparative study of Hindu sacerdotal, philosophical, contemplative and devotional mystical sensibilities as presented in various textual genres.

375 - WOMEN AND GENDER IN THE ISLAMIC TRADITION

Staff

A study of how women have participated in Islam historically and in modern times. Topics include women and the feminine in the Qur'an and hadith literatures, the exegetical tradition and how it has affected Quranic readings about women, women in the mystical tradition of Islam, and women in the application of Islamic law.

376 - ISLAMIC ETHICS

Zamir

Various modes of ethical thinking within Islam. Emphasis is on the philosophical, theological and historical dimensions of Islamic ethics, with some attention given also to the applications of Islamic thought to contemporary ethical issues.

382 - CHAN/ZEN BUDDHISM

Lye

Traces the historical development of Chan/Zen Buddhism in China and its transmission to Japan and subsequent transformation. Each time this course is offered, a specific theme will be emphasized: doctrinal disputes, systems of meditation, ritual-practice, institutional structures, material culture and artistic traditions.

383 - DEVOTIONAL BUDDHISM

Lye

Although Buddhism has often been characterized as a non-theistic religion, deity worship, visions of utopias and expressions of devotionism nonetheless pervade much of Buddhism. This course focuses on the diversity of religious doctrines, practices and effects that surround several figures that became objects of devotional traditions among Buddhists.

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.

401 - SENIOR COLLOQUIUM

Staff

Required of all senior majors. Explores issues within the study of religion and discusses strategies for research. Each student will complete a thesis directed by an appropriate department member.

410-419 - SEMINARS IN THEORY AND METHODOLOGY

Varies.

420-439 - SEMINARS IN BIBLICAL STUDIES

Varies.

428 - ISRAEL'S PSALMS

Plank

440-459 - SEMINARS IN THEOLOGY AND ETHICS

Varies.

458 - CALVIN'S "INSTITUTES"

Ottati

Close reading and discussion of John Calvin's 16th century Institutes of the Christian Religion; reference to the historical context of the work with the emphasis on engagement with the theological arguments and images Calvin presents.

460-489 - SEMINARS IN THE HISTORY OF RELIGIOUS TRADITIONS

Varies.

463 - MORMONS AND MORMONISM

Wills

498 - HONORS 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 the German/Russian Department Russian course information.

SELF INSTRUCTIONAL LANGUAGES

Acting Director: McCulloh

Information: Please note that the program requires the payment of an additional fee (\$115) for each course enrollment.

Highly motivated students with a demonstrated aptitude for language learning may apply for small group instruction in languages not taught in the classroom at Davidson. Students enrolled in the Self-Instructional Language Program (SILP) may not use these courses to satisfy the college's language or cultural diversity requirement. Most students do not begin study in SILP until their second year, after they have successfully completed their foreign language requirement. A minimum G.P.A. of 2.5 is required. Auditing is normally not permitted in SILP courses.

Davidson College adheres to the standards established by the National Association of Self-Instructional Language Programs (NASILP). 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 additional skills are also developed. Students spend 150 minutes 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 be offered only 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 submit an application as well as a letter of recommendation from a Davidson language faculty member. Please note that permission is granted only by the director of SILP. Once students have received permission, they may include their request for a SIL course on the Web tree during the course selection period. The director is under no obligation to arrange instruction for students who apply once the semester has begun.

Davidson seeks to provide self-instructional learning opportunities in languages where study will complement course work in the existing academic program. Students wishing to learn a less commonly taught language not found on the list below are invited to contact the SILP director well in advance of the new semester. Requests for other languages will be considered on a case-by-case basis.

SELF-INSTRUCTIONAL LANGUAGE COURSES

115 - BEGINNING ITALIAN

Beginning Italian.

116 - CONTINUING ITALIAN

Continuing Italian.

125 - BEGINNING KOREAN

Beginning Korean.

126 - CONTINUING KOREAN

Continuing Korean.

141 - BEGINNING BRAZILIAN PORTUGUESE

Beginning Brazilian Portuguese.

142 - CONTINUING BRAZILIAN PORTUGUESE

Continuing Brazilian Portuguese.

171 - BEGINNING HINDI

Beginning Hindi. ⁵

172 - CONTINUING HINDI

Continuing Hindi.

185 - BEGINNING JAPANESE

Beginning Japanese.

186 - CONTINUING JAPANESE

Continuing Japanese.

SOCIOLOGY

Associate Professors: Kaufman (Chair), Ruth, Marti

Assistant Professor: Taft

Affiliate Faculty: Assistant Professor Kelly (Education)

Distribution Requirements: Any course in sociology numbered under 370, other than Sociology 260, may be counted toward fulfillment of the distribution requirements for the social sciences. However, first-year students are encouraged to take 100- and 200-level courses rather than more advanced courses.

Cultural Diversity Requirement: Sociology 205, 261, 300, and 430 satisfy the cultural diversity requirement.

Major Requirements: Ten courses, including Sociology 101, 260, 370, 399 and 499, and five other courses, two of which must be numbered 300 or above. No more than two independent research courses may count toward the major.

Honors 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.

Rationale for Course Numbering:

Sociology 101 provides an introduction to the discipline and is required for some upper level coursework. This course is limited to first year students, sophomores, and juniors.

200-level courses, with the exception of 260 (Statistics), provide an introduction to substantive topics within the field. These courses are open to students at all levels.

300-level courses focus on theory, methods, and more advanced topics. While open to students at all levels, a previous course in sociology is often helpful.

400-level courses are advanced seminars that often require the permission of the instructor to enroll. 499 is limited to senior sociology majors.

SOCIOLOGY COURSES**101 - INTRODUCTORY SOCIOLOGY**

Staff

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

105 - TOPICS IN RACE AND RELIGION

Marti

The purpose of this course is to gain appreciation for sociological analysis at the intersection of race-ethnicity and religion through the life experience of Barack Obama. We will consider a number of topics including the broader and complex effects of race and identity, politics and globalization, faith and community, economics and financial pressures, citizenship and public life, prejudice and discrimination, media and technology, as well as celebrity and symbolic leadership. *Satisfies a major requirement in sociology, a distribution requirement in the social sciences, and a concentration requirement in Ethnic Studies.*

204 - SELF & SOCIETY

Staff

This course provides an in depth introduction of social psychology, a field that systematically examines how the actual, imagined, or implied presence of other people influences a person's thoughts, feelings and behaviors. Although this course is interdisciplinary, in that research and theory from both sociology and psychology are covered, we will focus on the unique contributions made to the field by sociologists.

205 - RACIAL AND ETHNIC RELATIONS

Marti

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. *Satisfies the cultural diversity requirement.*

212 - DEVIANCE AND SOCIAL CONTROL

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.

217 - GENDER AND SOCIETY

Kaufman

This 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.

219 - SOCIOLOGICAL CRIMINOLOGY

Ruth

Analysis of social and legal aspects of crime, perspectives on causation, and 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. *Not open to seniors.*

221 - SCHOOLS AND SOCIETIES

Kelly

What really constitutes school success? Is a liberal education the best education? Do teachers treat children from different backgrounds unfairly? What aspects of society do schools reproduce? These are some of the questions that students will examine in this introductory course on how social theories have shaped educational policies and practice. We will read the primary works of major social and educational theorists, such as Karl Marx, John Dewey, Paulo Freire, Pierre Bourdieu, and Annette Lareau, and Patricia Hill Collins. The course requires 15 hours of observation in a school.

225 - SOCIOLOGY OF RELIGION

Marti

The sociology of religion pursues an understanding of both the “social-ness” of religion itself and the mutually influencing interactions between religion and its social environment. We will analyze religious beliefs, practices, and organizations from a sociological perspective, with a primary focus on religion in contemporary American society.

230 - SOCIOLOGY OF WORK

Staff

Work not only occupies a central role in our lives, it is closely intertwined with other social institutions and social processes, especially social inequality. Work is perhaps the most important way in which society impacts our social experiences and life chances. Throughout the course, we will challenge the taken-for-granted notions about what constitutes work, what constitutes an occupation or profession, and the value of the economic vs. the social as a work outcome. Topics will include: contemporary issues in 21st century work; a look at work during and after the Industrial Revolution; major theorist’s contributions to the study of work; work and self in the service industry; work and self among professionals and managers; and the modern distinction between work and family.

231 - LEADERSHIP & ORGANIZATIONS

Marti

Leaders, teams, and organizations are closely intertwined in the operations of social institutions, social structures, and social processes. The course provides an introduction to models and theories of leadership, processes inherent in the dynamics of small group interactions, and critical insights from organizational theory.

240 - SOCIAL MOVEMENTS

Taft

An introduction to social movements as distinctive social spaces in which relatively powerless groups of people make collective efforts to affect history. Explores the major sociological approaches to studying these efforts, as well as the dynamics of social movement emergence, goals and messages, tactics and strategies, organization structures, internal conflicts, and activist identity formation. Satisfies a major requirement in Sociology and an distribution requirement requirement in the social sciences.

242 - GLOBALIZATION & SOCIAL CHANGE

Taft

An introduction to some of the social consequences of the multi-faceted and contested process of globalization. Explores how cultural, economic, and political globalizations are all altering the social landscape, social relationships, and social institutions including patterns of work, cultural consumption, migration, and family relations. Also looks at how diverse groups of people are actively trying to shape globalization in particular ways. *Satisfies a major requirement in Sociology, a distribution requirement in the social sciences, and a concentration requirement in International Studies (pending IEC approval).*

246 - AMERICAN FAMILIES

Kaufman

Introduction to families in the USA. Dating, cohabitation, civil unions, marriage, divorce, remarriage, intergenerational relationships, domestic violence, and family policy are explored. Attention is given to gender, race, and class differences.

250 - INEQUALITY IN AMERICA

Staff

Theories and comparative examples of the unequal distribution of social resources and the consequences of inequality for social life. Analysis of class structure, social mobility, and social programs to reduce inequality.

260 - SOCIAL STATISTICS

Kaufman

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. *Cannot be taken for credit after ECO 205.*

261 - SOCIAL DIVERSITY & INEQUALITY IN EDUCATION (=EDU 260)

Kelly

This course focuses on issues of social diversity, social inequality, and social justice in education. It is designed to integrate cognitive development with the experiential aspects of social learning. Students will be encouraged to link new learning with their personal and social reality through structured writing assignments, cooperative learning activities, and critical experiential learning. *Satisfies the cultural diversity requirement.*

265 - POPULATION & SOCIETY

Kaufman

There are now 6.8 billion people living on this earth. This course is designed to introduce students to issues of world population. We will begin by discussing demographic perspectives and the three core components of demography – fertility, mortality, and migration. We will compare and contrast issues facing those countries which have experienced the demographic transition (and now have both low mortality and low fertility) and those countries which still have relatively high fertility (and high mortality) and thus rapid population growth. We will also explore issues of aging, urbanization, the environment, and population policy.

271 - URBAN ETHNOGRAPHY

Marti

This course introduces a sociological perspective of everyday social settings by applying methods of systematic, qualitative observation. Students carry out their own ethnographic research project; conduct observations; write up field notes; record routine, extraordinary, and significant social processes; generate a conceptual "codebook" for use in analysis; and present a suitable research report (both written and oral). Ethical issues and intrapersonal aspects of the research process will be explored. Anyone who anticipates working in "socially-dense" settings characterized by ongoing interpersonal encounters, including professional and non-profit work, is encouraged to enroll.

310 - GENDER, RACE, AND SPORTS

Kaufman

This course examines the interrelations among gender, race, and sports. The construction of racial and gender identities through sports, the influence of youth sports on children's socialization, sports in educational settings, and media images of female and minority athletes will be examined.

312 - GENDER, RACE AND CLASS IN MEDIA

Kaufman

This course explores issues relevant to gender, race, and class in media. The course begins with the premise that all knowledge is constructed. As with other institutions, the media play a critical role in the construction of knowledge, particularly that related to our ideas about gender, race, and class. This course will mainly emphasize the representation of gender, race, and class in media. Provides major credit in Sociology and a distribution credit in the social sciences. Counts towards the Concentration in Ethnic Studies and in Gender Studies.

317 - GENDER AND GLOBALIZATION

Taft

Explores the gendered effects of contemporary processes of globalization. Focusing primarily on women's lives, the course examines how cultural, political and economic globalizations are changing the landscape of gender relations. Students will become familiar with many of the current issues and debates in transnational gender research, including the implications of economic development/modernization, neoliberalism, militarization, and population control agendas. Also examines work and labor, transnational families and care work, sexuality across borders, and struggles for human rights. *Satisfies a major requirement in Sociology and a distribution requirement in the Social Sciences. International Studies Concentration and Gender Studies Concentration*

319 - PENOLOGY AND CRIMINAL JUSTICE

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 several correctional facilities and a semester-long on-site field experience with officers and inmates at an area correctional unit. *Prerequisite: Pre-registration interview and permission of the instructor.*

330 - SOCIOLOGY OF EDUCATION (=EDU 330)

Kelly

(Cross-listed as EDU 330). An introduction to the sociological study of education in the United States, including an examination of the school as an organization within a larger environment. Explores the link between schools and social stratification by analyzing the mutually generative functions of schools and considers how processes within schools can lead to different outcomes for stakeholders.

347 - SOCIOLOGY OF DEVELOPMENT

Staff

This course explores the dynamics, processes, and effects of development. Issues of development, along with local and global responses to development are examined. Inequalities based on nation-state differences and gendered economic divisions are analyzed.

360 - MEDICAL SOCIOLOGY

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, and the social differences in the acquisition of medical aid and in the reaction to medical treatment.

370 - THEORY IN SOCIOLOGY

Marti

This course provides an introduction to the central issues in sociological theory. We will draw from both the "classical" period as well as the major "contemporary" developments of sociology through an examining major figures and ideas of sociological theory in their historical context. *Prerequisite: Sociology 101 or permission of the instructor.*

380 - SOCIOLOGY OF HOLLYWOOD

Marti

Hollywood is more than geography; it is a vibrant, international network of people producing entertainment for fame and profit. This seminar pursues a sociological analysis of the social space called "Hollywood": its genesis, operation, and influence. The class begins with an exploration of the construction of Hollywood itself (e.g., geographic beginnings, the studio system, industry occupations, and financial realities) and then considers the broader effects of the entertainment industry on contemporary American society (e.g., relations with governmental and religious institutions, structures in film production and distribution, and the interrelationship of the entertainment industry and popular culture). *Not open to first year students.*

382 - MEN AND MASCULINITY

Kaufman

This course explores how masculinity is constructed and how men are affected by these constructions. We consider whether constructions of masculinity differ by important social characteristics, such as age, race/ethnicity, class, and sexual orientation. We also pay attention to the social context (e.g., schools, home, neighborhoods, workplaces, athletic venues) in which masculinity is created and maintained. We will address issues such as: the evolution of manhood; sexuality and adolescent masculinity; poverty, mobility, and black masculinity; streetlife and violence; fatherhood politics; masculinity and sports media. *Not open to first year students.*

384 - POVERTY AND POLICY

Staff

Poverty has been an issue in America since the Colonial era. The problem was exacerbated by the massive flow of immigrants and the low wages they received as well as by the former slaves who were also seeking employment. Urban cities became synonymous with poverty, ethnic immigrants, and general moral degradation. In the 1960s and 1970s researchers and politicians were sure that poverty would soon be a distant memory. However, that has not come to pass. Although poverty has changed since the early years in American history, it still remains a salient issue today. The goal of this class is to gain an understanding of the issues surrounding poverty in America today, its causes, what groups are disproportionately affected, and the various ways it may affect daily life for all members of American society (its consequences), and what steps the government has taken in regard to poverty. We will also explore why it is important for all Americans to be aware of the implications of inequity in the economic system. Each module will examine a different element of poverty in America. *Not open to first year students.*

SOC 385 - YOUTH CULTURES AND SUBCULTURES

Taft

This seminar explores youth as both objects and subjects of cultural production, addressing the various ways that young people consume, produce, and live in their cultures. In addition to learning about the meaning and significance of historic and contemporary youth cultural formations and subcultural groups, students will conduct extensive independent research projects, practicing several different sociological methods including ethnographic observation, in-depth interviewing, and discourse and content analysis.

SOC 388 - FATHERHOOD

Kaufman

This seminar focuses on the social, cultural, and historical study of fatherhood. We start by breaking down stereotypes of fathers from the past and using this to reconsider modern fathers. As we consider current American society (mainly), we start with young men's procreative consciousness (ideas and awareness about conception, pregnancy, abortion, and potential fatherhood). We consider fathers as gendered beings asking questions such as, can men mother? We discuss the experiences of stay-at-home fathers, gay fathers, stepfathers, and single fathers. Finally, we consider fathers' rights movements.

395 OR 495 - 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. *Prerequisite: Second, third, or fourth year standing, two courses in sociology, and permission of the instructor.*

399 - METHODS IN SOCIAL RESEARCH

Kaufman

Techniques in qualitative and quantitative sociological research, analyzing and interpreting data, and evaluating research methods. Students will complete a thesis proposal.

410-419 - ADVANCED SEMINARS IN SOCIOLOGY

Staff

Topics announced in advance. *Prerequisite: Third or fourth year standing and permission of the instructor.*

420 - ISSUES IN CONTEMPORARY TERRORISM

Ruth

A seminar exploring a diverse array of issues in contemporary terrorism, beginning with the conceptualization and essential background of terrorism. Topical areas include the role of religion and ideology in domestic, international and ethnic terrorism; terrorism and the media; civil liberties and civil rights; counter-terrorism; policy, technology and the future of terrorism; homeland security and responding to the tragedy of September 11. *Prerequisite: Third or fourth year standing and permission of the instructor.*

430 - RACE AND RELIGIOUS FAITH

Marti

The seminar focuses on the historic Black Church in America as well as religion and migration among non-native, ethnic congregations (whether church, temple, or mosque) in order to examine the relations between race-ethnicity, religion, and broader civic society today. The course also examines the rare achievement of multi-ethnic/multi-racial religious communities. The broader and complex effects of politics and globalization, economics and financial pressures, citizenship and public life, prejudice and discrimination, media and technology, innovations and social change will be discussed throughout the course. *Prerequisite: Third or fourth year standing and permission of the instructor. Satisfies the cultural diversity requirement.*

499 - SENIOR THESIS

Marti

Literature review, research design, data collection and analysis, oral defense of thesis. Required of all senior majors.

SOUTH ASIAN STUDIES

Program Director: Professor Thomas (History)

Affiliated Professors: Appleyard (Economics), Berkey (History), Hess (Economics), Mahony (Religion), Martin (Economics), Stasack (Music)

Affiliated Visiting Assistant Professor: Padhy (Political Science)

South Asian Studies (SOU) is an interdisciplinary program focusing on an important region of the non-western 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 program in the fall semester of even-numbered years, 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: South Asian Studies (SOU) 310, 354, and 385 fulfill the cultural diversity requirement.

SOUTH ASIAN STUDIES COURSES

Check the respective departmental listings for availability of courses, prerequisites, and details.

Other courses which cross the curriculum and are included in the South Asian Studies program are as follows:

102 - SURVEY OF ASIAN ART

Thomas

Introduction to major monuments of Indian, Chinese, and Japanese architecture, sculpture, and painting. *Satisfies the cultural diversity requirement. (Fall)*

228 - ISLAMIC ART

Thomas

Architectural and painting traditions under the Umayyad and Abbasid Caliphs and in Moorish Spain, Ottoman Turkey, Safavid Persia, and Mughal India. *Satisfies the cultural diversity requirement. (Spring)*

- 171 - INDIA Thomas
 Indian sub-continent from prehistoric 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. *Satisfies the cultural diversity requirement.*
- 381 ASIA DURING THE ERA OF WESTERN IMPERIALISM 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. *Satisfies the cultural diversity requirement.*
- 242 - MUSIC OF ASIA 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. *Satisfies the cultural diversity requirement. (Normally offered in alternate years.)*
- 234 - POLITICS OF SOUTH ASIA Padhy
 The course will introduce you to the history and politics of South Asia with special focus on India, Pakistan, and Sri Lanka. It will study contemporary issues of South Asian politics within the domestic, historical, and international context. *Satisfies a major requirement in Political Science, distribution requirement in the social sciences and the cultural diversity requirement.*
- 270 - CLASSICAL HINDUISM Mahony
 Historical, thematic, and theological consideration of selected aspects of classical Hinduism. Topics include concepts of divinity, the place in religious life of sacred narrative and ritual, the religious significance of the intellect and emotions, devotional sensibilities, the value and role of meditation, and ethical views.
- 271 - CLASSICAL BUDDHISM Mahony
 Historical and thematic study of Buddhist thought and practice in representative Asian cultures. Topics include the nature of Gautama Buddha's enlightenment, sectarian and philosophical developments, cultural values, psychological insights, contemplative practices, and ethical views.
- 272 - INTRODUCTION TO ISLAM Zamir
 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 aesthetic values and expressions. Emphasis is on Islam before the rise of European colonialism, yet considerable attention is also given to Islam in the contemporary world.
- 370 - ASIAN MEDITATION TEXTS Mahony
 A study of the religious significance, ideals, and practice of meditation in selected Buddhist and Hindu traditions. Readings center on translations of primary texts but also include pertinent indigenous commentaries and modern interpretive works.

371 - VARIETIES OF HINDU MYSTICISM

Mahony

Interpretive and comparative study of Hindu sacerdotal, philosophical, contemplative and devotional mystical sensibilities as presented in various textual genres.

375 - WOMEN AND GENDER IN THE ISLAMIC TRADITION

Staff

A study of how women have participated in Islam historically and in modern times. Topics include women and the feminine in the Qur'an and hadith literatures, the exegetical tradition and how it has affected Quranic readings about women, women in the mystical tradition of Islam, and women in the application of Islamic law.

376 - ISLAMIC ETHICS

Zamir

Various modes of ethical thinking within Islam. Emphasis is on the philosophical, theological and historical dimensions of Islamic ethics, with some attention given also to the applications of Islamic thought to contemporary ethical issues.

171 - BEGINNING HINDI

Beginning Hindi.

172 - CONTINUING HINDI

Continuing Hindi.

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. *Offered as part of the Semester-in-India Program. Satisfies the cultural diversity requirement.*

354 - ISSUES IN CONTEMPORARY INDIA

Staff

Lectures and field trips 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. Satisfies the cultural diversity requirement.*

385 - PUBLIC HEALTH IN INDIA

Staff

A series of lectures on various aspects of public health in India delivered by scholars and medical professionals. Field trips relating to the lectures will be part of this course. *Offered as part of the Semester-in-India program. Satisfies the cultural diversity requirement.*

396-399 - INDEPENDENT STUDY

Staff

Study under the supervision of the Program Director who approves the topic of study. Paper required. *Permission of the instructor is required.*

SPANISH

Professors: Maiz-Peña, (Chair), Peña, Vásquez

Associate Professors: Kietrys, Willis, Sánchez-Sánchez

Assistant Professor: González

Fellow: Barros

Visiting Instructor: Santamaria

Adjunct Instructor: Scott

Distribución Requirements: Any one of the following courses meets the literature distribution requirement: Spanish 241, 244, 270, 320, 321, 322, 330, 331, 340, 341, 343, 344, 346, 347, 349, 350, 374, 375.

Foreign Language Requirement: Completion of Spanish 201 meets the foreign language proficiency distribution requirement.

Cultural Diversity Requirement: Spanish 241, 244, 270, 340, 341, 344, 346, 352, 374, and 375 are options for fulfilling the cultural diversity requirement.

Placement in Spanish Courses: Students who have taken Spanish previously and who want to take Spanish courses at Davidson must take a placement test before the beginning of the academic year. Please consult materials regarding registration for new students, or contact the Chair of the Spanish Department at Davidson.

No student who has studied Spanish in junior or senior year in high school should expect to take Spanish 101 for credit without the express permission of the department. In some exceptional cases the department will recommend that a student who has studied Spanish in high school begin in Spanish 101.

Major Requirements: Ten courses above Spanish 201, conducted in Spanish, 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, 354);

Area II: Literature and Culture of Spain since 1700 (330, 331, 339, 350);

Area III: Hispanic Cultures (344, 347, 352, 353, 361, 369, 374, 394);

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, 346, 375).

At least five of the courses toward the major should be taken at Davidson; SPA 394, in the Cadiz program, may count as one of those five. The course sequences of the Davidson College program in Cadiz, depending on each student's background in Spanish, are the following: 203-272, 260-394, 393-394.

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.

A Senior Thesis (Tesina) with an 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.

Courses to be counted toward the major may not be taken pass/fail.

Minor Requirements: Six courses conducted in Spanish above Spanish 201 or 203. Two courses may be at the 200-level. At least four courses must be at the 300-level or above. Two of the four 300 level courses should be taken at Davidson. The department may also require Spanish 302-Advanced Grammar or Spanish 303 Advanced Grammar, Translation and Composition as one of the four upper-level courses, depending on the student's language proficiency. Courses to be counted toward the minor may not be taken pass/fail.

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 Honor Thesis, its period, and/or the genre of its subject. See description of the courses, and consult departmental guidelines.

Service Learning: Several departmental courses offer the opportunity for service learning. Some may require this component.

Rationale for Course Numbering: Spanish 100-level courses and SPA 201 are language courses that satisfy the three semester foreign language requirement at Davidson College. SPA 260 and 270 are prerequisite courses focused in conversation, composition, grammar, and the introduction to Hispanic literatures and cultures. The 300-level courses are designed for majors and minors, as well as for juniors, and seniors with the desire to further their knowledge in the Hispanic language, literatures, or cultures. The 400-level courses are seminars which represent a capstone experience open only to Senior Spanish Majors concluding with the writing of a Senior Thesis (tesina), or an Honor Thesis.

SPANISH COURSES

101 - ELEMENTARY SPANISH I

Staff

An introduction to speaking, understanding, reading, and writing Spanish. Requires attendance to Assistant Teacher sessions twice a week and online 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 attendance to Assistant Teacher sessions twice a week and online work through the Language Resource Center. *Prerequisite: Spanish 101 or its equivalent.*

103 - INTENSIVE ELEMENTARY SPANISH (2 CREDITS)

Staff

Intensive introductory course equivalent to Spanish 101 and 102. Meets six class-hours per week plus four hours weekly with an Assistant teacher. Completes two semesters of Spanish in one semester. Counts as two courses.

- 201 - INTERMEDIATE SPANISH Staff
 Extensive reading and discussion in Spanish of texts of moderate difficulty in the culture and literature of Spain, Latin America and US Latino literature; grammar study; extensive conversation practice. A combination among conversation sessions, online 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.*
- 203 - ADVANCED INTERMEDIATE SPANISH ABROAD Staff
 (Summer in Spain Program) Extensive reading, writing, and discussion of Spanish texts, grammar study, and intensive conversation practice. Immersion course abroad meets the degree requirement for proficiency in foreign language at Davidson. *Prerequisite: Spanish 102 or Spanish 103 and concurrent enrollment in Spanish 272.*
- 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 Staff
 Selected works of Latin American literature in English translation. Readings and class discussions are in English. *Satisfies the cultural diversity requirement.*
- 244 - U.S. LATINO LITERATURE IN ENGLISH González
 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. *Satisfies the cultural diversity requirement.*
- 260 - CONVERSATION AND COMPOSITION Staff
 Writing-intensive course in Spanish. Training and practice to develop fluency, accuracy, and expressiveness in oral and written communication. Requires conversation session with an Assistant Teacher once a week. Strongly recommended for students planning to study abroad. The department recommends that this course be taken before 270. *Prerequisite: Spanish 201 or its equivalent. (Fall and Spring)*
- 270 - INTRODUCTION TO HISPANIC LITERATURES AND CULTURES Staff
 Reading and discussion of works by Spanish, Latino and Latin American writers. Introduction to cultural, historical, and textual analysis of Hispanic literatures and cultures. Research papers in the target language. Conducted in Spanish. *Prerequisite: Spanish 260 or its equivalent. Satisfies the cultural diversity requirement. (Fall and Spring)*
- 272 - INTERMEDIATE SEMINAR IN SPANISH CULTURES
 (Summer in Spain) An introductory cultural course examining Spanish contemporary culture through film, literature, music, and other artistic modes of expression. *Prerequisite: Spanish 102, or Spanish 103 and concurrent enrollment in Spa 203.*
- 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 or its equivalent.*

- 303 - ADVANCED GRAMMAR, TRANSLATION AND COMPOSITION Staff
Writing-intensive course. Review, expansion, and fine-tuning of grammatical knowledge; building and use of a growing body of vocabulary and idiomatic expressions. *Prerequisite: Spanish 260 or its equivalent.*
- 320 - SPANISH LITERATURE THROUGH THE GOLDEN AGE Sánchez-Sánchez, Willis
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 Sánchez-Sánchez, Willis
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 Willis
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.*
- 329 - INDEPENDENT STUDY: SPANISH LITERATURE PRIOR TO 1700 Staff
Independent study under the direction and supervision of a faculty member who approves the course content, and the research project, and determines the means of evaluation.
- 330 - MODERN SPAIN Kietrys, 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 Kietrys, 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 course content, and the research project, and determines the means of evaluation. *Prerequisite: Spanish 260 and 270 or their equivalents.*
- 340 - LATIN AMERICAN LITERATURE I Maiz-Peña, 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. Satisfies the cultural diversity requirement. (Fall)*
- 341 - LATIN AMERICAN LITERATURE II Maiz-Peña, Peña
Ideas, aesthetics, and theoretical interpretations that have shaped Modern Latin American literatures and other cultural expressions from 1900 to the present. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents. Satisfies the cultural diversity requirement. (Spring)*

- 343 - CONTEMPORARY LATIN AMERICAN NOVEL Maiz-Peña, Peña
 Most important literary works of major contemporary writers from Latin America studied against a background of recent history and relevant ideologies and Theoretical interpretations. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.*
- 344 - LATINO CULTURE IN THE U.S. González
 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. *Prerequisite: Spanish 260 or 270 or their equivalents. Satisfies the cultural diversity requirement.*
- 346 - LATIN AMERICAN THEATRE Staff
 Study of the most important Latin American playwrights, plays and performances within the ideologies and aesthetics that have shaped contemporary Latin American theatre. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents. Satisfies the cultural diversity requirement.*
- 347 - HISPANIC THEATRE AND PERFORMANCE Staff
 The course expands the communicative, interpretive, and analytical Spanish language skills of the students by using the most recent studies about contemporary Hispanic theatre theories and practices. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.*
- 349 - LATIN AMERICAN LITERATURE - INDEPENDENT STUDY Staff
 Study under the direction and supervision of a faculty member who approves the course content, and the research project, and determines the means of evaluation.
- 350 - GARCÍA LORCA AND HIS GENERATION Vásquez
 Theatre, 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.*
- 352 - CONTEMPORARY LATIN AMERICAN CINEMA Peña
 Exploration of the cinema and filmmaking traditions of Latin America since the 1950's with specific attention to the aesthetic media, political debates, and histories of national film industries. Conducted in Spanish. *Prerequisite: Spanish 260 or 270 or their equivalents. Satisfies the cultural diversity requirement.*
- 353 - CONTEMPORARY SPANISH FILM 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's national identity during the years of democracy until contemporary times. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.*
- SPA 354 - DYING OF LOVE IN MEDIEVAL SPAIN Sánchez-Sánchez
 Literary representations of love and death during the Spanish Middle Ages, with special emphasis on the 15th century sentimental novel. Interdisciplinary theoretical approaches. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents.*

355-359 - SEMINAR IN SPECIAL TOPICS

Staff

An area in literature or culture 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

Kietrys, Sánchez-Sánchez, Vásquez, Willis

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. Conducted in Spanish. *Prerequisite: Spanish 270 or their equivalents.*

369 - HISPANIC CULTURES - INDEPENDENT STUDY

Staff

Independent study under the direction and supervision of a faculty member who approves the course content, and the research project, and determines the means of evaluation. *Prerequisite: Spanish 260 and 270 or their equivalents.*

374 - CARIBBEAN PEOPLES, IDEAS, AND ARTS

Staff

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. Satisfies the cultural diversity requirement.*

375 - LATIN AMERICAN WOMEN WRITERS

Maiz-Peña

An examination of genre, gender, and representation in women's writing in Latin America from the 20th century to the present. Latin American Women's textual and visual narratives: Practices and Theoretical Frameworks. Conducted in Spanish. *Prerequisite: Spanish 260 and 270 or their equivalents. Satisfies the cultural diversity requirement.*

393 - ADVANCED LANGUAGE SEMINAR

Staff

(Summer in Spain Program) Advanced language and composition course. Students will take advantage of their immersion experience for their writing and discussion. *Prerequisite: Spanish 260 and concurrent enrollment in Spanish 394.*

394 - ADVANCED SEMINAR IN SPANISH CULTURES

Staff

(Summer in Spain Program) An advanced course in Spanish culture studied through film, literature, music, and periodicals with a focus on contemporary culture. *Prerequisite: Spanish 260 and concurrent enrollment in Spanish 393.*

401-410 - SEMINAR IN SPECIAL TOPICS

Staff

Research oriented course in an area in literature or culture outside the content of other core courses. Subject announced in the Schedule of Classes. Conducted in Spanish. *Prerequisite: Any two literature, or culture courses, or approval of the chair and the instructor.*

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), the research project, and determines the means of evaluation. Open to senior majors. *Prerequisite: Any two literature or culture courses, or approval of the chair and the instructor.*

490 - SENIOR SEMINAR I

Staff

Intensive seminar of theoretical, literary, and cultural texts, and student research centered around a theme which will vary each year. *Limited to Senior Spanish Majors. (Fall)*

491 - SENIOR SEMINAR II

Staff

Continuation of Spanish 490 concentrating the second part of the semester on independent research on the final senior thesis (tesina) in consultation with one of the professors of the Spanish Department. Oral presentation of the thesis at the end of the last semester of the senior year is required. *Prerequisite: SPA 490-Senior Seminar I. Limited to senior Spanish majors (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 last semester of the senior year. Spanish 498 requires a thesis outline, annotated bibliography, progress reports, and an introductory chapter. Oral presentation of the honor thesis project at the end of the fall semester is expected. Spanish 499 requires an oral examination by a committee of department professors on the completed honor thesis.

THEATRE

Professors: Costa (Chair), Gardner (On leave)

Associate Professor: Green

Assistant Professor: Sutch

Visiting Assistant Professor: Bory (Dance)

Adjunct Lecturers: Beasley (Spring), Peklo, Van Hallgren

Affiliated Faculty: Associate Professor Fox (English)

Distribution Requirements: Theatre 101, 121, 201, 221, 245, 250, 285, 335, 355, and 371 may be counted toward the fulfillment of the distribution requirement in fine arts.

Major Requirements: Ten courses as follows:

1. Theatre 121 or 201 or 221; Theatre 245, 250, 261 (English 261) or 285, 335, 355, and 371.
2. One of the following: Theatre 345, 362, 435, 436, or 455.
3. Any additional two Theatre courses at the 300 level or above. These two courses may not include independent studies, Theatre 401 (Theatre Practicum) or 499 (Honors Thesis).

Production Requirements for Majors and Minors: Theatre majors are required to work on three department productions for a minimum of twenty-five (25) hours per show in a capacity other than actor or director. One assignment must be in stage management. One assignment must be completed by the end of the junior year. A student who completes more than fifty (50) hours of work on any one production fulfills two of the three production requirements. A student who serves as the Production Stage Manager for a mainstage production and completes more than one hundred (100) hours on that show fulfills all three production requirements.

Theatre minors are required to work on one department production in a capacity other than actor or director for a minimum of thirty (30) hours.

Production can be in any of these roles: production stage manager, assistant stage manager, assistant to the designer, properties master, or any work approved by the department chair and the technical director.

Minor Requirements: Six courses, three of which must be taken at Davidson College, consisting of: Theatre 371; two courses from Theatre 201, 221, 245, 261 (English 261) or 285, 335, 355; three courses at either the 300 level or above, or 250; and the production requirement outlined above. Courses taken Pass/Fail may not be counted toward the minor.

Honors Requirements: A major desiring to become a candidate for honors in theatre must apply in writing to the department by May 1st of their junior year. Applicants must have an overall GPA of 3.2 and a GPA of 3.5 in all course work taken in the major. 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), and approval from the thesis committee. The honors program is comprised of eleven courses: Theatre 499 in addition to the ten major courses required of all majors. Theatre 499 requires the writing/production and defense of a thesis before an appointed committee.

Transfer Courses: The Theatre Department accepts up to five courses from other colleges and universities as credit toward the major. In no case will the department preapprove transfer credit. To be granted transfer credits to be applied to the major, students must demonstrate to the department that courses taken elsewhere are comparable to specific Davidson courses in content, contact hours, and rigor. At the conclusion of study abroad or study at another accredited U.S. institution, students should make their requests for transfer credit toward the major to the Theatre Department chair and submit for evaluation all relevant course materials.

Rationale for Course Numbering

100-level courses are open to students at all levels and are most appropriate for non-majors.

200-level courses offer more focused study of one particular aspect of theatre.

300-level courses are designed for theatre majors or high interest theatre students and involve significant independent research and creative activity; most are not recommended for first year students. Some 300 level courses do not have specific course prerequisites, but it is expected that students have some prior coursework or experience in theatre and/or literature and/or history.

400-level courses offer advanced study in some aspect of theatre, require significant independent research and creative activity, and all have 300-level courses as prerequisites.

THEATRE COURSES

11 - APPLIED THEATRE

First-year students only. (*Fall*)

12 - APPLIED THEATRE

First-year students only. (*Spring*)

230 — Theater

21 - APPLIED THEATRE

Second-year students only. (Fall)

22 - APPLIED THEATRE

Second-year students only. (Spring)

31 - APPLIED THEATRE

Third-year students only. (Fall)

32 - APPLIED THEATRE

Third-year students only. (Spring)

41 - APPLIED THEATRE

Fourth-year students only. (Fall)

42 - APPLIED THEATRE

Fourth-year students only. (Spring)

45 - APPLIED THEATRE. TOPICS IN ARTS MANAGEMENT

Fourth-year students only. (Fall)

46 - APPLIED THEATRE. TOPICS IN ARTS MANAGEMENT

Fourth-year students only. (Spring)

101 - INTRODUCTION TO DANCE

Bory

This course provides an introduction to creative and analytical components to the art and artistic world of dance. Through lectures, readings, discussions, attendance at performances, and critical writing students will build a well-rounded, foundational understanding of the creative components and evolution of dance. Topics may include, but are not limited to, Dance History, Dance Theory, and Dance Appreciation. *Satisfies the Fine Arts distribution requirement.*

101 - INTRODUCTION TO THEATRE ARTS

Green, Sutch

Course provides an introduction to the various creative elements of making 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. *First-year students and sophomores only until 1st day of class.*

121 - STUDIO THEATRE I

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. *Meets for extra hours; please consult with the instructor. (Spring)*

201 - EXERCISES IN PLAYCRAFTING AND PERFORMANCE

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. (Fall)

221 - STUDIO THEATRE II

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. *Prerequisite: THE 121 or permission of the instructor. Meets for extra hours; please consult with the instructor. (Spring)*

240 - MODERN DANCE TECHNIQUE I

Bory

Developed in the late nineteenth and early twentieth century, Modern Dance allows both dancers and non-dancers to learn body movements for creative self-expression. This course provides an introduction to the basic principles and technical components involved in performing the Modern Dance Technique. Course work will include practice performance, readings, and some written work. *Satisfies the Fine Arts distribution requirement.*

245 - ACTING I

Beasley, Costa, Green, Sutch, Staff

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.

250 - PLAY ANALYSIS FOR PRODUCTION

Beasley, Sutch

Examination of traditional methods of play analysis and their application in the development of production plans for a wide variety of theatrical scripts.

261 - MODERN DRAMA (= ENG 261)

Fox

(Cross-listed as English 261.) 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.

285 - 20TH CENTURY WORLD THEATRE AND DRAMA

Green

The course is a study of plays and theatrical theory from a range of geographic regions. The course explores ways practitioners experimented with form and content in articulating their reactions to the human condition of the 20th century.

295 - INDEPENDENT STUDY

Staff

For the 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. *Permission of the instructor required.*

335 - FUNDAMENTALS OF STAGE DESIGN

Gardner

Introduction, through exercises and projects, to the principles of designing scenery, costumes, and lighting for the theatre. For application in projects, the course includes basic rendering techniques for designers, including instruction in computer drafting and rendering. *Class includes a once a week lab. (Fall)*

232 — Theater

345 - ACTING II

Costa

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 Anton Chekhov's plays. *Prerequisite: Theatre 245. Meets for extra hours; please consult with the instructor. (Fall)*

355 - DIRECTING I

Costa, Sutch

Fundamentals of directing for the stage, focusing on text analysis, blocking principles, the director-actor relationship, the director-designer conceptual process and scene work. *Prerequisite: Theatre 245 (Fall)*

362 - THEATRE AND SOCIAL CHANGE

Green

Course investigates the potential for theatre and performance to be catalysts for social change. Focusing on Community-Based Theatre, the course explores ways in which performance has participated in struggles against oppression and has been integral to community-building. Course combines case studies from various historical and geographical contexts with practical activities used by Community-Based Theatre practitioners. *Meets for extra hours; please consult with the instructor.*

371 - WORLD THEATRE HISTORY

Gardner, Green

Study of the theory and practice of stage performance throughout the world from ancient Greece to the end of the 19th Century. Lectures, readings and discussions, with emphasis on the Western tradition. *(Spring)*

380-385 - SPECIAL TOPICS IN THEATRE

Staff

Group study of selected theatre topics.

381 - ADVANCED ACTING SEMINAR

Costa, Sutch

Advanced acting seminar exploring a variety of dramatic forms. *Prerequisite: Theatre 245.*

386 - VOICE AND MOVEMENT FOR THE ACTOR I

Sutch

Foundations of vocal technique and movement analysis for the actor. Provides a working knowledge of anatomical and kinesiological principles pertinent to strong and healthy vocal production. *Prerequisite: Theatre 245. (Spring)*

390-398 - 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.*

391 - INDEPENDENT STUDY - ADVANCED ACTING

Staff

Topics normally involve role research, preparation and/or performance. *Prerequisite: Permission of the instructor required.*

392 - INDEPENDENT STUDY - ADVANCED DIRECTING

Costa, Sutch

Topics normally involve background research, script analysis, and prompt book preparation in support of directing a full length production. *Permission of the instructor required.*

393 - INDEPENDENT STUDY - ADVANCED DESIGN

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. *Permission of the instructor required.*

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. *Permission of the instructor required.*

395 - INDEPENDENT STUDY - STAGE MANAGEMENT

Staff

Advanced practicum in play preparation and oversight responsibility for mainstage or 2nd stage production, including rehearsal assistance, promptbook preparation, backstage communications and performance management. *Permission of the instructor required.*

396 - INDEPENDENT STUDY - PLAYWRITING

Staff

Topics normally involve writing exercises and a fully-developed original play script. *Permission of the instructor required.*

397 - INDEPENDENT STUDY - PRODUCTION MANAGEMENT AND
ADVANCED DESIGN

Staff

399 - ADMINISTRATION OF THE NOT-FOR-PROFIT ARTS ORGANIZATION

Staff

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. *Meets for extra hours; please consult with the 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. *Permission of the instructor required.*

435 - ADVANCED SCENE DESIGN

Gardner

Advanced study of the design and implementation of scenic design for the stage. Continuation of principles covered in THE 335, with special emphasis on multi-scene solutions for specific plays. Process work, including research and play analysis, will be emphasized. Rendering techniques will include scale models and computer graphics. THE 250 is highly recommended but not required. *Prerequisite: THE 335 (Additional lab hours required.)*

- 436 - LIGHTING DESIGN AND TECHNICAL PRODUCTION Gardner, Staff
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 335*
- 445 - ACTING III Costa, Sutch
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. *Prerequisite: Theatre 245 and 345*
- 455 - DIRECTING II Costa, Sutch
Study and employment of directing principles, culminating in presentation. Each student will direct a one-act play for the Studio Theatre Series. *Prerequisite: Theatre 355 (Spring)*
- 486 - VOICE AND MOVEMENT FOR THE ACTOR II Sutch
Advanced study of vocal technique and movement analysis for the actor. Provides an in-depth analysis of individual habits and fosters healthy expansion of movement vocabulary and vocal production. *Prerequisite: Theatre 245 and 386 (Meets for extra hours; please consult with the instructor.)*
- 499 - HONORS TUTORIAL AND THESIS Green
Required for graduation with honors in Theatre. For Theatre majors only with a 3.5 GPA in the theatre major and an overall GPA of 3.2. *Prerequisite: Approval of thesis proposal by May 1st of the previous academic year.*

WRITING

Writing Program

Director: Professor Hillard

The Writing Program supports students who produce academic writing at Davidson and the faculty who teach its practices throughout the curriculum. The Program sponsors writing in a variety of styles, genres, and disciplinary contexts across the college, which values writing as a core feature of undergraduates' intellectual lives. The Program's mission is to promote a robust rhetorical culture at Davidson by:

- offering students practice in analysis, intellectual argument, and other forms of writing associated with civic and scholarly publics
- fostering effective and innovative methods for teaching writing in the liberal arts
- guiding students in research practices and writerly ethics, with an emphasis on making fair and effective use of the work of others
- regularly assessing students' work as writers

The Composition Requirement: The Davidson College faculty believes that a strong liberal arts education requires significant practice in critical thinking, writing, and discussion. Regardless of major or eventual career choice, Davidson College graduates should be able to make sophisticated arguments about complex intellectual issues, and to do so with rhetorical power and clarity. To this end, each first-year student must pass a course which focuses on the techniques for producing effective academic and intellectual writing.

There are two ways to meet this Composition requirement:

1. Successful completion of a WRI 101 course, taught by faculty from across the college. WRI 101 courses are offered in both Fall and Spring semesters. WRI 101 course descriptions, guidelines for choosing a WRI 101 course, and information about the course goals are available on the Writing Program web site.
2. Successful completion of both Humanities 150 and 151. For more information about these courses, please consult the Humanities Program materials.

101 - WRITING IN THE LIBERAL ARTS

WRI 101 helps students develop the skills of writing in the liberal arts: critical analysis of texts; exploration of and deliberation about public and intellectual issues; familiarity with research strategies; understanding the conventions for using with integrity the work of others; and crafting of inventive, correct, and rhetorically sophisticated prose. The subjects for writing in the course vary by instructor. For any semester, descriptions will be available on the college's Writing Program web site.

CONCENTRATIONS

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

Social Science Track

A student in the social science track whose major is mathematics must include at least one elective from a department other than mathematics.

1. One course selected from:
 - MAT 140 (137) - Multivariable Calculus and Modeling
 - MAT 160 (135) - Calculus III
2. One course selected from:
 - MAT 210 - Mathematical Modeling
 - MAT 235 - Differential Equations
3. One course selected from:
 - MAT 110 - Finite Mathematics
 - MAT 150 - Linear Algebra
4. One course selected from:
 - ECO 105 - Statistics
 - PSY 310 - Psychological Research-Design and Analysis
 - SOC 260 - Social Statistics
5. Two electives selected from:
 - ECO 205 - Basic Econometrics
 - ECO 236 - Economic Growth and Sustainable Development
 - ECO 315 - Mathematical Economics
 - ECO 317 - Econometrics
 - ECO 319 - Game Theory and Strategic Behavior
 - ECO 338 - International Finance
 - MAT 140 (137) - Multivariable Calculus and Modeling
 - MAT 210 - Mathematical Modeling
 - MAT 235 - Differential Equations
 - PHI 210 - Games and Decisions

Natural Science Track

1. One course selected from:
 - MAT 140 (137) - Multivariable Calculus and Modeling
 - MAT 160 (135) - Calculus III
2. Linear Algebra
 - MAT 150 - Linear Algebra
3. Physics - Two Courses
 - PHY 130, 230 - General Physics with Calculus
(Two courses)
4. One course selected from:
 - MAT 235 - Differential Equations
 - PHY 201 - Mathematical Methods for Scientists
5. One elective selected from:
 - BIO 310 - Bioinformatics (= CSC 310)
 - BIO 341 - Biostatistics and Experimental Design
 - CHE 351 - Physical Chemistry: Thermodynamics
 - CHE 352 - Physical Chemistry: Kinetics and Quantum Mechanics
 - CHE 401 - Inorganic Chemistry
 - CSC 200 - Computational Physics (= PHY 200)
 - CSC 315 (CSC 325) - Numerical Analysis (= MAT 315)
 - MAT 210 - Mathematical Modeling
 - MAT 235 - Differential Equations
 - MAT 315 (CSC 325) - Numerical Analysis
 - PHY 200 - Computational Physics (= CSC 200)
 - PHY 310 - Electronics and Instrumentation
 - PHY 330 - Intermediate Mechanics
 - PHY 350 - Electricity and Magnetism
 - PHY 360 - Quantum Mechanics I
 - PHY 400 - Statistical and Thermal Physics

Additional Information

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

The Asian Studies Concentration provides students with a coherent, interdisciplinary introduction to the history, cultures, economics, 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:
 - CHI 120 - Introduction to Modern Chinese Culture
 - HIS 171 - India
 - HIS 175 - Islamic Civilization and the Middle East, 600-1500
 - HIS 176 - Islamic Civilization and the Middle East since 1500
 - HIS 183 - East Asian History until 1600
 - HIS 184 - East Asian History, 1600 to the Present
2. Completion of five other courses in Asian Studies.
(Check with the current faculty liaison for a list of eligible courses.)
3. 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.

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. Fuji Lozada. 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 substitutions 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.

BIOCHEMISTRY CONCENTRATION

Biochemistry uses the principles of chemistry to explain biology at the molecular level and presents concepts fundamental to all living organisms. The Biochemistry concentration enables students to study formally this intriguing and multidisciplinary field. The concentration features two entry tracts, through BIO 303 or CHE 361. These introductory courses provide a basic understanding of Biochemistry, which is then extended through a number of diverse interdisciplinary opportunities. The concentration is crowned by an advanced seminar capstone course.

Requirements

The biochemistry concentration requires a grade of "C" or higher in six courses. No courses counting for the concentration may be taken pass/fail. Only three of these courses may count both for the concentration and a student's major. A maximum of one transfer credit may be applied to the concentration, if approved by the advisers.

1. One of the following introductory courses is required:

BIO 303 - Biochemistry

OR

CHE 361 - Biological Chemistry

2. Four electives from the following list are required.

At least one course must be from Biology and one from Chemistry; no more than two can be from the same department.

BIO 301 - Genetics

BIO 304 - Molecular Biology

BIO 307 - Immunology

BIO 308 - Cell Biology

BIO 309 - Genomics, Proteomics, and Systems Biology

BIO 333 - Cellular and Molecular Neuroscience

BIO 343 - Laboratory Methods in Genomics

CHE 301 - Chemistry of Natural Products

CHE 303 - Bioorganic Chemistry

CHE 306 - Biophysical Chemistry

CHE 308 - Chemistry of Biomedical Polymers

CHE 309 - Medicinal Chemistry

CHE 351 - Physical Chemistry: Thermodynamics

CHE 371 - Analytical Chemistry

MAT 210 - Mathematical Modeling

PHY 201 - Mathematical Methods for Scientists

PHY 310 - Electronics and Instrumentation

CHE 396 - Laboratory Research I

Or one semester of another approved independent study/research course on a biochemically-related topic (e.g, BIO 371, PSY 400, etc.)

PSY 284 - Drugs and Behavior

OR

PSY 302 - Psychological Research-Behavioral Pharmacology

Either PSY 284 or PSY 302 but not both.

3. The following capstone course is required:
 CHE 450 - Advanced Seminar in Biochemistry
OR
 BIO 450 - Advanced Seminar in Biochemistry

Application Procedure

Students interested in pursuing the Biochemistry concentration must contact one of the three primary faculty liaisons (Pam Hay, Jeffrey Myers or Sophia Sarafova) to discuss the curriculum. To apply, submit a written letter of application of one of the primary faculty liaisons, preferably no later than the last day of the spring term of the junior year. The letter needs to specify the courses that will be used to satisfy the concentration requirements. Certification of completion of all requirements is made by the Registrar following recommendation by the Biochemistry Advisory Committee.

COMMUNICATION STUDIES CONCENTRATION

A presidential debate. A conversation between friends. An episode of *CSI*. An American negotiating Paris, or Madrid, or Dubai. All are examples of the process of communication, in which people create messages through which they seek to share meaning. Communication Studies at Davidson explores the basic concepts of communication in a variety of contexts, whether individuals talking one on one or organizations creating messages for millions. From the classical wisdom of the ancient Greeks to the cutting-edge insights of contemporary scholars, Communication Studies explores the elements of the communication process, the options in assessing them, the significance of selections among those alternatives, and the ample opportunities for misunderstanding and disagreement.

Students interested in the Communication Studies concentration should enroll in COM 201: Introduction to Communication Studies *as soon as possible*, to gain an overview of the basic concepts of communication and the contexts in which it occurs. Then students should take COM 101: Principles of Oral Communication, to understand theories of effective speaking in practice; and select *three* courses from one of the three tracks:

1. *Interpersonal communication*, which examines how meaning develops in messages within personal relationships, small groups, and organizational contexts, as well as within and across cultures;
2. *Public communication*, which examines how meaning develops in messages in a variety of public forums, with attention to rhetorical analysis and such intentional efforts to influence audiences as persuasion, social movements, and political communication; and
3. *Mass communication*, which examines how meaning develops in messages in the mass media, including the history of mass media, the critical analysis of media, and how media shape the communication process.

The capstone course for second semester senior year, COM 495: Communication Theory and Research, examines how theories of communication frame questions and enable the discovery of answers. The course culminates in a major project bringing together a variety of theoretical perspectives.

Requirements

The concentration in Communication Studies requires six courses, including the following three:

COM 101 - Principles of Oral Communication

COM 201 - Introduction to Communication Studies

Should be taken by end of junior year.

COM 495 - Communication Theory and Research

Ordinarily taken senior year.

Tracks:

Select three courses in one of the following tracks, from at least two different departments. At least two should be completed before enrolling in COM 495.

Interpersonal/Intercultural Communication

Examines how meaning develops in messages within personal relationships, small groups, and organizational contexts, as well as within and across cultures.

ANT 205 - Ethnic Relations

ANT 343 - Gender, Power, and Culture

HIS 364 - Gender and History in Latin America

PSY 232 - Social Psychology

PSY 260 - Organizational Development

SOC 205 - Racial and Ethnic Relations

SOC 217 - Gender and Society

SOC 231 - Leadership & Organizations

Public Communication/Rhetoric

Examines how meaning develops in messages in a variety of public forums, with attention to rhetorical analysis and such intentional efforts to influence audiences as persuasion, social movements, and political communication.

ANT 310 - Politics, Society, and Culture

ENG 310 - The English Language

ENG 389 - Studies in Literature and the Environment

HIS 448 - The 1950s: A Critical Decade

PHI 102 - Reason and Argument

POL 312 - The Presidency

POL 318 - Campaign Strategy

POL 319 - Public Opinion

THE 362 - Theatre and Social Change

Mass Communication

Examines how meaning develops in messages in the mass media, including the history of mass media, the critical analysis of media, and how media shape the communication process.

CIS 220 - Introduction to Film and Media Studies

CIS 321 - Interactive Digital Narratives

ENG 293 - Film as Narrative Art

ENG 393 - Studies in Literature and the Visual Arts

HIS 255 - American Popular Culture

HIS 448 - The 1950s: A Critical Decade
HIS 451 - African American Cultural History
MUS 228 - Film Music
POL 111 - American Politics
POL 326 - Politics and Film

COM 390: Special Topics in Communication Studies and COM 395: Independent Study may count toward any of the above tracks, as appropriate.

Additional Information

Students interested in the Communication Studies concentration should enroll in COM 201: Introduction to Communication Studies as soon as possible; COM 101 is not a prerequisite. The list of electives in each track is as complete as possible, but not exhaustive. Given the changing nature of course offerings, students should check with the faculty liaison for the most recent list of electives for the Communication Studies concentration when planning a program of study. If students have a question about when a particular elective will be offered next, please consult the department offering that course. COM 390: Special Topics in Communication Studies and COM 395: Independent Study may count toward any of the above tracks, as appropriate.

No more than two courses in the concentration may also be in the student's major field of study. Only one course may be transferred from another institution. Only one independent study may be included in the concentration. No courses taken pass/fail may be applied to the concentration. A grade of "C" or higher must be earned in all courses applied towards the concentration.

Application Procedure

The Communication Studies concentration is administered by the Communication Studies Advisory Committee. The faculty liaison is Dr. Kathleen J. Turner. Students interested in pursuing the Communication Studies concentration should contact the faculty liaison as early as possible to discuss curricular options. A student must submit a written application by the last day of classes in the fall of the junior year to the Communication Studies Advisory Committee. The application will specify the courses to be used to satisfy the concentration requirements. If one of the proposed electives is an independent study, the students 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 Communication 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 of the following courses:

CSC 121 - Programming and Problem Solving

OR

CSC 200 - Computational Physics (= PHY 200)

2. Data Structures
CSC 221 (231) - Data Structures
3. Discrete Methods
MAT 220 (221) - Combinatorics and Graph Theory
4. Two courses chosen from:
CSC 315 (CSC 325) - Numerical Analysis (= MAT 315)
CSC 321 (331) - Analysis of Algorithms
CSC 322 - Programming Languages
CSC 324 - Theory of Computation
PHY 310 - Electronics and Instrumentation
5. One elective course:
One additional course listed in Requirement 4, or an approved independent study or seminar at the 300- or 400-level (normally CSC 381-389, CSC 481-489, CSC 395, CSC 396, CSC/PHY 397, CSC 495, or CSC 496),

OR

CSC 310 - Bioinformatics

Additional Information

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 Science Building and the Genomics, Applied Mathematics, and Computer Science laboratory in Chambers provide high-powered computing environments for students in advanced computer science courses. Students wishing to balance their academic experience in the Computer Science Concentration with more practical experience in computing are encouraged to investigate an outside internship, for example, with Davidson's Information Technology Services.

Application Procedure:

The faculty liaison is Dr. Michael Mossinghoff, representing the Computer Science Advisory Committee. 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 (licensure) track leading to North Carolina Teaching Licensure in Biology, 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, German, Music, Russian, Theatre).

Requirements:

Licensure Track

Students should meet with the Chair of the Education Department to plan their schedules.

1. Before the final semester of the senior year, three courses with a grade of "C" or higher:
 - EDU 121 - History of Educational Theory and Practice
 - EDU 242 - Educational Psychology and Teaching Exceptionalities
 - and one of the following:**
 - EDU 240 - Reading, 'Riting, and Race: The Racial Achievement Gap
 - EDU 250 - Multicultural Education
 - EDU 260 - Social Diversity and Inequality in Education (=SOC 261)
2. Prior to student-teaching
 - a. achieve designated minimum scores on the Praxis I series or minimum scores on the SAT,
 - b. provide recommendations from the Dean of Students, the departmental advisor, and one other faculty member regarding the student's interest and suitability for teaching.
3. In the final semester of the senior year complete the student teaching block by taking the following courses concurrently:
 - EDU 400 - Organization for Teaching
 - EDU 410, 411 - Internship in Teaching
 - EDU 420 - Seminar in Secondary Education

Interdisciplinary Track

Completion of six courses with a grade of "C" or higher: two required and four elective. No more than two courses from student's major.

1. Theory
 - EDU 121 - History of Educational Theory and Practice
2. Field Placement
 - EDU 302 - Field Placement in Education
 - in the final semester;**
3. Elective (At least 1 course from the following group.)
 - EDU 241 - Child Development (= PSY 241)
 - EDU 242 - Educational Psychology and Teaching Exceptionalities
 - EDU 243 - Adolescent Development (= PSY 243)
 - PSY 276 - Cognitive Psychology
4. Elective (At least 1 course from the following group.)
 - EDU 221 - Schools and Society
 - EDU 240 - Reading, 'Riting, and Race: The Racial Achievement Gap
 - EDU 250 - Multicultural Education
 - EDU 260 - Social Diversity and Inequality in Education (=SOC 261)
 - EDU 300 - Seminar: Special Topics in Education
 - EDU 301 - Independent Study in Education

EDU 330 - Sociology of Education

ENG 231 - Young Adult Literature

5. Elective (1 course)

A 300- or 400-level course (other than an independent study) outside the departments of Education and Psychology that would be particularly valuable to students as a teacher. In order to count this course toward the concentration, students must submit an essay to the Chair of the Department of Education, demonstrating an intellectual link between this course and educational studies.

Application Procedure

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.

ENVIRONMENTAL STUDIES CONCENTRATION

In recent decades, issues related to the environment have emerged as key concerns at local, national, and international levels. The Environmental Studies Concentration is designed to give students a broad exposure to a range of environmental issues and to provide multidisciplinary and interdisciplinary approaches to understanding the complexity of factors that affect the environment and our understanding of it.

Requirements

1. Completion of six courses to include:

- a. CIS 171 - Introduction to Environmental Studies
Students interested in declaring the Environmental Studies concentration should complete CIS 171 by the end of the sophomore year.

- b. One approved course in the natural sciences:

BIO 102 - Special Topics in Biology I

Topic subject to approval by the Environmental Studies Concentration faculty liaison.

BIO 107 - Special Topics in Biology II

Topic subject to approval by the Environmental Studies Concentration faculty liaison.

BIO 321 - Ecology

CHE 103 - Topics in Chemistry

Topic subject to approval by the Environmental Studies Concentration faculty liaison.

CHE 107 - Chemistry of the Environment

CHE 304 - Topics in Environmental and Green Chemistry

PHY 103 - Physics of the Environment

Or another science course approved by the Environmental Studies Concentration faculty liaison.

- c. One approved course in the social sciences:
- ANT 271 - Human Ecology
 - ANT 325 - Environment, Economy, & Culture
 - ANT 360 - Anthropology of Development and Environmental Sustainability
 - ECO 226 - Environmental and Natural Resource Economics
 - ECO 236 - Economic Growth and Sustainable Development
 - HIS 244 - Settlement of the American West, 1800-1900
 - HIS 246 - Fires, Famines, and Floods: Environmental Disasters in U.S. History
- Or another social science course approved by the Environmental Studies Concentration faculty liaison.**
- d. One approved course in the humanities:
- ART 230 - Earth Art—From Lascaux to Lutyens
 - ENG 389 - Studies in Literature and the Environment
 - PHI 140 - Environmental Ethics
 - REL 247 - Food in Religious Perspective
 - REL 248 - Christianity and Nature
- Or another humanities course approved by the Environmental Studies Concentration faculty liaison.**
- e. One elective course: either a second course from one of the lists above, or another course approved by the Environmental Studies Concentration faculty liaison. Examples of relevant courses include:
- ANT 261 - Science, Religion, and Society
 - BIO 316 - Botany
 - BIO 317 - Entomology
 - BIO 381, 382, 383, 384 - Courses in Environmental Field Studies
- For a list of approved elective courses, please contact the Environmental Studies Concentration faculty liaison.**
- f. CIS 472 - Environmental Studies Capstone
2. In order for any additional course to be considered for the concentration, at least 50% of its content must pertain to the environment. Methodology courses that do not focus on environmental topics are not eligible for this requirement.
 3. No more than one course may count toward both the student's major and the concentration.
 4. In addition to CIS 171, only two other courses at the 100 level may count toward the concentration, and these two courses must be from two different departments.
 5. A grade of C- or higher is required in all courses applied toward the concentration.
 6. No course applied toward the concentration may be taken pass/fail. (Exceptions: students who have passed CIS 171 in Fall 2007; and courses taken away from Davidson that do not receive letter grades.)
 7. No more than two courses taken away from Davidson may count toward the concentration, and these courses must be approved by the Environmental Studies Concentration faculty liaison. BIO 381-385 count as courses taken away from Davidson.

Application Procedure:

The Environmental Studies Concentration is administered by the Environmental Studies Advisory Committee. The faculty liaison is Dr. Annie Ingram. Students should submit a written application to the Environmental Studies Advisory Committee during the sophomore year, as earlier application increases the opportunity for coherence and flexibility in planning the applicant's course of study. The deadline for declaring the concentration is March 15 of the junior year. The application form is available from the Environmental Studies Concentration faculty liaison and the concentration website. Certification of completion of all the requirements for the concentration is made by the Registrar upon the recommendation of the Environmental Studies Advisory Committee.

ETHNIC STUDIES CONCENTRATION

The Ethnic Studies Concentration provides students with an understanding of the forces that have made African Americans, Native Americans, and Latinos integral, and yet distinct, groups in American society. This interdisciplinary course of study, offered by departments in the humanities and social sciences, introduces analytical skills that are required to understand the cultural, economic and political factors, both historical and modern, that have shaped these ethnic groups.

The inclusion of theories of ethnicity and race assists students in developing the critical tools necessary to understand and evaluate issues of democracy and cultural pluralism in a complex country and world. The concentration also encourages comparative study of ethnicity, thus emphasizing that the study of ethnic identity and relations is a part of understanding the human experience.

1. Completion of six courses to include:
 - a. Ethnic Relations Course
 - ANT 205 - Ethnic Relations
 - SOC 205 - Racial and Ethnic Relations
 - b. Track Selection

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 222 - African Civilizations
- ANT 232 - Contemporary Ghanaian Society and Culture
- EDU 240 - Reading, Writing, and Race: The Racial Achievement Gap
- ENG 282 - African American Literature
- ENG 297 - Caribbean Literature
- FRE 322 - North Africa in Novel and Film
- FRE 361 - Francophone Africa and the Caribbean
- FRE 362 - Maghreb: Francophone Authors
- HIS 302 - African American History to 1877
- HIS 303 - African American History since 1877
- HIS 350 - African American Intellectual History
- HIS 357 - The Civil Rights Movement in the United States

- HIS 440 - Slavery in the Americas
- HIS 451 - African American Cultural History
- MUS 232 - Jazz
- POL 240 - Politics of Africa
- REL 261 - African American Religious Traditions
- SOC 105 - Topics in Race and Religion

Native American Track

- ANT 251 - Mesoamerican Civilizations
- ANT 354 - Art and Writing of the Ancient Maya
- ANT 356 - Art, Myth, and History of Ancient Central Mexico
- ENG 286 - Native American Literature
- HIS 441 - Natives and Newcomers in Early America

Latin American Track

- ANT 253 - Latin American Society and Culture Today
- ENG 297 - Caribbean Literature
- HIS 163 - Latin America, 1825 to Present
- HIS 264 - Rebellion and Revolution in Latin America
- HIS 365 - Issues in Latin American History
- HIS 464 - Religion and Social Change in Latin America
- HIS 465 - Colonialism and Imagination in Early Latin America
- MUS 241 - Music of Latin America
- POL 233 - Politics of the Americas
- POL 345 - Evolution and Practice of U.S. Policy in the Americas
- POL 360 - The Latin American Political Novel
- SPA 244 - U.S. Latino Literature in English
- SPA 270 - Introduction to Hispanic Literatures and Cultures
- SPA 341 - Latin American Literature II
- SPA 344 - Latino Culture in the U.S.
- SPA 346 - Latin American Theatre
- SPA 349 - Latin American Literature - Independent Study
- SPA 369 - Hispanic Cultures - Independent Study
- SPA 374 - Caribbean Peoples, Ideas, and Arts
- SPA 375 - Latin American Women Writers

- c. Choose one elective from the following
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
- EDU 250 - Multicultural Education
- EDU 260 - Social Diversity and Inequality in Education (=SOC 261)

ENG 281 - Literature of the American South
 ENG 284 - Ethnic American Literatures
 ENG 394 - Studies in Modern Literature
 HIS 340 - Colonial America
 HIS 343 - The Old South
 HIS 344 - The South since 1865
 MUS 141 - World Musics
 MUS 246 - Music of Brazil
 REL 252 - Prophetic Christianity in America
 SOC 310 - Gender, Race, and Sports
 SOC 312 - Gender, Race and Class in Media
 SOC 430 - Race and Religious Faith

d. Concentration Satisfaction

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

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.

3. A grade of "C" or higher is required in all courses applied toward the concentration.

4. Only one course in any track can be taken pass/fail, and this depends on GPA.

Application Procedure:

The Ethnic Studies Concentration is administered by the Ethnic Studies Advisory Committee. The faculty liaison is Dr. Nancy Fairley. Students must submit a written proposal to the Ethnic Studies faculty liaison 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 faculty liaison.

FILM AND MEDIA CONCENTRATION

The Film and Media Studies Concentration promotes the development of multimedia literacy among our students, providing an interdisciplinary understanding of the history, theory, language, and cultural aspects of film and other audio-visual media. Combining introductory and advanced courses in film and media studies with electives from the humanities and the social sciences, the concentration seeks to create critically sensitive readers of film and media while fostering insight into one of the principal forms of art and communication in the contemporary era. Courses incorporate aesthetic, thematic, and theoretical analysis and include a variety of national cinemas in addition to the Hollywood tradition, promoting the multicultural sensitivity

essential to mature world citizenship. Experience in film or video production helps to prepare students to function more effectively and participate more actively in the ever-developing multimedia culture of the 21st century.

Some departments offer seminars or permit independent studies in film and media. Check with the faculty liaison for specific approval (prior to enrollment) to include one of these in the concentration.

Requirements

1. Satisfactory completion of six courses to include:
 - CIS 220 - Introduction to Film and Media Studies
 - A 400-level seminar in Film and Media Studies approved by the concentration.**
 - Four electives selected from the following courses:**
 - ANT 372 - Visualizing Anthropology
 - CHI 207 - Engendering Chinese Cinema
 - CHI 405 - Seminar: Topics in Chinese Cinema and Modern Literature
 - CIS 321 - Interactive Digital Narratives
 - ENG 293 - Film as Narrative Art
 - ENG 393 - Studies in Literature and the Visual Arts
 - FRE 365 - Introduction to the History and Aesthetics of French Cinema
 - FRE 366 - Francophone Cinema: Africa Shoots Back
 - GER 241, 341 - Special Cultural Topics (in trans.)
 - Offered as "GER 341: Film Adaptation" in Fall 2010.**
 - GER 242 - Hollywood Alternatives, From Germany and Beyond (in trans.)
 - GER 336 - Memory on Film (in trans.)
 - MUS 228 - Film Music
 - MUS 383 - Herrmann & Hitchcock
 - SPA 352 - Contemporary Latin American Cinema
 - SPA 353 - Contemporary Spanish Film
2. No more than two production courses may be included in the concentration.
3. Only one independent study may be included in the concentration.
4. No more than two courses in the concentration may also be in the student's major field of study.
5. No more than two courses taken away from Davidson may be counted toward the concentration.
6. A grade of "C-" or higher must be earned in all graded courses applied toward the concentration.

Application Procedure

The Film and Media Studies Concentration is administered by the Film and Media Studies Advisory Committee. The faculty liaison is Dr. Maggie McCarthy. Students submit a written application to the Advisory Committee by the last day of the 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, 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 Film and Media 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 from:
 - ENG 295 - Women Writers
 - HIS 307 - American Women, 1840 to the Present
 - POL 215 - The Politics of Feminism
 - SOC 217 - Gender and Society
 - 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 343 - Gender, Power, and Culture
 - ART 222 - Painted Women, Women Painting
 - CHI 207 - Engendering Chinese Cinema
 - ECO 227 - Gender and Economics
 - ENG 261 - Modern Drama (= THE 261)
 - ENG 282 - African American Literature
 - ENG 392 - Studies in Literature by Women
 - FRE 223 - Childhood and Youth
 - FRE 320 - Adultery in Novel and Film
 - HIS 225 - Women and Work: Gender and Society in Britain, 1700-1918
 - HIS 228 - The Modern Body: Gender, Sex, and Politics in France
 - HIS 336 - European Women and Gender, 1650-Present
 - HIS 364 - Gender and History in Latin America
 - HIS 422 - Gender in Early Modern Europe (C. 15th-18th Centuries)
 - POL 205 - Family and Justice
 - 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
 - REL 365 - Women in American Religion
 - SOC 246 - American Families

SOC 310 - Gender, Race, and Sports

SPA 375 - Latin American Women Writers

2. A maximum of one elective may be an independent study, tutorial or practicum.
3. Only two courses in the concentration may be in the student's major field of study.
4. A grade of "C-" or higher is required in all courses applied toward the concentration.

Additional Information

The above list, while as complete as possible, is not exhaustive. Every semester, as new courses are developed and extant courses are revised, there are often courses not on this list which can be approved as electives for the Gender Studies Concentration. In addition, many departments offer special topics courses that can be approved as electives for the Gender Studies Concentration. Please check with the faculty liaison or visit <http://www3.davidson.edu/cms/x18484.xml> for the most current, complete listing of approved electives when planning course selection. If there is a course for which you would like to request Gender Studies credit that is not listed, please check with the faculty liaison. If there is a question about when a particular elective will next be offered, please consult the department offering that course.

Application Procedure

The faculty liaison is Dr. Ann Fox, representing the Gender Studies Advisory Committee. (Dr. Fox is on leave fall 2010; for queries during that semester, contact Dr. Maggie McCarthy). Students shall meet with the faculty liaison to declare the concentration by the last day of fall semester of the junior year. During this meeting, the student and faculty liaison will discuss 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 to the faculty liaison 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.

GENOMICS CONCENTRATION

In 1953, two young scientists published the structure of DNA, a Nobel Prize winning discovery that gave birth to the interdisciplinary field of genomics. Beginning in 1990, scientists around the world embarked upon the Human Genome Project, with the goal of determining the composition of the entire human genome. The project is now complete, but there is so much more to learn from the genome: how our bodies function, how to prevent diseases, what makes different species unique, and even how life evolved on earth.

To ensure that future scientists, physicians, and policymakers are prepared to take full advantage of the genomic revolution, the National Research Council (NRC) issued a report (Bio2010) calling upon academic institutions to alter the way undergraduates prepare for post-baccalaureate education. The genomics concentration fulfills NRC recommendations to provide undergraduates with a strong foundation in biological, mathematical, physical, and information sciences. The diverse academic background provided by this concentration in the context of a liberal arts education will help prepare students of all majors for exciting fields such as drug discovery, pharmaceutical industry, biomedical sciences, patent law, and ethics.

Requirements

The Genomics Concentration requires six courses that meet the criteria below, with no more than two courses “double counting” for the concentration and a student’s major. No more than three of these six courses may be listed under any single department or prefix (i.e., CSC). No more than one of these six courses can be taken pass/fail. A maximum of one transfer course credit can be applied towards the concentration if approved by the advisors.

1. Three required courses
 - BIO 309 - Genomics, Proteomics, and Systems Biology
 - BIO 343 - Laboratory Methods in Genomics
 - or pre-approved independent study or group investigation**
 - CSC 310 - Bioinformatics (= BIO 310)
2. Three courses from the list below, or approved independent studies and group investigations. However, no more than two of these three courses can come from a single course prefix (department or CSC). The purpose of the requirement is to foster additional diversity in a student’s curriculum. Because of their similarity, either CSC 121 or PHY 200 can be applied towards the concentration, but not both.
 - BIO 301 - Genetics
 - BIO 302 - Microbiology
 - BIO 303 - Biochemistry
 - BIO 304 - Molecular Biology
 - BIO 306 - Developmental Biology
 - BIO 308 - Cell Biology
 - CHE 303 - Bioorganic Chemistry
 - CHE 306 - Biophysical Chemistry
 - CHE 309 - Medicinal Chemistry
 - CHE 361 - Biological Chemistry
 - CHE 371 - Analytical Chemistry
 - CHE 450 - Advanced Seminar in Biochemistry
 - CSC 121 - Programming and Problem Solving
 - CSC 221 (231) - Data Structures
 - CSC 321 (331) - Analysis of Algorithms
 - CSC 322 - Programming Languages (or CSC 323)
 - MAT 210 - Mathematical Modeling
 - MAT 220 (221) - Combinatorics and Graph Theory
 - MAT 235 - Differential Equations
 - MAT 340 - Probability
 - MAT 341 - Mathematical Statistics
 - MAT 360 - Topology
 - PHY 200 - Computational Physics (= CSC 200)
 - PHY 201 - Mathematical Methods for Scientists
 - PHY 310 - Electronics and Instrumentation
 - PSY 276 - Cognitive Psychology
 - PSY 282 - Learning
 - PSY 284 - Drugs and Behavior

- PSY 301 - Psychological Research-Perception and Attention
- PSY 302 - Psychological Research-Behavioral Pharmacology
- PSY 303 - Psychological Research-Behavioral Neuroscience (= BIO 331)
- PSY 304 - Psychological Research-Memory
- PSY 310 - Psychological Research-Design and Analysis
- PSY 324 - Functional Neuroanatomy (= BIO 332)

Application Procedure

Students interested in pursuing the Genomics Concentration should contact one of the two primary advisors (Drs. Malcolm Campbell and Laurie Heyer) as early as possible to discuss curriculum options. Those who decide to pursue the concentration must submit a written application to either of the primary genomics advisors no later than the last day of the spring term in their junior year. Certification of completion of all requirements for the concentration is made by the Registrar upon the recommendation of the Genomics 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 available from the faculty liaison.
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. Students should consult the chair of the relevant department or the director of SILP prior to submitting applications.
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. *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. Homer Sutton. Students shall submit a written application 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

The Medical Humanities concentration promotes an interdisciplinary understanding of health 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. The concentration helps students to grasp how legal, economic, and political institutions influence the production, distribution and delivery of health care services. It also provides students with the analytical and ethical skills necessary to apply the principles of scientific integrity in biomedical research.

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 trade-offs 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 in biomedical research.

Requirements

1. PHI 130 - Medical Ethics
2. CIS 391 - Research Ethics
3. Four Electives selected from
Students are strongly encouraged to take one class that offers an applied experience in a health care setting.
CIS 380 - Issues in Medicine
CIS 390 - Health Care Ethics
4. Elective considerations for the pre-med track
BIO 361-367 - Seminar
CIS 381 - Health Regulation and Public Policy
CIS 397 - Future of American Health Care
ECO 122 - Introduction to Health Care Economics
ECO 222 - Health Economics
REL 256 - Religion, Ethics, and Medicine
CIS 392 - Introduction to Epidemiology

5. Elective considerations for the population health track
 - ANT 340 - Medical Anthropology
 - BIO 102 - Special Topics in Biology I
 - Topic requires approval from the Medical Humanities Director.**
 - HIS 472 - Law, Justice, and Human Rights in China
 - SOC 360 - Medical Sociology
 - SOU 385 - Public Health in India
 - CIS 470 - Global Health Ethics

6. Additional electives
 - BIO 310 - Bioinformatics (= CSC 310)
 - ENG 110 - Introduction to Literature
 - ENG 400-494 - Seminars
 - Seminar requires approval of the Medical Humanities Director**
 - PHI 230 - Philosophy of Medicine
 - PSY 245 - Psychology of Aging
 - PSY 303 - Psychological Research-Behavioral Neuroscience (= BIO 331)
 - REL 155 - Issues in Religion and Science
 - REL 257 - Death, Dying, and the Afterlife

Application Procedure

Interested students should complete the application and submit it to the Assistant in Preyer 105. Applications are accepted year round among students interested in pursuing the Medical Humanities concentration. The application will be reviewed by the Medical Humanities faculty, followed by a meeting with the Director or Associate Director. This meeting will give students a chance to meet the Medical Humanities faculty, identify relevant coursework tailored to their major, and ask questions about the concentration.

Additional Information

Students are invited to suggest courses for their concentration that are consistent with the purpose of the concentration and their major. Permission must be obtained by the Director or Associate Director of Medical Humanities

NEUROSCIENCE CONCENTRATION

Life scientists have come to recognize that an 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

- a. PSY 303 - Psychological Research-Behavioral Neuroscience (= BIO 331)
- b. Students must take at least one of the following two courses. Taking both is highly recommended; if both are taken one may be considered as an elective toward the concentration.

BIO 333 - Cellular and Molecular Neuroscience

OR

PSY 324 - Functional Neuroanatomy (= BIO 332)

2. Electives

At least three 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 309 - Genomics, Proteomics, and Systems Biology

BIO 310 - Bioinformatics (= CSC 310)

BIO 311 - Comparative Anatomy

BIO 312 - Animal Physiology

BIO 323 - Animal Behavior (= PSY 323)

BIO 341 - Biostatistics and Experimental Design

BIO 351-359 - Group Investigations

BIO 361-367 - Seminar

BIO 371, 372, 373 - Research/Independent Study

CHE 303 - Bioorganic Chemistry

CHE 306 - Biophysical Chemistry

CHE 308 - Chemistry of Biomedical Polymers

CHE 309 - Medicinal Chemistry

CHE 361 - Biological Chemistry

MAT 210 - Mathematical Modeling

PHI 130 - Medical Ethics

PHI 217 - Philosophy of Mind

PSY 195 - Independent Study

PSY 231 - Abnormal Psychology

PSY 276 - Cognitive Psychology

PSY 282 - Learning

PSY 284 - Drugs and Behavior

PSY 301 - Psychological Research-Perception and Attention

PSY 302 - Psychological Research-Behavioral Pharmacology

PSY 304 - Psychological Research-Memory

PSY 305 - Psychological Research-Learning
PSY 310 - Psychological Research-Design and Analysis
PSY 330-349 - Tutorial
PSY 350-380 - Advanced Seminars in Psychology

Additional Information

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 junior 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.

OFFICIAL RECORD, 2009-10

THE BOARD OF TRUSTEES (As of January 2010)

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, five 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, and the President of the College.

- | | |
|--|----------------------------|
| Mackey J. McDonald, Chair
Retired Chairman, VF Corporation | Greensboro, North Carolina |
| Amelia C. Taylor, Vice Chair
Homemaker | Wilmington, North Carolina |
| William L. Rikard, Secretary
Partner/Attorney, Parker, Poe, Adams and Bernskin | Charlotte, North Carolina |
| Robert J. Abernethy, President, American Standard Development Company – Redondo Beach, California | |
| Carlos E. Alvarez, Chief Executive Officer, The Gambrinus Company – San Antonio, Texas | |
| Robert L. Avinger, Jr., Retired Chairman, OPT Capital, LLC – Davidson, North Carolina | |
| Kristin Hills Bradberry, Endowment Campaign Director, Arts & Science Council – Charlotte, North Carolina | |
| F. Cooper Brantley, Attorney, Nexsen, Pruet, Adams and Kleemeir – Greensboro, North Carolina | |
| Ann Hayes Browning, Project Director, The Carolina Thread Trail – Charlotte, North Carolina | |
| M. Erwin Carter, President, Newbold Corporation – Lithonia, Georgia | |
| John W. Chidsey, III, Chief Executive Officer, Burger King Corporation – Miami, Florida | |
| Robert B. Cordle, Attorney, Mayor, Brown, Rowe and Maw – Charlotte, North Carolina | |
| Howard W. Covington, Jr., Partner, Covington/Tutman Properties – Greenville, South Carolina | |
| Edward Rhyne Davis, Owner, S & D Coffee – Charlotte, North Carolina | |
| C. Edward Dobbs, Partner/Attorney, Parker, Hudson, Rainer and Dobbs – Atlanta, Georgia | |
| Robert E. Dunham, Pastor, University Presbyterian Church – Chapel Hill, North Carolina | |
| Elisabeth C. Ervin, Retired Educator, Community Leader – Morganton, North Carolina | |

- Virginia Taylor Evans — Director of Christain Education, Second Presbyterian Church — Richmond, Virginia
- W. Wyche Fowler, Jr., President, Wyche Fowler International — Washington, D.C.
- Anthony R. Foxx, Mayor of Charlotte — Charlotte, North Carolina
- Earl J. Hesterberg, Chief Executive Officer, Group 1 Automotive — Houston, Texas
- R. Edward Kizer, Retired — Denver, North Carolina
- Anne Hurt Krieg, Homemaker, Community Volunteer — McLean, Virginia
- J. Gilmour Lake, Retired Former Owner and Chief Executive Officer, Computer Credit, Inc. — Winston-Salem, North Carolina
- S. Sherburne Laughlin, Assistant Professor and Director, Arts Management Program, American University — Bethesda, Maryland
- Paul R. Leonard, Jr., Chairman Emeritus, Habitat for Humanity International — Davidson, North Carolina
- Gary S. Long, President and Chief Operating Officer, BLM Partners — London, United Kingdom
- Elizabeth Brooks Mailander, Vice President Corporate Communications, Iridium Satellite — Arlington, Virginia
- Prem Manjooan, Senior Vice President, The Capital Group — Los Angeles, California
- Allison H. Mauzé, Retired Vice President, JP Morgan — Mill Valley, California
- Susan F. McAvoy, Director/Public Interest Advisor, Emory University School of Law — Atlanta, Georgia
- Robert J. Miller, Investment Management, Mohican Capital — Charlotte, North Carolina
- Calvin E. Murphy, North Carolina Superior Court Judge, Superior Court of North Carolina — Charlotte, North Carolina
- Marian M. Nisbet, President, Interiors Unlimited — Charlotte, North Carolina
- George D. Penick, Jr., Head of School, St. Andrews Episcopal — Ridgeland, Mississippi
- Patricia A. Rodgers, President & Chief Executive Officer, Rodgers Builders, Inc. — Charlotte, North Carolina
- Thomas W. Ross, President, Davidson College — Davidson, North Carolina
- Stephen L. Salyer, President and Chief Executive Officer, Salzburg Global Seminar — Silver Spring, Maryland
- E. Follin Smith, Director, Ryder Systems — Conestoga, Pennsylvania
- Arnold H. Snider, Retired General Partner, Deerfield Management — Princeton, New Jersey
- Laura M. Spangler, Pastor, Lloyd Presbyterian Church — Winston-Salem, North Carolina
- R. David Sprinkle, Retired President and Chief Executive Officer, The Todd Organization — Greensboro, North Carolina

Samuel V. Tallman, Retired Partner, Knight, Tallman & Co., LLC — Saint Petersburg, Florida

John B. Teague, Director, Bank of America — Charlotte, North Carolina

Todd S. Thomson, Founder & Chief Executive Officer, Headwaters Capital, LLC, Ripplewood Holdings, LLC — New York, New York

Lawrence H. Wilkinson, Chairman, Heming & Condell — San Francisco, California

Benjamin F. Williams, Jr. — Charlotte, North Carolina

Carolann C. Willingham, 401(K) Specialist, Fidelity Investments — Raleigh, North Carolina

Janet H. Wilson, Community Leader — Lenoir, North Carolina

NAMED PROFESSORSHIPS

Edward M. Armfield, Sr. Professorship—This professorship honors the memory of one of Davidson's most loyal alumni, Edward M. Armfield, Sr., Class of 1937, who served his alma mater as a member of the Board of Visitors, was an Alumni Association and Annual Fund volunteer, an inductee in the Athletic Hall of Fame and a recipient of the Distinguished Alumnus Award. Established by the foundation which bears his name, the Edward M. Armfield, Sr. Professorship recognizes excellence in teaching and scholarship, with a preference for a member of the Department of English.

Mary Reynolds Babcock Professorship—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 Visiting Professorship in Public Policy—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 in Natural Sciences—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—Established by The Brown Foundation of Houston, Texas in 1989 to expand the teaching of Asian studies at Davidson.

James W. Cannon Professorship—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.

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.

Lester D. Coltrane III Visiting Professorship in Religion—Established by the Charles A. Cannon Charitable Trust No. Three to recognize the longtime and diligent service to its Board of Lester D. “Bub” Coltrane III, Davidson College Class of 1940, this professorship is in support of the college’s Program for the Theological Exploration of Vocation.

Joel O. Conarroe Professorship—Established through the generosity of an anonymous donor, this professorship honors Joel O. Conarroe, Class of 1956, and President Emeritus of the Guggenheim Memorial Foundation.

Covington Visiting Professorship—Established in 1982 by Howard W. Covington, Class of 1937, this professorship brings exciting teachers to campus as visiting professors.

Craig Family Distinguished Professorship in Reformed Theology and Justice Ministry— This distinguished professorship was established by the Craig family in memory of the Reverend David Irvin Craig, Class of 1878, and the Reverend Carl Brackett Craig, Class of 1911, as well as to honor the children of Virginia K. and David E. Craig, Class of 1961, who attended Davidson: The Reverend Caroline Evelyn Craig, Class of 1988, and Carlton Scott Craig, Class of 1993, and his wife, Carol Hancock Craig, Class of 1992. The professorship will be held by a teacher who, by word and deed, encourages and inspires the moral and ethical choices that promote faithful stewardship of the environment and peace among all the world’s people. The holder of this professorship should be one who, by example, can teach and lead students in engaging the challenges that confront society today, with training and expertise in Christian Theology in general, and Reformed Theology, in particular.

John Crosland Professorship—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—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—Established in 1993 by Textron, Inc., to honor the service of its retiring chief executive officer and chairman of the board, Beverly F. Dolan, this professorship is for a member of the mathematics or physical science faculty.

James B. Duke Professorship—Established by gifts from The Duke Endowment, in response to the inauguration of the Dean Rusk Program in International Studies.

Paul B. Freeland Professorship—Created in 1981 through a bequest from Dr. Paul B. Freeland, Class of 1925, a minister from Crowley, Louisiana.

W. R. Grey Professorship—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.

Douglas C. Houchens Professorship—Established through the generosity of an anonymous donor to honor Douglas C. Houchens, Davidson College Professor of Art from 1953-1978.

Virginia Lasater Irvin Professorship—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.

Francis B. Kemp Visiting Professorship—Established by Bank of America in memory of Francis B. Kemp, Class of 1963, this professorship supports a visiting faculty member distinguished in his or her field.

William R. Kenan, Jr. Professorship—Created in 1968 and later augmented by the William R. Kenan Foundation.

John T. Kimbrough Professorship—Established in 1998 by gifts from his children, Lawrence M. Kimbrough, Class of 1963, Mary P. Kimbrough King, John T. Kimbrough, Jr., Class of 1958, and William A. Kimbrough, to honor John T. Kimbrough, Professor of Mathematics at Davidson College from 1928-1974.

L. Richardson King Professorship—Established by the Kimbrough and King families in honor of L. Richardson King, Class of 1959, and Richardson Professor of Mathematics from 1964-2002.

MacArthur Professorship—Established in 1981 by a gift from the John D. and Catherine T. MacArthur Foundation of Chicago, this rotating professorship helps bring promising young professors to Davidson.

Nancy and Erwin Maddrey Professorship—Established in 1993 by Davidson trustee E. Erwin Maddrey III, Class of 1963, and his wife Nancy Burgess Maddrey.

James G. Martin, Jr. Professorship—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.

John and Ruth McGee Directorship of the Dean Rusk Program in International Studies—Established by the John F. and Ruth B. McGee Foundation of Charleston, West Virginia, to endow this joint faculty administrative position.

McGee Visiting Professorship in Creative Writing—Established by John F. McGee, Class of 1943, and his wife to bring gifted writers to campus as visiting professors. Josephine Humphreys, Al Young, Susan Allport, Karen Jones-Meadows, Peter Meinke, Sheri Reynolds, and Robert Morgan are among those who have visited Davidson as McGee Professors.

J. Estes Millner Professorship—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.

C. Louise Nelson Professorship—Established by Ross W. Manire, Class of 1974, and his wife Dee to recognize the dedication to teaching demonstrated by this member of the Davidson faculty who served the college from 1964-1988.

Leland M. Park Directorship of the Library—Established by Leland M. Park, Class of 1963 and Director of the Library from 1975-2006, this endowment provides support to those who follow him in this position of vital importance to the life of Davidson College.

Malcolm Overstreet Partin Professorship—Established by William N. Mathis, Class of 1988, to attract to Davidson talented young pre-tenured faculty members who demonstrate a love of classroom teaching, lectures meant to both educate and enthrall, and commitment to instill a lifelong devotion to learning as embodied by this Mary Reynolds Babcock Professor of History from 1968-2002.

Richardson Professorship—Established in 1962 in response to a challenge grant from the H. Smith Richardson Foundation.

Holmes Rolston III Professorship in Religion and Science—Established by Holmes Rolston III, Class of 1953 and recipient of the 2003 Templeton Prize for Progress Toward Research or Discoveries About Spiritual Realities, this chair explores in teaching, research, and scholarship the dialogue and interaction between religion and science.

James Sprunt Professorship of Bible and Philosophy—Established in 1925 by a bequest from this remarkable and erudite North Carolina businessman.

Samuel E. and Mary West Thatcher Professorship—Established by a bequest from Mary Thatcher and by gifts from John Thatcher, Class of 1948.

Todd and Melissa Thomson Professorship in Environmental Studies—Established by Todd S. and Melissa McKeithen Thomson, both of the Class of 1983, to attract to Davidson College an individual with a strong record and potential in environmental studies, with an emphasis on public policy.

Vail Professorship—Established by a gift from Foster and Mary McGaw in 1977, in honor of James D. Vail III, Mrs. McGaw'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—Established in 1991 through gifts from Mr. and Mrs. Wayne M. Watson, parents of Bryna Watson, Class of 1982.

William H. Williamson Professorship—Created in 1926 through a trust fund left by William Holt Williamson, Class of 1886.

RETIRED FACULTY (as of August 1, 2009)

-
- Samuel Reid Spencer, Jr., President Emeritus of the College and Professor Emeritus of History (1951, 1983)
 A.B. (Davidson), M.A., Ph.D. (Harvard), L.L.D. (Davidson),
 L.H.D. (Oglethorpe, Queens, Bridgewater, Marymount, Hollins, Mary Baldwin),
 Litt.D. (Washington and Lee)
- John W. Kuykendall, President Emeritus of the College and Samuel E. and Mary W. Thatcher Professor Emeritus of Religion (1984, 2003)
 B.A. (Davidson), B.D. (Union Seminary-Richmond), S.T.M. (Yale), M.A.,
 Ph.D. (Princeton), D.D. (Hanover), L.H.D. (Wofford), Litt. D. (Davidson)
- Robert F. Vagt, President Emeritus of the College (1997, 2007)
 B.A. (Davidson), M.Div. (Duke), L.H.D. (Queens), L.L.D. (Davis & Elkins)
- Anthony S. Abbott, Charles A. Dana Professor Emeritus of English (1964, 2001)
 A.B. (Princeton), M.A., Ph.D. (Harvard)
- Horace Alden Bryan, Professor Emeritus of Chemistry (1955, 1992)
 A.B. (King), Ph.D. (Tennessee)
- John Nicholas Burnett, Maxwell Chambers Professor Emeritus of Chemistry (1968, 1997)
 B.A., M.S., Ph.D. (Emory)
- Richard Clyde Burts, Jr., Registrar Emeritus and Professor Emeritus of Psychology (1961, 1985)
 A.B. (Furman), M.A., Ed.D. (Columbia)
- Thomas A. Cartmill, Professor Emeritus of Physical Education (1974, 1985)
 B.S. (Springfield), M.Ed. (Johns Hopkins) (deceased 7/14/10)
- John Addis Casey, Executive Director and Professor Emeritus of Information Technology (1983, 2005)
 B.S. (Loyola), M.S., Ph.D. (Michigan State)
- Richard Cargill Cole, Virginia Lasater Irvin Professor Emeritus of English (1961, 1993)
 A.B. (Hamilton), M.A., Ph.D. (Yale)
- Jean S. Cornell, Associate Professor Emerita of Speech (1971, 1987)
 B.A. (Ohio Wesleyan), M.S.J. (Northwestern), M.A. (Arizona)
- Charles D. Dockery, Professor Emeritus of French (1974, 2003)
 B.A. (Earlham), M.A., Ph.D. (Iowa)
- C. Earl Edmondson, Professor Emeritus of History (1970, 2007)
 B.A. (Mississippi College), M.A., Ph.D. (Duke)
- James Monroe Fredericksen, Professor Emeritus of Chemistry (1957, 1989)
 B.S. (Richmond), Ph.D. (Virginia)

266 — Retired Faculty

- Dirk French, W. R. Grey Professor Emeritus of Classics (1967, 2001)
A.B. (Lawrence), M.A., Ph.D. (Princeton)
- Ralph William Gable, Professor Emeritus of Chemistry (1960, 1994)
B.S. (Texas), M.A., Ph.D. (Duke)
- David Carroll Grant, Professor Emeritus of Biology (1968, 2000)
A.B. (Wooster), Ph.D. (Yale)
- John Gill Holland, Professor Emeritus of English (1967, 2004)
A.B. (Washington & Lee), Ph.D. (UNC Chapel Hill)
- Grant D. Jones, Charles A. Dana Professor Emeritus of Anthropology (1985, 2003)
B.A. (Florida State), M.A., Ph.D. (Brandeis)
- Robert David Kaylor, James Sprunt Professor Emeritus of Religion (1964, 1999)
A.B. (Southwestern), B.D. (Louisville Seminary), Ph.D. (Duke)
- John D. Kelton, Charles A. Dana Professor Emeritus of Psychology (1959, 1997)
B.S. (Davidson), Ph.D. (UNC Chapel Hill)
- Donald L. Kimmel, Jr., Professor Emeritus of Biology (1971, 2000)
A.B. (Swarthmore), M.D. (Temple), Ph.D. (Johns Hopkins)
- Lunsford Richardson King, Richardson Professor Emeritus of Mathematics (1964, 2002)
B.S. (Davidson), Ph.D. (Duke)
- Benjamin G. Klein, Beverly F. Dolan Professor Emeritus of Mathematics (1971-2008)
A.B. (University of Rochester), M.A., Ph.D. (Yale)
- George Labban, Jr., W. R. Grey Professor Emeritus of Classical Studies (1952, 1984)
A.B., M.A., Ph.D. (Texas)
- 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)
- Robert John Manning, Charles A. Dana Professor Emeritus of Physics and Humanities (1968, 2005)
A.B. (Gettysburg), M.S., Ph.D. (Virginia)
- Robert E. Maydole, Professor Emeritus of Philosophy (1974, 2005)
B.S. (St. Joseph's), Ph.D. (Boston University)
- Winfred Pleasants Minter, Professor Emeritus of Political Science (1957, 1981)
B.S., M.S. (Virginia Polytechnic), Ph.D. (Chicago)

- Martha R. McAlister, Lecturer Emerita in Speech (1987, 2003)
B.S. (Northwestern), M.A. (UNC Greensboro)
- Alexander Jeffrey McKelway, Paul B. Freeland Professor Emeritus of Religion (1965, 1998)
A.B. (Davidson), B.A. (Princeton Seminary), Th.D. (Basel)
- Leland Madison Park, Director Emeritus of the Davidson College Library (1967, 2006)
A.B. (Davidson), M.Ln. (Emory), Adv. M. in L.S., Ph.D. (Florida State)
- Malcolm Overstreet Partin, Mary Reynolds Babcock Professor Emeritus of History (1968, 2003)
A.B. (UNC Chapel Hill), M.A., Ph.D. (Duke)
- 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)
- Charles Edward Ratliff, Jr., William R. Kenan, Jr. Professor Emeritus of Economics (1947, 1992)
B.S. (Davidson), M.A., Ph.D. (Duke)
- Jerry Allan Roberts, Professor Emeritus of Mathematics (1965, 1993)
B.E.Py., M.S., Ph.D. (North Carolina State)
- Lakshmanan Sabaratnam, Professor Emeritus of Sociology (1986, 2007)
B.A. (University of Ceylon), M.A., Ph.D. (University of Washington)
- Merlyn D. Schuh, James G. Martin Professor Emeritus of Chemistry (1975, 2008)
B.A. (South Dakota), Ph.D. (Duke)
- Janet Harrison Shannon, Associate Professor Emerita of Sociology (1990, 1996)
B.S. (Saint Joseph's), M.A., Ph.D. (Temple)
- Alan J. Singerman, Richardson Professor Emeritus of French (1982, 2007)
B.A. (Ohio), M.A., Ph.D. (Indiana)
- 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)

268 — Retired Faculty/Continuing Faculty

- Russ C. Warren, Professor Emeritus of Art (1978, 2008)
B.F.A. (New Mexico), M.F.A. (University of Texas at San Antonio)
- Robert C. Williams, Vice President for Academic Affairs and Dean of Faculty Emeritus and Vail Professor Emeritus of History (1986, 2004)
B.A. (Wesleyan), A.M., Ph.D. (Harvard)
- John H. Williamson, Herman Brown Professor Emeritus of Biology (1981, 2000)
B.S. (North Carolina State), M.S. (Cornell), Ph.D. (University of Georgia, Athens)
- Erich-Oskar Joachim Siegfried Wruck, Professor Emeritus of German (1962, 1994)
A.B., M.A., Ph.D. (Rutgers)
- Lauren W. Yoder, James Sprunt Professor Emeritus of French (1973, 2009)
B.A. (Eastern Mennonite), M.A., Ph.D. (Iowa)
- T.C. Price Zimmermann, Vice President for Academic Affairs (1977, 1999)
and Dean of Faculty Emeritus and Charles A. Dana Professor Emeritus of History
B.A. (Williams), B.A., M.A. (Oxford), A.M., Ph.D. (Harvard)

CONTINUING FACULTY, 2009-2010 (as of August 1, 2009)

(tenured/tenure-track appointments)

- *Peter J. Ahrens Dorf, Professor of Political Science and Humanities (1989, 2003)
B.A. (Yale), Ph.D. (University of Chicago)
- **Daniel W. Aldridge III, Associate Professor of History (2000, 2004)
B.A. (Michigan State), J.D. (Northwestern University Law School), Ph.D. (Emory)
- Dennis R. Appleyard, James B. Duke Professor of International Studies and Professor of Economics (1989, 1989)
A.B. (Ohio Wesleyan), A.M., Ph.D. (University of Michigan, Ann Arbor)
- Ruth L. Ault, Nancy and Erwin Maddrey Professor of Psychology (1979, 1989)
B.A. (Pomona), M.A., Ph.D. (UCLA)
- Ben Baker, Professor of Economics (1997, 2006)
B.A. (Wofford), M.A. (University of South Carolina, Columbia)
- +Robin Bruce Barnes, Professor of History (1980, 1994)
B.A. (Colby), M.A., Ph.D. (Virginia)
- Cole Barton, C. Louise Nelson Professor of Psychology (1983, 1994)
B.A., M.S., Ph.D. (Utah)

- Ruth Freitag Beeston, Professor of Chemistry (1984, 1998)
B.S. (Bucknell), Ph.D. (UNC Chapel Hill)
- Mario J. Belloni, Associate Professor of Physics (1998, 2005)
B.A. (University of California, Berkeley), M.A., Ph.D. (University of Connecticut)
- Jonathan P. Berkey, Professor of History and Humanities (1993, 2004)
B.A. (Williams), M.A., Ph.D. (Princeton)
- Karen Kabat Bernd, Associate Professor of Biology (1998, 2004)
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, Professor of Chemistry (1993, 2006)
B.S. (Lebanon Valley College), Ph.D. (California Institute of Technology, Pasadena)
- Mauro Botelho, Associate Professor of Music (1990, 1996)
B.M., M.M. (University of Cincinnati), Ph.D. (University of Michigan, Ann Arbor)
- Daniel M. Boye, Professor of Physics (1989, 2001)
B.S. (Emory & Henry), Ph.D. (University of Georgia, Athens)
- +Laurence S. Cain, Richardson Professor of Physics (1989, 2001)
B.S. (Wake Forest), M.S., Ph.D. (Virginia)
- A. Malcolm Campbell, Professor of Biology (1994, 2007)
B.S. (Davidson), Ph.D. (Johns Hopkins)
- Shireen E. Campbell, Professor of English (1993, 2008)
B.A. (Florida Atlantic), M.A., Ph.D. (Tulane)
- Felix Alvin Carroll, Jr., Joseph R. Morton Professor of Chemistry (1972, 1986)
B.S. (UNC Chapel Hill), Ph.D. (California Institute of Technology)
- +Verna M. Case, Beverly F. Dolan Professor of Biology (1974, 1991)
B.S., M.S., Ph.D. (Pennsylvania State)
- Tara Villa Chamra, Assistant Professor of Music (2003, 2007)
B.A. (Franklin and Marshall), M.M. (Penn State University),
D.M.A. (University of South Carolina, Columbia)
- Timothy P. Chartier, Associate Professor of Mathematics (2003, 2009)
B.S., M.S. (Western Michigan), Ph.D. (University of Colorado, Boulder)
- *Kelly A. Chaston, Associate Professor of Economics (1997, 2003)
B.A. (Rhode Island), M.A. (University of New Hampshire), Ph.D. (Boston College)

- Keyne A. Cheshire, Associate Professor of Classics (2002, 2008)
B.A. (Carleton), M.A., Ph.D. (UNC Chapel Hill)
- Helen Cho, Associate Professor of Anthropology (2002, 2008)
B.A., B.S. (University of Illinois, Urbana-Champaign),
M.A., Ph.D. (University of Missouri, Columbia)
- Wolfgang Christian, Herman Brown Professor of Physics (1983, 1993)
B.S., Ph.D. (North Carolina State)
- Suzanne W. Churchill, Associate Professor of English (1996, 2002)
B.A. (Middlebury), M.A., Ph.D. (Princeton)
- Ann Marie Costa, Professor of Theatre (1994, 2004)
B.F.A. (Boston Conservatory of Music), M.F.A. (University of Pittsburgh)
- +Russell Crandall, Associate Professor of Political Science (2000, 2006)
B.A. (Bowdoin), M.A., Ph.D. (Johns Hopkins)
- *Stephen L. Davis, Professor of Mathematics (1981, 1996)
B.A. (Lindenwood), Ph.D. (Rutgers)
- Scott D. Denham, Charles A. Dana Professor of German (1990, 2004)
B.A. (University of Chicago), A.M., Ph.D. (Harvard)
- *Joseph R. Dennis, Assistant Professor of History (2005, 2005)
B.S. (University of Wisconsin-Madison), J.D., M.A., Ph.D. (University of Minnesota,
Twin Cities)
- Vivien E. Dietz, Associate Professor of History and Humanities (1990, 1996)
A.B. (Harvard), M.A., Ph.D. (Princeton)
- +Michael Edwin Dorcas, Associate Professor of Biology (1998, 2004)
B.S., M.S. (University of Texas at Arlington), Ph.D. (Idaho State)
- Hansford M. Epes, Jr., Registrar and Professor of German and Humanities (1964, 1985)
A.B. (Davidson), Ph.D. (UNC Chapel Hill)
- Amanda Ewington, Associate Professor of Russian (2002, 2008)
B.A. (Barnard), M.A., Ph.D. (University of Chicago)
- Caroline Beşchea Fache, Assistant Professor of French (2007, 2007)
DEUG et Licence, Maîtrise (Université Charles de Gaulle-Lille 3), M.A., Ph.D. (Indiana)
- Maria Fackler, Assistant Professor of English (2007, 2008)
B.A. (Duke), M.A., M.Phil., Ph.D. (Yale)
- Nancy J. Fairley, Professor of Anthropology (1993, 2003)
B.A. (CUNY), Ph.D. (SUNY at Stony Brook)

- Brenda A. Flanagan, Edward M. Armfield Sr. Professor of English (1996, 1996)
B.A., M.A., Ph.D. (University of Michigan, Ann Arbor)
- Mark C. Foley, Associate Professor of Economics (2000, 2006)
B.S. (William and Mary), M.A., Ph.D. (Yale)
- W. Trent Foley, Professor of Religion (1984, 1997)
B.A. (Kalamazoo), M.Div. (McCormick Theological Seminary), M.A., Ph.D. (Chicago)
- Ann M. Fox, Associate Professor of English (1999, 2005)
B.S., B.A. (SUNY at Buffalo), M.A., Ph.D. (Indiana University, Bloomington)
- Joseph Tate Gardner, Jr., Professor of Theatre (1974, 1990)
A.B. (Davidson), M.A., Ph.D. (Florida State)
- Richard R. Gay, Associate Professor of Education (1999, 1999)
B.A., M.A. (University of Richmond), Ph.D. (UNC Greensboro)
- Timothy H. Gfroerer, Associate Professor of Physics (1999, 2004)
B.S. (University of the South), M.S. (Georgia Institute of Technology), Ph.D. (Dartmouth)
- +Gail McMurray Gibson, William R. Kenan, Jr. Professor of English and Humanities (1983, 1992)
B.A., M.A. (Duke), Ph.D. (Virginia)
- +Irwin Stuart Goldstein, Professor of Philosophy (1983, 1998)
B.A. (Carleton University), M.Litt. (Bristol), Ph.D. (Edinburgh)
- Sharon L. Green, Associate Professor of Theatre (1999, 2006)
B.A. (University of Rochester), M.A. (University of Toronto), Ph.D. (CUNY)
- Gillian S. Gremmels, Leland M. Park Director of the Davidson College Library (2007, 2007)
B.A. (Wartburg), M.L.S. (University of Maryland, College Park)
- Meghan E. Griffith, Associate Professor of Philosophy (2005, 2009)
B.A. (Bucknell), Ph.D. (University of Massachusetts, Amherst)
- Michael J. Guasco, Associate Professor of History (2001, 2007)
B.A. (University of Portland), M.A. (Villanova), Ph.D. (College of William and Mary)
- Karen Gwen Hales, Associate Professor of Biology (2000, 2006)
B.A. (Swarthmore), Ph.D. (Stanford)
- **Cindy DeForest Hauser, Associate Professor of Chemistry (2002, 2009)
B.S. (Washington and Lee), M.S. (UNC Wilmington), Ph.D. (UNC Chapel Hill)
- Pamela C. Hay, Associate Professor of Biology (1985, 1991)
B.A. (Hendrix), M.S. (University of Arkansas), Ph.D. (North Carolina State)

- Burkhard J. Henke, Professor of German (1993, 2006)
 Zwischenprüfung (Ludwig-Maximilians Universität),
 M.A. (University of California, Santa Barbara), Ph.D. (University of California, Irvine)
- J. Alberto Hernández-Chioldes, Professor of Spanish (1979, 1991)
 B.A. (Puerto Rico), M.A. (Middlebury), Ph.D. (University of Texas at 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, Associate Professor of Mathematics (2000, 2006)
 B.S., M.S. (University of Texas at Arlington), Ph.D. (University of Colorado, Boulder)
- Ann M. Ingram, Professor of English (1994, 2008)
 B.A. (Stanford), M.A. (Monterey Institute of International Studies), M.A., Ph.D. (Emory)
- Randall M. Ingram, E. Craig Wall, Jr. Distinguished Teaching Professor in (1995, 2008)
 Humanities and Professor of English
 A.B. (Davidson), Ph.D. (Emory)
- Walter Herbert Jackson, Douglas C. Houchens Professor of Fine Arts (1969, 1983)
 A.B. (Davidson), M.F.A. (UNC Chapel Hill)
- Everett Frank Jacobus, Jr., Professor of French (1971, 1988)
 B.A. (Duke), Ph.D. (Cornell University)
- Rebecca Joubin, Assistant Professor of Arabic (2009, 2009)
 B.A. (College of William and Mary), M.A. (Georgetown),
 Ph.D. (Columbia University)
- Gayle H. Kaufman, Associate Professor of Sociology (1999, 2005)
 B.S., M.S. (Cornell University), Ph.D. (Brown)
- John E. Kello, Professor of Psychology (1974, 1991)
 B.S. (Old Dominion), M.A., Ph.D. (Duke)
- Hilton Kelly, Assistant Professor of Education (2007, 2007)
 B.A. (UNC Charlotte), M.S., Ph.D. (University of Massachusetts at Amherst)
- Kyra A. Kietrys, Associate Professor of Spanish (2001, 2009)
 B.A. (Wellesley), M.A. (Middlebury), Ph.D. (University of Pennsylvania)
- Peter M. Krentz, W. R. Grey 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, Professor of Economics (1986, 2004)
B.A. (St. Stephen's College), M.A. (Delhi School), Ph.D. (Vanderbilt)
- Zoran Kuzmanovich, Professor of English (1988, 2002)
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, Associate Professor of Music (1997, 2003)
B.A. (Transylvania), A.M., Ph.D. (Duke)
- Ralph B. Levering, Vail Professor of History (1986, 1992)
B.A. (UNC Chapel Hill), M.A., Ph.D. (Princeton)
- Cynthia Lynn Lewis, Charles A. Dana Professor of English (1980, 1993)
B.A. (Ohio State), Ph.D. (Harvard)
- Larry L. Ligo, Professor of Art History (1970, 1988)
A.B. (Muskingum), B.D. (Princeton Seminary), Ph.D. (UNC Chapel Hill)
- Barbara Mary Lom, Associate Professor of Biology (2000, 2006)
B.A. (Lawrence), Ph.D. (Northwestern University Institute for Neuroscience)
- Eriberto P. Lozada, Jr., Associate Professor of Anthropology (2002, 2006)
A.B., A.M., Ph.D. (Harvard)
- +B. Andrew Lustig, Holmes Rolston III Professor of Religion (2005, 2005)
B.A. (University of San Francisco), M.A. (Princeton), Ph.D. (University of Virginia)
- Hun Lye, Assistant Professor of Religion (2008, 2008)
B.A. (Allegheny), M.A., Ph.D. (University of Virginia)
- William K. Mahony, Charles A. Dana Professor of Religion (1982, 1996)
A.B. (Williams), M.Div. (Yale), Ph.D. (Chicago)
- Maria Magdalena Maiz-Peña, William H. Williamson Professor of Spanish (1992, 2006)
B.A., M.A., Ph.D. (Arizona State)
- Jane E. Mangan, Malcolm O. Partin Associate Professor of History (2004, 2008)
B.A. (Vassar), M.A., Ph.D. (Duke)
- Gerardo Marti, L. Richardson King Assistant Professor of Sociology (2004, 2004)
B.A. (Pepperdine), M.A., Ph.D. (University of Southern California)
- David W. Martin, Professor of Economics (1984, 1997)
B.A. (DePauw), M.S., Ph.D. (University of Illinois at Urbana-Champaign)

- Margaret R. McCarthy, Professor of German (1995, 2009)
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)
- Sean D. McKeever, Assistant Professor of Philosophy (2005, 2005)
B.A. (Wesleyan), M.A., Ph.D. (UNC Chapel Hill)
- Sally G. McMillen, Mary Reynolds Babcock Professor of History (1988, 1998)
B.A. (Wellesley), M.L.S. (Pratt Institute), M.A. (UNC Charlotte), Ph.D. (Duke)
- Kenneth J. Menkhaus, Professor of Political Science (1991, 2004)
B.A. (Xavier), M.A., Ph.D. (University of South Carolina, Columbia)
- Paul B. Miller, Associate Professor of English (1999, 2005)
B.A. (College of Wooster), M.A., M.A., Ph.D. (Ohio State)
- Elizabeth M. Mills, Professor of English (1985, 1999)
B.A., M.A. (University of Texas at El Paso), Ph.D. (UNC Chapel Hill)
- Donna K. Molinek, Professor of Mathematics (1992, 2008)
B.S. (University of Alaska, Anchorage), M.S. (Northern Arizona), Ph.D. (UNC Chapel Hill)
- Michael J. Mossinghoff, Associate Professor of Mathematics (2002, 2006)
B.S. (Texas A&M), M.S. (Stanford), Ph.D. (University of Texas at Austin)
- **Kristi S. Multhaup, Professor of Psychology (1996, 2009)
B.A. (Gustavus Adolphus College), M.A., Ph.D. (Princeton)
- Margaret P. Munger, Professor of Psychology (1994, 2007)
B.A. (University of Chicago), M.A., M. Phil., Ph.D. (Columbia University)
- Jeffrey Myers, Assistant Professor of Chemistry (2008, 2008)
B.S. (Ohio State), Ph.D. (Texas A&M)
- Richard D. Neidinger, Professor of Mathematics (1984, 1997)
B.A. (Trinity), M.A., Ph.D. (University of Texas at Austin)
- Randy F. Nelson, Virginia Lasater Irvin Professor of English (1977, 1988)
B.A., M.A. (North Carolina State), M.A., Ph.D. (Princeton)
- Jeanne M. Neumann, Professor of Classics (1994, 2008)
B.A. (Union College), M.A. (Indiana), A.M., Ph.D. (Harvard)
- William Rodger Nutt, James G. Martin Professor of Chemistry (1971, 1985)
A.B. (Ohio Wesleyan), M.A., Ph.D. (Duke)

- Louis L. Ortmyer, Charles A. Dana Professor of Political Science (1977, 1989)
B.A. (Yale), M.A., Ph.D. (Denver)
- Douglas F. Ottati, Craig Family Distinguished Professor in (2007, 2007)
Reformed Theology and Justice Ministry
A.B. (University of Pennsylvania), M.A., Ph.D. (University of Chicago)
- 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, Associate Professor of Biology (2000, 2006)
B.S. (SUNY at Albany), M.A. (SUNY at Binghamton), Ph.D. (Pennsylvania State)
- Alan Michael Parker, Professor of English (1998, 2007)
B.A. (Washington University), M.F.A. (Columbia University School of the Arts)
- +Thomas Pegelow Kaplan, Assistant Professor of History (2007, 2007)
Zwischenprüfung (University Tübingen), M.A., Ph.D. (UNC Chapel Hill)
- Luis H. Peña, Professor of Spanish (1987, 1997)
B.A. (Universidad de Monterrey), M.A., Ph.D. (Arizona State)
- Patricia A. Peroni, Professor of Biology (1992, 2007)
B.A. (SUNY College at Plattsburgh), M.L.S. (SUNY at Albany), M.S. (Bucknell), Ph.D. (Duke)
- David A. Pettersen, Assistant Professor of French (2008, 2008)
B.A. (University of Southern California, Los Angeles),
M.A., Ph.D. (University of California, Berkeley)
- +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, Paul B. Freeland 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 Professor of Political Science (1993, 2006)
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, Associate Professor of Philosophy (1999, 2003)
B.A. (Stanford University), M.A., Ph.D. (Cornell University)

276 — Continuing Faculty

- 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 and Dean of Faculty, and (1979, 1990)
 Frontis W. Johnston Professor of Economics
 B.A. (University of Pennsylvania), Ph.D. (Boston College)
- Thomas W. Ross, President of the College (2007, 2007)
 B.A. (Davidson), J.D. (UNC Chapel Hill), LL.D. (UNC Greensboro)
- Robert D. Ruth, Associate Professor of Sociology (1971, 1980)
 A.B. (SUNY at Buffalo), M.A., Ph.D. (Duke)
- Samuel Sánchez y Sánchez, MacArthur Assistant Professor of Spanish (2004, 2004)
 B.A. (University of Huelva, Spain), M.A., Ph.D. (University of Michigan, Ann Arbor)
- Sophia D. Sarafova, Assistant Professor of Biology (2006, 2006)
 B.S. (Swarthmore), M.A., M.Phil., Ph.D. (Columbia University)
- Cort Savage, Professor of Art (1992, 2007)
 B.A. (Indiana), M.F.A. (Syracuse)
- Patrick Joel Sellers, Professor of Political Science (2000, 2009)
 B.A. (Davidson), M.A., Ph.D. (Duke)
- Nina E. Serebrennikov, Professor of Art (1987, 2001)
 B.A. (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, Twin Cities)
- Ping Shao, Associate Professor of Chinese (2002, 2009)
 B.A. (Guangzhou Institute of Foreign Languages), M.A. (Illinois State),
 Ph.D. (Washington University)
- Brian J. Shaw, Professor of Political Science (1982, 1996)
 B.A. (SUNY at Stony Brook), M.A., Ph.D. (UNC Chapel Hill)
- *Vivian Shen, Associate Professor of Chinese (1998, 2004)
 B.A. (Shandong University), M.A., Ph.D. (University of California, Los Angeles)
- 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, Associate Professor of Economics (2000, 2006)
B.A. (Kenyon), M.A. (University of Delaware), Ph.D. (Vanderbilt)
- **Mark A. Smith, Associate Professor of Psychology (1998, 2004)
B.A. (Lenoir-Rhyne), Ph.D. (UNC Chapel Hill)
- Harlow Gregory Snyder, Associate Professor of Religion (2000, 2004)
B.S. (Seattle Pacific), M.S. (Columbia University), M.Div., S.T.M., 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, Professor of Biology (1995, 2009)
B.S. (Davidson), Ph.D. (University of California, Berkeley)
- Jennifer E. Stasack, Professor of Music (1991, 2007)
B.M., M.M. (University of Hawaii-Manoa), D.M.A. (University of Cincinnati)
- Lance Keith Stell, Samuel E. and Mary W. Thatcher Professor of Philosophy (1976, 1985)
B.A. (Hope), M.A., Ph.D. (University of Michigan, Ann Arbor)
- Erland P. Stevens, Associate Professor of Chemistry (1998, 2004)
B.S. (Duke), Ph.D. (University of Michigan, Ann Arbor)
- Durwin R. Striplin, Associate Professor of Chemistry (1996, 2002)
B.S. (Eastern New Mexico), Ph.D. (Washington State)
- Paul H. Studtmann, Associate Professor of Philosophy (2004, 2009)
B.A., M.A., (University of Iowa), Ph.D. (University of Colorado)
- Mark Sutch, Assistant Professor of Theatre (2006, 2008)
B.A. (Iowa State), M.F.A. (Rhode Island College)
- Homer Bates Sutton, Professor of French (1980, 1995)
A.B. (Davidson), M.A., Ph.D. (Indiana)
- John R. Swallow, J.T. Kimbrough Professor of Mathematics (1994, 2007)
B.A. (University of the South), M. Phil., M.S., Ph.D. (Yale)
- Jessica K. Taft, Assistant Professor of Sociology (2009, 2009)
B.A. (Macalester), M.A., Ph.D. (University of California, Santa Barbara)
- I. Job Thomas, Professor of History (1979, 1994)
B.A., M.A. (Madras), Ph.D. (University of Michigan, Ann Arbor)
- Mary Caroline Thornberry, Professor of Political Science (1980, 1991)
B.A., M.A. (Duke), Ph.D. (University of Michigan, Ann Arbor)

278 — Continuing Faculty

Patricia A. Tilburg, Associate Professor of History B.A. (The College of New Jersey), M.A., Ph.D. (University of California, Los Angeles)	(2003, 2009)
Rebekah A. L. Tolley, Assistant Professor of Art B.F.A. (Concordia), M.F.A. (Temple)	(2009, 2009)
Scott Tonidandel, Associate Professor of Psychology B.A. (Davidson), M.A., Ph.D. (Rice)	(2002, 2008)
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, Joel O. Conarroe Professor of Spanish B.A. (Florida State), M.A., Ph.D. (University of Washington)	(1996, 1996)
+Onita M. Vaz-Hooper, Assistant Professor of English B.A., M.A., Ph.D. (University of Southern California)	(2005, 2005)
John Wertheimer, Professor of History B.A. (Oberlin), M.A., Ph.D. (Princeton)	(1993, 2006)
David R. Wessner, Associate Professor of Biology A.B. (Franklin and Marshall), Ph.D. (Harvard)	(1998, 2004)
Angela L. Willis, Associate Professor of Spanish B.A., M.A., Ph.D. (University of Texas at Austin)	(2002, 2009)
Anne Blue Wills, Associate Professor of Religion B.A. (Davidson), M.Div. (Yale), Ph.D. (Duke)	(2003, 2009)
John Nicholas Yukich, Associate Professor of Physics B.A. (Kenyon), Ph.D. (University of Virginia)	(1998, 2004)

The first date shown in parentheses is that of the original academic-year appointment to the faculty and the second is that of appointment to current faculty rank.

* On Leave Fall Semester 2009-10

** On Leave Spring Semester 2009-10

+ On Leave 2009-10

● Study Abroad Year Program: Germany or France

●● Study Abroad Semester Program: Art, Classics, India, or Peru

OTHER INSTRUCTIONAL APPOINTMENTS, 2009-10

M. Christopher Alexander, McGee Director of the Dean Rusk International Studies Program
and Associate Professor of Political Science
B.S. (University of Tennessee at Chattanooga), M.A., Ph.D. (Duke)

Dorothy Allison, McGee Professor of Writing
B.A. (Florida Presbyterian College)(Fall Semester)

Pat Baker, Lecturer in Communication Studies
B.A., M.A. (Queens)

Mark J. Barsoum, Director of the Mathematics and Science Center and Assistant Professor
of Biology
B.S. (University of California, Davis), Ph.D. (University of California, San Diego)

Jack M. Beasley, Adjunct Associate Professor of Theatre
B.A. (Vanderbilt), M.F.A. (University of Georgia, Athens) (Spring Semester)

Maurya M. Boyd, Adjunct Assistant Professor of Psychology
B.A. (Davidson), M.S., Ph.D. (Ohio State)

Jacqueline G. Brinton, Visiting Assistant Professor of Religion
B.A. (Hampshire), M.A., Ph.D. (University of Virginia)

David M. Brown, Visiting Associate Professor of Chemistry
B.A. (Berry), Ph.D. (Emory)

D. Henry Buckley, Adjunct Professor of French
B.A. (Tufts), M.A., Ph.D. (University of Michigan, Ann Arbor)

Ashley Y. Butler, Adjunct Lecturer in Communication Studies
B.A. (Eastern), M.A. (Wake Forest) (Fall Semester)

Joseph Carrig, Visiting Assistant Professor of Political Science
B.A. (Haverford), M.A., Ph.D. (University of Pennsylvania)

Ruskin K. Cooper, Artist Associate in Piano
B.M. (Oberlin College Conservatory of Music), M.M. (University of South Florida),
D.M.A. (UNC Greensboro)

Jacquelyn Culpepper, Artist Associate in Voice
B.S. (Western Carolina), M.M. (Baylor)

Adam R. Drake, Adjunct Lecturer in Physics
B.S. (Virginia Tech), M.S. (University of Pittsburgh) (Fall Semester)

280 — Other Instructional Appointments

- Kristie Long Foley, Associate Director of Medical Humanities and Associate Professor of Medical Humanities
B.A., M.A., Ph.D. (UNC Chapel Hill)
- Jim Fuller, Adjunct Lecturer in History of Law
B.A. (Davidson), J.D. (UNC Chapel Hill) (Spring Semester)
- Evelyn C. Gerdes, Lecturer in Education
B.S., M.A. (East Carolina)
- Ami C. Hauser, Adjunct Lecturer in Education
B.A. (UNC Charlotte), M.Ed. (Eastern Washington University) (Spring Semester)
- Van E. Hillard, Director of College Writing Program and Associate Professor of Rhetoric
B.A. (Ohio Wesleyan University), M.A., Ph.D. (University of Cincinnati)
- Mark Holcomb, Visiting Assistant Professor of Physics
B.S. (Pittsburg State), M.S. (University of Mississippi), Ph.D. (Vanderbilt)
- J. Gill Holland, Adjunct Professor Emeritus of English
A.B. (Washington & Lee), Ph.D. (UNC Chapel Hill) (Spring Semester)
- Michael G. Kelly, Adjunct Lecturer in Chemistry
B.S. (George Washington), Ph.D. (Pennsylvania State) (Fall Semester)
- Benjamin G. Klein, Beverly F. Dolan Adjunct Professor Emeritus of Mathematics
A.B. (University of Rochester), M.A., Ph.D. (Yale)
- Martha S. Koljonen, Artist Associate in Violin and Strings
B.M. (Cleveland Institute of Music)
- Joseph C. Konen, Adjunct Lecturer in Medical Humanities
A.B. (Hamilton), M.D. (College of Medicine, SUNY), M.S.P.H. (University of Utah) (Fall Semester)
- Cynthia Lawing, Artist Associate in Piano
B.M. (Wittenburg), B.M., M.M. (Cleveland Institute of Music)
- Xinying Li, Visiting Lecturer in Chinese
B.A. (Northeastern University, Shenyang), M.A. (Ohio)
- Christine Marshall, Visiting Assistant Professor of English
B.A. (Bryn Mawr), M.A. (University of Missouri), Ph.D. (University of Utah)
- Carole A. Martin, Adjunct Assistant Professor of Psychology
B.A. (Bates), M.A. (University of Connecticut), M.S., Ph.D. (University of Wisconsin-Madison) (Spring Semester)
- Linda C. McNally, Lecturer in Biology
B.S., M.S. (UNC Charlotte)

- Michael L. Meng, Visiting Assistant Professor of History
 B.A. (Boston College), M.A., Ph.D. (UNC Chapel Hill)
- O. Alexander Miller, Adjunct Associate Professor of Sociology
 B.A. (University of the West Indies, Jamaica), M.Div. (Erskine),
 M.A., Ph.D. (University of South Carolina, Columbia) (Spring Semester)
- Julianne H. Mills, ACS/Mellon Postdoctoral Fellow in Environmental Demography/Geography
 B.A., B.A., Ph.D. (Ohio State)
- Dag Drange Mossige, Visiting Assistant Professor of Political Science
 B.A. (Colorado State), M.A., Ph.D. (Ohio State)
- Lydia Musco, Visiting Assistant Professor of Art
 B.A. (Bennington College), M.F.A. (Boston University)
- Richard A. Nash, Major, Retired, U.S. Army, Assistant Professor of Military Studies
 B.B.A. (Campbell) (Spring Semester)
- Sanghamitra Padhy, Visiting Assistant Professor of Political Science
 B.A., M.Phil. (Jawaharlal Nehru University, India), M.A., Ph.D. (University of Southern
 California)
- Thomas D. Pangborn, Captain, Assistant Professor of Military Studies
 B.S. (Ohio) (Fall Semester)
- John Francis Paulas, Visiting Assistant Professor of Classics
 B.A. (Davidson), M.A., Ph.D. (University of Chicago)
- David L. Perry, Director of the Vann Center for Ethics and Professor of Applied Ethics
 B.A. (Pacific Lutheran), A.M.Div., Ph.D. (University of Chicago Divinity School)
- Stacey Riemer, Adjunct Lecturer in Anthropology
 B.S. (St. John Fisher College), M.S. (University of Rochester), Ph.D. (Syracuse) (Fall Semester)
- Jennifer E. Round, HHMI Postdoctoral Teaching Fellow in Biology
 B.S. (University of Rhode Island), M.S., Ph.D. (Yale)
- Michael Rowland, Artist Associate in Music/Departmental Accompanist
 B.A. (Wake Forest), M.C.M. (Southern Baptist Seminary)
- Rebecca N. Ruhlen, Adjunct Assistant Professor of Political Science
 B.A. (Trinity), M.A. (Harvard), Ph.D. (University of Washington) (Spring Semester)
- C. Mathews Samson, Visiting Assistant Professor of Anthropology
 B.S. (Louisiana State), M.Div. (Austin Presbyterian Theological Seminary),
 M.A. (Louisiana State), Ph.D. (SUNY at Albany)

282 — Other Instructional Appointments

Dolores Santamaria, Visiting Instructor in Spanish

Licenciada (University Complutense de Madrid), M.A. (University of South Carolina, Columbia)

Rosalba E. Scott, Visiting Lecturer in Spanish

B.A. (Universidad Nacional de Colombia, Bogotá), M.A. (University of Southern Mississippi)

LaKisha M. Simmons, Andrew W. Mellon Postdoctoral Fellow in History

B.A. (University of Virginia, Charlottesville), Ph.D. (University of Michigan, Ann Arbor)

Alica Stubnova Sparling, Adjunct Assistant Professor of Economics and Medical Humanities

B.A. (Guilford), Ph.D. (UNC Chapel Hill) (Spring Semester)

Mart A. Stewart, Todd and Melissa Thomson Professor in Environmental Studies

B.A. (Willamette University), M.A. (Portland State), Ph.D. (Emory) (Fall Semester)

Mattias Strandh, STINT Visiting Professor of Sociology

B.A., M.S., Ph.D. (Umeå University, Sweden) (Fall Semester)

Diane Basgall Thornton, Artist Associate in Voice

B.M., M.M. (Temple)

Kathleen J. Turner, Director of Oral Communication and Professor of Communication Studies

B.A. (University of Kansas), M.A., Ph.D. (Purdue)

Carrie Van Hallgren, Production Manager and Lecturer in Theatre

B.A. (Davidson), M.F.A. (Yale)

Damion Waymer, Adjunct Assistant Professor of Communication Studies

B.A. (College of Charleston), M.A., Ph.D. (Purdue) (Spring Semester)

Jennifer L. Welsh, Visiting Assistant Professor of History

B.A. (University of Richmond), M.A., Ph.D. (Duke)

Robert C. Whitton, Visiting Associate Professor of Mathematics

B.S. (Davidson), M.A., Ph.D. (University of Pennsylvania)

Edwin N. Williams, James K. Batten Professor of Public Policy

B.A. (University of Mississippi) (Spring Semester)

NEW FACULTY AND INSTRUCTIONAL APPOINTMENTS,
(as of May 1, 2010)

César Andres Barros Arteaga, Andrew W. Mellon Postdoctoral Fellow in Spanish
B.A., M.A. (Pontificia Universidad Católica de Chile), M.A. (Universidad de Chile),
Ph.D. (expected) (Washington University)

Hilary W. Becker, Visiting Assistant Professor of Classics
A.B. (Bryn Mawr), M.A., Ph.D. (UNC Chapel Hill)

Florin Beșchea-Fache, Visiting Instructor in French
B.A. (Babes-Bolyai University, Romania), M.S. (University of Southern Indiana)
M.A., Ph.D. (expected) (Indiana University, Bloomington)

Alison Bory, Visiting Assistant Professor of Dance
B.A. (Mount Holyoke), M.A. (University of Surrey), M.F.A., Ph.D. (University of
California, Riverside)

Scott Bosley, James K. Batten Professor of Public Policy
B.S. (West Virginia University) (Fall Semester)

Maurya M. Boyd, Adjunct Assistant Professor of Psychology
B.A. (Davidson), M.S., Ph.D. (Ohio)

David M. Brown, Visiting Associate Professor of Chemistry
B.A. (Berry), Ph.D. (Emory)

D. Henry Buckley, Adjunct Professor of French
B.A. (Tufts), M.A., Ph.D. (University of Michigan, Ann Arbor)

Ruskin K. Cooper, Artist Associate in Piano
B.M. (Oberlin College Conservatory of Music), M.M. (University of South Florida),
D.M.A. (UNC Greensboro)

Daniele Garrone, Lester D. Coltrane III Visiting Professor of Religion
(Spring Semester)

Mikael Goldmann, STINT Visiting Associate Professor of Mathematics
M.S., Ph.D. (Kungliga Tekniska Högskolan, Sweden) (Fall Semester)

*Melissa Marie González, Assistant Professor of Spanish
B.A., M.A., M.Phil., Ph.D. (expected) (Columbia University)

*Shyam Gouri Suresh, Assistant Professor of Economics
B.S. (Trinity College), M.S., Ph.D. (University of Texas at Austin)

Sandra J. Graham, Adjunct Assistant Professor of Music
B.A. (St. Lawrence University), B.A. (Moravian College), M.A., Ph.D. (New York
University) (Spring Semester)

284 — New Faculty and Instructional Appointments

Michael G. Kelly, Adjunct Lecturer in Chemistry

B.S. (George Washington), Ph.D. (Pennsylvania State) (Fall Semester)

Martha S. Koljonen, Artist Associate in Violin and Strings

B.M. (Cleveland Institute of Music)

Joseph C. Konen, Adjunct Lecturer in Medical Humanities

A.B. (Hamilton), M.D. (College of Medicine, SUNY), M.S.P.H. (University of Utah)

Andrew W. Leslie, Adjunct Assistant Professor of Communication Studies

B.A. (University of Virginia), Ph.D. (Northwestern University) (Fall Semester)

Xinying Li, Visiting Lecturer in Chinese

B.A. (Northwestern University, Shenyang), M.A. (Ohio)

Christine Marshall, Visiting Assistant Professor of English

B.A. (Bryn Mawr), M.A. (University of Missouri), Ph.D. (University of Utah)

Carole A. Martin, Adjunct Assistant Professor of Psychology

B.A. (Bates), M.A. (University of Connecticut), M.S., Ph.D. (University of Wisconsin-Madison) (Fall Semester)

Pope McCorkle, Adjunct Lecturer in Political Science

B.A. (Princeton), J.D. (Duke Law School) (Fall Semester)

Dag Drange Mossige, Visiting Assistant Professor of Political Science

B.A. (Colorado State), M.A., Ph.D. (Ohio State)

Olga Zhitomirskaya Muller, Adjunct Lecturer in Russian

B.S., M.S. (St. Petersburg State University, Russia) (Fall Semester)

Paolo Naso, Lester D. Coltrane III Visiting Professor of Religion

Ph.D. (Milan University) (Spring Semester)

Steven J. Price, Adjunct Instructor in Biology

B.S., M.S. (University of Wisconsin-Green Bay) (Spring Semester)

Nathaniel T. Rogers, Visiting Assistant Professor of Art

B.A. (Davidson), M.F.A. (Maryland Institute College of Art)

Michael Rowland, Artist Associate in Music/Departmental Accompanist

B.A. (Wake Forest), M.C.M. (Southern Baptist Seminary)

Rebecca N. Ruhlen, Adjunct Assistant Professor of Anthropology

B.A. (Trinity), M.A. (Harvard), Ph.D. (University of Washington) (Fall Semester)

Dolores Santamaria, Visiting Instructor in Spanish

Licenciada (University Complutense de Madrid), M.A. (University of South Carolina, Columbia)

Rosalba E. Scott, Visiting Lecturer in Spanish

B.A. (Universidad Nacional de Colombia, Bogotá), M.A. (University of Southern Mississippi)

Robert C. Spach, Adjunct Lecturer in Writing

A.B. (Davidson), M.A. (University of Virginia), M.Div. (Princeton Theological Seminary),
D.Min. (Columbia Theological Seminary) (Fall Semester)

Karin L. Stevens, Adjunct Lecturer in Chemistry

B.S. (Davidson), M.S. (University of California, Berkeley) (Fall Semester)

Robert C. Whitton, Visiting Associate Professor of Mathematics

B.S. (Davidson), M.A., Ph.D. (University of Pennsylvania)

*Carl R. Yerger, Assistant Professor of Mathematics

B.S. (Harvey Mudd College), Ph.D. (expected) (Georgia Institute of Technology)

Syed Rizwan Zamir, Visiting Assistant Professor of Religion

B.A. (University of Punjab, Pakistan), B.A. (James Madison),
Ph.D. (expected) (University of Virginia)

* Tenure-track position

ADMINISTRATIVE STAFF (AS OF MAY 1, 2009)

OFFICE OF THE PRESIDENT

Thomas W. Ross, B.A. (Davidson), J.D. (UNC Chapel Hill), LL.D. (UNC Greensboro),
President

Sarah M. Phillips, B.A. (Davidson), J.D. (UNC Chapel Hill), *Special Assistant to the
President and General Counsel*

Wendy M. Roberts, B.A. (UNC Charlotte), *Executive Assistant to the President*

Traci L. Russ-Wilson, *Administrative Coordinator*

Planning and Institutional Research

Linda M. LaFauve, B.A. (Wells), M.A. (SUNY Buffalo), M.A. (SUNY Geneseo), *Director*

George Campbell, B.A. (Wake Forest), M.A. (Indiana), *Assistant Director*

ACADEMIC AFFAIRS

Clark G. Ross, B.A. (University of Pennsylvania), Ph.D. (Boston College), *Vice President for
Academic Affairs and Dean of Faculty, Frontis W. Johnston Professor of Economics*

Christopher Alexander, B.S. (University of Tennessee), M.S., Ph.D. (Duke), *Associate Dean
for International Programs, McGee Director of Dean Rusk International Studies Program and
Associate Professor of Political Science*

Ann Milner Douglas, B.A. (North Carolina Wesleyan), *Assistant for Academic
Administration*

Patricia T. Gardner, *Executive Assistant*

Leslie Marsicano, A.B., M.Div. (Duke), *Associate Dean for Academic Administration*

Academic Support

Karen Baldwick, *Department Assistant for Medical Humanities and Pre-Medicine Programs*

Mark J. Barsoum, B.S. (University of California, Davis), Ph.D. (University of California,
San Diego), *Director of Mathematics and Science Center and Assistant Professor of Biology*

Lauren Barker, B.A. (UNC Charlotte), *Department Assistant for Biology*

Amy L. Becton, B.S. (Florida State), RLATG, *Teaching Assistant for Biology/Psychology*

Cheryl F. Branz, *Department Assistant for German/Russian, Film/Media Studies, Sociology and
Spanish*

Nancy Brown, *Department Assistant for Physics*

Jessica Cooley, B.A. (Davidson), *Art Gallery Assistant Curator*

Anne-Marie M. Craig, B.S., (Bentley University), M.B.A. (Florida Atlantic), *Department
Assistant for Economics*

Jennifer Crowley, B.A. (Davidson), *Production and Promotion Fellow for Theatre*

Joshua Doub, B.F.A. (Western Carolina University), M.F.A. (Boston University), *Art
Department Technician*

Fern L. Duncan, *Department Assistant for Psychology*

Adam R. Drake, B.S. (Virginia Tech), M.S. (University of Pittsburgh), *Physics Laboratory
Manager*

Jeffrey Stuart Erickson, A.B. (Cornell University), M.F.A. (Southern Illinois University,
Carbondale), *Slide Curator*

Kay Hollyday Filar, B.A. (Westminster College), *Department Assistant for Chemistry*

Daphne Fruchtman, B.A. (Davidson), *Music Promotion and Production Fellow*

- Christine Healey, B.S. (UNC Charlotte), *Teaching Assistant for Biology and Campus Environmental Safety Specialist*
- Brenda Pitts King, *Department Assistant for Art*
- Kimberly C. Lang, B.S. (Davidson), *Research Technician for Psychology*
- Lee J. Maiorano, B.S. (Pace University), *Chemistry Department Lab Manager*
- Peggy C. Maiorano, B.S. (Clemson), M.S. (UNC Charlotte), *Teaching Assistant for Biology*
- Melanie J. McAlpine, B.S. (Meredith), *Department Assistant for Arabic, Chinese, Classics, Environmental Studies, French, Religion and Self Instructional Languages*
- Lara N. Moody, B.S. (Davidson), *Research Technician for Psychology*
- Josh Pelko, B.A. (Davidson), M.F.A. (Yale), *Technical Director for Theatre*
- Steven J. Price, B.S., M.S. (University of Wisconsin, Green Bay), *Research Coordinator in Biology*
- Nancy Randazzo, *Department Assistant for College Writing Program, English and Humanities*
- Mercedes L. Robinson, B.S. (Davidson), *Research Technician for Psychology*
- Julie Ruble, B.S. (Davidson), *Research Technician for Biology*
- Kristen N. Schrauder, B.A. (Allegheny College), *Department Assistant for Political Science and Communication Studies*
- Frances Alexander Scott, *Department Assistant for Medical Humanities and Pre-Medicine Programs*
- Linda Shoaf, B.A. (UNC Chapel Hill), *Office of Strategic Planning and Grant Management Assistant*
- Claudia B. Shinn, *Department Assistant for Theatre*
- Margaret Sprinkle, *Department Assistant for History and South Asian Studies*
- Christine Tabor, B.A. (Adrian College), *Department Assistant for Music*
- Janet Tese, *Chemistry Department Stockroom Coordinator*
- Brad Thomas, B.A. (UNC Charlotte), *Art Gallery Director*
- Carrie Van Hallgren, B.A. (Davidson), M.F.A. (Yale), *Production Manager and Lecturer in Theatre*
- Chris VanRooyen, *Instrumentation Specialist for Anthropology, Biology, Chemistry, Physics and Psychology*
- Vanessa Victor, A.S. (Fisher College), *Department Assistant for Anthropology, Mathematics, and Philosophy*

Center for Interdisciplinary Studies

- Scott Denham, B.A. (Chicago), M.A., Ph.D. (Harvard), *Director and Charles A. Dana Professor of German*
- Vicki Heitman, B.A. (Wake Forest), *Program Assistant*

Dean Rusk International Studies Program

- Christopher Alexander, B.S. (University of Tennessee, Chattanooga), M.S., Ph.D. (Duke), *Associate Dean for International Programs, McGee Director of Dean Rusk International Studies Program, and Associate Professor of Political Science*
- Valerie Chicora, *Staff Assistant for Study Abroad*
- Larissa A. Hohe, A.B. (Davidson), *Fellow for International Studies*
- Carolyn M. Ortmyer, B.S. (University of California, Los Angeles), M.A. (Denver), *Study Abroad Coordinator*
- Carol Sandke, A.A. (Edison C.C.), *Staff Assistant for Study Abroad and International Student Offices*
- Jessica Williams, B.A. (Dickinson), M.L.S. (Rollins), *Study Abroad Counselor*
- Vacant, *International Student Adviser*
- Vacant, *Program Coordinator for International Studies*

Grants and Contracts

Mary W. Muchane, B.S. (Nairobi), M.S. (University of Sheffield), Ph.D. (Duke), *Director*
LuAnne G. Sledge, B.S. (UNC Charlotte), *Grants Accountant*
Beverly Winecoff, *Grants Assistant*

July Experience

Evelyn C. Gerdes, B.S., M.Ed. (East Carolina), *Director and Lecturer in Education*
Pat McCue, *Program Assistant*

Library

Gillian S. Gremmels, B.A. (Wartburg), M.L.S. (Maryland), *The Leland M. Park Director of the Davidson College Library*
A. Jan Blodgett, B.S. (Texas Tech), M.L.S. (Texas Woman's University), M.A. (West Texas State), M.R.E. (Loyola University New Orleans), Ph.D. (Maryland), *College Archivist and Records Management Coordinator*
Susanna D. Boylston, B.A. (Sweet Briar), M.Litt. (Oxford), M.S.L.S. (Catholic University), *Assistant Director for Information Literacy and Content Selection*
Sharon H. Byrd, A.B. (Pfeiffer), M.S.L.S. (UNC Chapel Hill), *Special Collections Outreach Librarian*
Jean C. Coates, B.A. (King), M.L.S. (UNC Greensboro), *Assistant Director for Access and Acquisition*
Sara B. Enders, *Government Information Assistant*
Michael D. Forney, *Building Service Worker*
Joseph Gutekanst, *Interlibrary Loan Coordinator*
Katy Hoffler, B.A. (University of Maryland, College Park), *Music Library Manager*
Patricia J. Johnson, B.S. (Georgia Southern), *Acquisitions Assistant*
Susan M. Kerr, B.A., M.S.L.S. (UNC Chapel Hill), *Systems Librarian*
Craig I. Milberg, B.S. (Clarkson University), M.L.S. (Long Island University), *Assistant Director for Discovery Systems*
June B. Quick, *Senior Library Assistant*
Sanford Jackson Radcliffe, B.S. (Appalachian State), *Evening Circulation Supervisor*
Kim E. Sanderson, B.A. (Florida International), M.S.L.S. (UNC Chapel Hill), *Cataloging and Metadata Librarian*
Denise B. Sherrill, B.S. (Western Carolina), *Assistant Director for Facilities, Finance, and Operations*
Kelly Sink, B.S., M.L.S. (UNC Greensboro), *Intellectual Property Librarian*
Alice G. Sloop, B.A. (Berea), *Acquisitions Assistant*
Lisa E. Smith, B.S. (Bowling Green State University), M.A. (Case Western Reserve University), *Assistant to the Director*
Linda Y. Snyder, *Circulation Assistant*
Sara G. Swanson, B.A. (College of the Holy Cross), M.A. (University of Chicago), M.L.I.S. (University of Pittsburgh), *Information Literacy Librarian*
Denise Torrence, *Building Service Worker*
Mittie C. Wally, *Serials Assistant*
AlTonya Washington, B.A. (Winston-Salem State), *Serials Assistant*

Military Studies

Edward B. Johnson, B.S. (East Carolina), M.S.I. (American Military University), *Lieutenant Colonel, U.S. Army*
Richard A. Nash, B.A. (Campbell University), Major (Retired), *U.S. Army*

Office of Teacher Education

Richard R. Gay, B.A., M.A. (University of Richmond), Ph.D. (UNC Greensboro), *Director and Associate Professor of Education*
 Elaine B. Houser, *Department Assistant*

Registrar

Hansford M. Epes, A.B. (Davidson), Ph.D. (UNC Chapel Hill), *Registrar and Professor of German and Humanities*
 Debra D. Brannon, *Staff Assistant*
 Nancy Y. Dickens, *Staff Assistant*
 Lori C. Hayes, B.A. (UNC Charlotte), *Staff Assistant*
 Marcia S. Stoutjesdyk, B.B.A. (Davenport), *Assistant Registrar*

Vann Center for Ethics

David Perry, B.A. (Pacific Lutheran), A.M.Div., Ph.D. (Chicago), *Director of the Vann Center for Ethics and Professor of Applied Ethics*
 Carrie Mahoney, A.B. (Duke), M.A. (Chicago), *Program Assistant*

ADMISSION AND FINANCIAL AID

Christopher J. Gruber, B.A., M.B.A. (University of Richmond), *Vice President and Dean of Admission and Financial Aid*
 Susie Abernethy, *College Visit/College Fair Coordinator*
 Castella Alexander, *Application Processing Coordinator*
 Sydney Barton, B.S. (Utah State University), *Merit Scholarship Assistant*
 Janis Beam, B.S. (East Carolina), *Application Processor*
 Diane Brown, *Financial Aid Adviser*
 Kortni R. Campbell, B.A. (UNC Chapel Hill), *Assistant Dean*
 Alan Chester, A.A.S. (Aims C.C.), B.M., M.M. (Appalachian State), *Information Technology Coordinator*
 Jenny Clarke, B.S. (Virginia Tech), *Application Processing Manager*
 Linda Erickson, B.F.A. (SUNY Empire State), *Senior Financial Aid Counselor*
 Wendy Faucette, *Admission Switchboard Operator*
 Sarbeth J. Fleming, B.A. (Winston-Salem State University), M.A. (Ohio State University), J.D. (Ohio State University Moritz College of Law), *Assistant Dean*
 David R. Gelinaz, B.A. (Westfield State), M.A. (Western Michigan University), *Director of Financial Aid*
 Steven Gentile, B.A. (Davidson), *Assistant Dean*
 Deborah B. Hogg, A.A. (St. Petersburg), *Senior Assistant Dean of Admission and Financial Aid*
 Lynda D. Keller, B.A. (UNC Charlotte), *Senior Admission Assistant*
 David W. Kraus, B.A., M.S.T.E. (University of New Hampshire), *Director of Admission*
 John Leach, B.A. (Davidson), M.Th. (Vanderbilt), *Senior Assistant Dean of Admission and Financial Aid*
 Gardner Roller Ligo, B.A. (Mary Baldwin), M.Ed. (University of Virginia), *Director of Merit Programs*
 David Mabe, B.A. (Davidson), *Assistant Dean of Admission and Financial Aid*
 Irma Navarro, B.A. (Davidson), *Assistant Dean*
 Eleanor W. Payne, B.A. (Salem), *Senior Associate Dean of Admission and Financial Aid*
 Kathryn Randa, B.A. (Hope College), M.S. (Miami University (OH)), *Admission Counselor*

Ellen Sizemore, A.A. (Elon), *Receptionist*
Rebecca Speiser, B.A. (Davidson), *Admission Counselor*
Cathy Spencer, *Executive Assistant to the Dean*
Chad A. Spencer, B.A., M.B.A. (Lenoir-Rhyne), *Senior Assistant Dean of Admission and Financial Aid*
Elizabeth White, *Application Processor*
Andrew Wilson, B.A. (Davidson), *Admission Counselor*

ATHLETICS AND PHYSICAL EDUCATION

James E. Murphy III, A.B. (Davidson), M.S. (Georgia Tech), C.P.A., *Director*
Richard Agner, B.S. (N.C. State), M.Ed. (University of Texas), *Assistant Director of Marketing and Promotions*
Gary C. Andrew, A.B. (Michigan), M.S. (Pennsylvania State), *Head Men's Cross Country, Track & Field Coach*
Scott M. Applegate, B.S. (East Carolina), M.A. (Miami), *Associate Director*
Greg Ashton, B.S. (University of San Antonio, Texas), *Head Women's Soccer Coach*
Brian Barmes, B.S., M.A. (Appalachian), *Equipment Room Manager*
Drew Barrett, B.S. (University of Illinois, Chicago), *Head Men's Tennis Coach*
Chris Brammer, B.S. (Truman State University), *Assistant Swimming Coach*
Ray Beltz, B.S. (East Stroudsburg), *Assistant Athletic Trainer*
Toby Bicknell, B.S. (Wingate), M.A. (UNC-Pembroke), *Assistant Baseball Coach*
Lauren Biggers, B.A. (UNC Chapel Hill), *Sports Information Assistant*
Raymond Brewer, A.A. (Brevard), B.S. (Appalachian), *Assistant Women's Track Coach*
Mark Brumbaugh, B.S. (University of Massachusetts), *Sports Information Assistant*
Morgan Clark, B.S. (UNC Chapel Hill), *Athletic Marketing and Promotions Assistant*
Meade Clendaniel, B.S. (West Chester State University of Pennsylvania), *Assistant Football Coach*
Richard J. Cooke, B.S., M.S. (University of Richmond), *Head Baseball Coach, Senior Men's Administrator*
Tim Cowie, B.S. (Roberts Wesleyan College), *Head Volleyball Coach*
Brenda Daugherty, B.S. (Gardner-Webb), *Physical Education Assistant*
Will DuBose, *Assistant Equipment Manager*
Shawnte Evans, B.S. (South Carolina State), *Assistant Equipment Manager*
Janah Fletcher, B.A. (UNC Chapel Hill), M.S. (UNC Greensboro), *Assistant Athletic Trainer*
Kristen Foss, B.S. (Johnson & Wales), *Men's Football Administrative Assistant*
Jim Fox, B.A. (Geneseo State), *Assistant Men's Basketball Coach*
Kyle Gamelier, B.S. (University of Toledo), *Assistant Swimming Coach*
Marc Gignac, B.A. (UNC Chapel Hill), M.S. (Canisius), *Sports Information Director*
Terry Gilliland, *Women's Basketball Administrative Assistant*
Andrew Groslimond, B.A. (Rollins), *Assistant Women's Tennis Coach*
Brett P. Hayford, B.A. (Davidson), *Assistant Football Coach*
Elizabeth S. Hayford, B.S. (Wingate), *Head Athletic Trainer*
Ryan Heasley, B.A. (Bethany), *Assistant Football Coach*
Sandor Helfgott, B.A. (Hunter), M.Ed. (University of Georgia), *Director of Physical Education*
Jamie Hendricks, B.S. (Western Carolina), *Ticket Office Manager*
Aaron Hintz, B.A. (Western Illinois), *Men and Women's Diving Coach*
Amanda Hughes, B.A. (Duke), *Assistant Women's Lacrosse Coach*

Meghan Hughes, B.S. (College of Charleston), M.S. (Seton Hall), *Assistant Athletic Trainer*
 Terrell Ivory, B.A. (Davidson), *Director of Basketball Operations*
 Sarah Jenest, B.S. (N.C. State), *Administrative Assistant*
 Benjamin Johnson, B.A. (Birmingham-Southern), *Assistant Men's Tennis Coach*
 Leah Parrish Jones, B.S., M.S. (Eastern Kentucky), M.A. (Gardner Webb University),
Athletic Business Manager
 Leland T. Jones, Jr., B.S. (Mt. Olive), *Assistant Director of Physical Education/Recreation,*
Aquatics Director
 Landry Kosmalski, B.A. (Davidson), *Assistant Men's Basketball Coach*
 Gretchen Krumdieck, B.A. (Wheeling Jesuit University), *Assistant Women's Volleyball*
Coach
 Sean Lennox, B.S. (Davidson), *Assistant Ticket Manager*
 Erin Lyan, B.A. (University of Virginia), *Assistant Women's Soccer Coach*
 Josh Lustig, B.S. (William and Mary), M.P.S. (Georgetown), *Assistant Football Coach*
 Martin McCann, A.B. (Davidson), *Assistant Athletic Director, Marketing and Event*
Management
 Gavin McFarlin, B.S. (Ashland), M.A. (University of Pacific), *Sports Information Assistant*
 Matt McKillop, B.A. (Davidson), *Assistant Men's Basketball Coach*
 Robert McKillop, B.A. (Hofstra), *Head Men's Basketball Coach*
 Katy McNay, B.S., B.A. (Appalachian), M.E. (University of Georgia), *Assistant Athletic*
Director, Senior Woman Administrator
 Susan Mercer, *Men's Basketball Administrative Assistant*
 Guy "Tripp" Merritt III, B.A. (UNC Charlotte), *Head Football Coach*
 Kevin O'Brien, B.S. (College of Charleston), *Assistant Men's Soccer Coach*
 Robert Patnesky, B.A. (West Virginia), M.S. (Ohio University), *Head Wrestling Coach*
 Derek Parrish, B.S. (Ball State), *Manager of Intramural and Club Sports*
 Amish Patel, B.A. (Michigan State), *Assistant Football Coach*
 Caroline Price, B.S. (Furman), *Head Women's Tennis Coach*
 Joe Privitere, B.S. (Binghamton), M.S. (Citadel), *Assistant Wrestling Coach*
 Tim Ridley, B.S. (Springfield), M. Ed. (University of Maine), *Assistant Strength Coach*
 Jeanette Scire, *Cheerleading Coach*
 Allen Simms, B.A. (University of Southern California), *Assistant Men's Track Coach*
 Matt Spear, B.A. (Davidson), *Head Men's Soccer Coach*
 Jennifer Straub, B.A. (Wake Forest), *Head Women's Cross Country/Track & Field Coach*
 Timothy M. Straub, B.A. (Wake Forest), *Head Golf Coach*
 Allen Sutton, B.S. (N.C. State), *Intramural and Club Sports Assistant*
 Ginny Sutton, B.A. (William & Mary), *Head Field Hockey Coach*
 Craig Swieton, B.S. (Springfield College), *Head Strength Coach*
 Gerry Waddle, B.S. (Appalachian), *Assistant Athletic Trainer*
 Kimberly Wayne, B.S. (Syracuse), M.S. (James Madison), *Head Women's Lacrosse Coach*
 J. Brian Wheeler, B.S., M.S. (Florida State), *Assistant Athletic Trainer*
 John Young, B.A. (Williams), *Head Men's and Women's Swimming Coach*
 Michael Zandler, B.S. (Bridgewater), M.Ed. (Virginia Tech), *Assistant Baseball Coach*
 Vacant, *Head Women's Basketball Coach*
 Vacant, *Assistant Women's Field Hockey Coach*
 Vacant, *Assistant Women's Volleyball Coach*

FINANCE AND ADMINISTRATION

Edward A. Kania, B.S. (St. Joseph's), C.P.A., *Vice President for Finance and Administration*
Tammy Benschopf, A.A.S. (Eastern Wyoming), C.P.S., *Administrative Coordinator*

Auxiliary Services

Richard Terry, A.B. (Davidson), M.A.T. (UNC Chapel Hill), M.B.A. (Queens University-McColl School), *Director*
Julie Bailey, *Catering Manager*
John E. Barnhart, B.S. (West Virginia), *Laundry Manager*
Jeff Boger, B.S. (Appalachian State), *Bookstore Textbook Specialist*
Lisa Brown, B.S., M.T. (Hampton University), *Catering Administrative Assistant*
Winston E. Bryan, B.A. (University of West Indies), M.M. (Cambridge College), *Production Assistant Laundry*
GayGayle M. Daily, *CatCard Services Assistant*
Bonnie Dunavent, B.A. (Michigan State), *Associate Director of Purchasing and Production*
Erin J. Elliott, B.A. (Butler University), M.S. (Miami University), *Summer Conference Coordinator*
Glenda T. Erwin, *Bookstore Systems Manager*
Ken Foil, *Assistant Catering Manager*
Ruth French, A.A. (Oldenburgische Industrie Handelskammer), *CatCard Services Manager*
Gwendolyn S. Gardner, B.S. (University of Phoenix), *Bookstore Manager*
Julie M. Knox, *Bookstore Operations Manager*
Jill Lazarus, *'Cats on Main Manager*
Mark H. Lewis, A.A.S. (CPCC), *Café Manager*
RoseMarie London, *Bookstore Textbook Manager*
Cissi Lyles, A.B. (Davidson), *Guest Services Manager*
Craig Mombert, A.A. (Culinary Institute of America), A.A. (Alfred State), *Executive Chef*
Dee Phillips, B.S. (Winthrop), *Director of Dining Services*
Ed Rutkowski, B.G.S. (Kent State), *Associate Director of Cash Operations*
Charlotte Sappenfield, B.A. (Sacred Heart), *Associate Director of Catering*
Michael Smith, *Catering and Production Chef*
Megan Hollenbeck, *Dining Services Administrative Assistant*
Sue Toumazou, *Bookstore Cashier/Operations Assistant*
Denise A. Wilson, *Laundry Assistant Manager*

Business Services

Lori B. Gaston, B.S. (Appalachian), C.P.A., *Controller and Director of Business Services*
Deborah W. Barnette, A.A. (Mitchell C.C.), B.S. (Gardner-Webb), C.C.M., *Manager of Cash Management and Payroll*
Jane N. Biggerstaff, C.M.M., *Central Services Manager and Postmaster*
Sharon P. Broome, *Central Services Assistant*
Elizabeth S. Christenbury, B.A. (Meredith), *Director of Purchasing*
Sandra English, *Central Services Assistant*
Lynn Fesperman, *Mail Courier*
Susan B. Fuller, B.S. (Virginia Tech), C.P.A., *Assistant Controller*
Donna M. Hamm, *Accounts Receivable Associate*
Carrie Heyl, B.B.A. (University of Georgia), M.P.A. (East Carolina), *Assistant*
Latoya Jackson, *Accounts Payable Associate*
Susan E. Jimenez, *Business Services Assistant*
Lara Leadbeter, B.A. (Bethany University), *Payroll Associate*

Jackie Pitzer, *Postal Window Clerk*
 Edna G. Rimmer, A.A. (Lenoir-Rhyne), *Cashier*
 Allen Sherrill, *Mail Services Associate*

Human Resources

Kim Ball, B.A. (UNC Chapel Hill), M.A., Ph.D. (Indiana University), S.P.H.R., *Director of Human Resources*
 Rene Baker, A.S. (Rowan Community College), P.H.R., *H.R. Data Coordinator*
 Diann S. Cavin, *H.R. Assistant*
 Ellen Fiori, B.A. (UNC Chapel Hill), *Associate Director*
 Michelle Gruslin, B.S. (Appalachian), P.H.R., *Assistant Director, Recruitment and Compensation*
 Lynn Hennighausen, B.A. (Loras College), M.S. (University of Wisconsin Madison), *Wellness Coordinator*
 Pam D. Tesh, *Assistant Director, Benefits*
 Ann Todd, B.A. (Davidson), J.D. (University of Nebraska), *Manager, Learning and Development*

Information Technology Services

Mur Muchane, B.A. (Warren Wilson), M.S. (Tennessee), *Executive Director of Information Technology Services*
 Debbie L. Alford, *Desktop Technology Support Coordinator*
 Brent Babb, A.A.S. (ECPI), *Project Manager*
 Nancy A. Bandy, B.S. (Purdue), *Systems Programmer/Analyst*
 Michael Barth, B.S. (UNC Charlotte), *Desktop Technology Support Coordinator*
 Jaimie M. Beatty, B.S. (Lenoir-Rhyne), *Web Systems Programmer/Database Administrator*
 Matt Bielejeski, A.S. (Full Sail), B.S. (Appalachian), *Media Instructional Technologist*
 Paul Brantley, B.S. (Cornell), M.B.A. (Boston University), *Instructional Technologist Science and Math*
 Jeff Bowman, *Network Technician*
 Jason Brewer, B.M. (Miami), M.A. (Radford), *Audio Designer/Instructional Technologist*
 Selah Bunzey, A.A.S. (Central Piedmont C.C.), *Programmer*
 Kevin D. Cauble, B.A. (UNC Charlotte), *Programmer/Analyst*
 Charles Murray, B.A. (University of Virginia), M.A. (University of California, Berkeley), *Director of Administrative Services*
 Abigail Creasy, B.A. (UNC Chapel Hill), *Systems Programmer*
 Sandy Crittenden, A.A.S. (Youngstown Technological University), *Help Desk Analyst*
 Connie M. Dellinger, A.A.S. (Mitchell C.C.), *Technology Services Assistant*
 Nikol Dishman, B.A. (Lee University), *Help Desk Analyst*
 Patricia Dubiski, B.A. (Massachusetts College of Liberal Arts), *Web Programmer/Business Analyst*
 Donna Enroth, *Operations Assistant*
 Kristen Eshleman, B.A. (UNC Chapel Hill), M.S. (London School of Economics), *Director of Instructional Technologist*
 Shauna'h Fuegen, B.A. (Yale University), M.Ed. (Niagara University), *Student Computing Coordinator*
 Michael D. Greco, B.A. (Lenoir-Rhyne), *Computer Support Analyst*
 Alex Gregor, B.A. (Davidson), *Assistant Instructional Technologist*
 Mary Jones, B.A. (UNC Chapel Hill), *Director of Business Operations*

Kyosung Koo, B.S. (Samchok National), M.A. (Murray State), Ph.D. (University of Iowa), *Instructional Technologist*
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*
Kimberly McGee, B.B.A. (University of Texas-San Antonio), M.P.A. (UNC Charlotte), *Systems Programmer/Analyst*
Robert McSwain, B.S. (Appalachian), *Videographer*
Julie A. Memrick, B.A. (Russell Sage), *Help Desk Analyst*
Anne H. Pender, B.A. (Wesleyan), *Windows Computer Analyst- Student Systems*
Don Piercy, *Telecommunications Analyst*
John W. Robbins, Jr., B.A. (Davidson), *Senior Systems Analyst*
Rob Smith, B.A. (University of South Carolina), *Director of Systems and Networks*
Diane P. Stirling, *Classroom Technology Specialist*
Francisco Vasquez, B.S., (Computer Science Institute, Peru), *Web Programmer/Analyst*
David P. Wright, B.S., M.S. (UNC Charlotte), *Programmer*

Investments

Raymond A. Jacobson, CFA, B.A. (Rutgers), M.S. (Clemson), M.B.A. (Duke), *Chief Investment Officer*
R. Nathan Mease, B.A. (UNC Chapel Hill), M.S. (Boston University), *Investment Analyst*

Physical Plant

David Holthouser, B.S. (North Carolina State), *Director of Facilities and Engineering*
Kevin Anderson, *Supervisor for Mechanical Maintenance*
Jerry Archer, *Director for Operations and Maintenance*
Irvin Brawley, Jr., B.S. (North Carolina State), *Director of Grounds and Property Management*
Dana Chapman, A.A.S. (Villa Maria College and Erie Community College), *Superintendent of Building Services*
John Christian, B.S. (Appalachian State), *Project Coordinator*
Gloria Cole, *Superintendent of Building Services*
Kathy Eaton, B.S. (Merrimack College), *Physical Plant Accounting Manager*
Tony Freeze, *Warehouse Coordinator*
Terry Gantt, *Senior Accounts Payable Staff Assistant*
Christine Healey, B.S. (UNC Charlotte), *Environmental Health and Safety Specialist*
Charles Jolly, *Assistant Director of Grounds*
Mike Kessler, B.A. (Davidson), *Director of Property Management*
Rick Leichman, A.A.S. (Rowan-Cabarrus C.C.), *CADD and Facilities Data Coordinator*
Jill Lowe, B.A. (UNC Charlotte), *Staff Assistant*
Rhonda Moore, *Assistant to the Director*
Lisa Moose, *Maintenance Technician*
Scott Overcash, B.S. (North Carolina State), *Central Store Coordinator*
Mack V. Puckett, *Supervisor of Electrical Maintenance*
Beth Sherrill, *Supervisor of Building Services*
Ronnie Shirley, *Project Engineer*
Leslie Urban, B.A. (Davidson), M.A. (Ohio State), *Director of Facilities Business*
Sam Westmoreland, *Supervisor of Building Maintenance*
Henry Withers, *Supervisor of Building Services*

Brian Wright, *Paint Foreman*

Barbara Benson Zaionz, B.A. (Salem), *Director of Building Services*

COLLEGE RELATIONS

Eileen Keeley, A.B. (Davidson), *Vice President for College Relations*

David M. McClintock, A.B. (Davidson), *Director of Principal Gifts*

Ellen Morrissey, B.S. (Davidson), *Business Analyst and Database Manager*

Deb Rutkowski, B.A. (Kent State), *Executive Assistant*

Alumni Relations

Peter J. Wagner, A.B. (Davidson), *Director*

Hope Childress, *Staff Assistant*

Lizz Clegg, A.B. (Davidson), *Reunion Coordinator*

Eleanor Cross, A.B. (Davidson), *Associate Director*

Linda Kunkle, *Staff Assistant*

Jennifer Mattocks, A.B. (Messiah College), *Staff Assistant*

Vacant, *Staff Assistant*

College Communications

Stacey Schmeidel, B.A. (University of Southern California), *Director*

Kelly Beggs, A.B. (Davidson), *Media Relations Fellow*

Gayle McManigle Fishel, B.A. (Elon), *Director of Design*

William R. Giduz, A.B. (Davidson), M.S. (Columbia), *Director of Media Relations*

Paige Herman, B.A. (Virginia Commonwealth), *Web Editor*

Margaret Boykin Kimmel, A.B. (Davidson), *Senior Creative Associate and College Editor*

Winnie E. H. Newton, B.C.A. (UNC Charlotte), *Assistant Director of Design*

Anna Prushinski, B.C.A. (UNC Charlotte), *Publications Assistant/Office Manager*

Angenette Rice-Figueroa, B.S. (West Virginia University), *Associate Director for Publications*

John Stennis Syme, A.B. (Davidson), *Senior Writer*

Development

Elizabeth O. Kiser, B.A. (St. Mary's College), *Director*

Natalie Bombard Akin, A.B. (Davidson), *Associate Director, Annual Fund*

Maria Tardugno Aldrich, A.B. (Davidson), *Director, Annual Fund*

Kathy Barton, A.A. (Central Piedmont C.C.), *Staff Assistant, Development*

Angela Cerkovnik, *Staff Assistant, Davidson Athletic Foundation*

Charlie Collins, B.S. (Stevens Institute of Technology), *Prospect Researcher, Research*

Susan J. Cooke, B.A. (Wake Forest), M.P.A. (Virginia Commonwealth), *Director, Research*

C. Gayle Craig, B.A. (UNC Chapel Hill), *Staff Assistant, Parent Programs*

Suzie Eckl, A.B. (Davidson), *Volunteer Coordinator, Annual Fund*

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, Major Gifts*

J. George Guise, A.B. (Davidson), J.D. (Vanderbilt), *Major Gifts Officer*

James Hogan, B.S. (Western Carolina), *Major Gifts Officer*

Parker W. Ingalls, B.A., M.B.A. (UNC Chapel Hill), *Major Gifts Officer*

Linda Johnson, B.S. (Indiana University, Pennsylvania), *Staff Assistant, Annual Fund*

Kristin Galloway Kelly, A.B. (Davidson), M.A. (Middlebury College), *Major Gifts Officer*

Harriet O. Kessler, B.A. (Texas), *Assistant Director, Parent Programs*

Kelly H. Knetsche, A.B. (Davidson), *Director of Parent Programs*

Todd Leahy, A.B. (Notre Dame), M.A. (University of Portland), M.B.A. (Wake Forest), *Associate Director, Davidson Athletic Foundation*
Sherry N. Malushizky, B.A., M.A. (UNC Charlotte), *Director, Friends of the Arts and Artist Residency Programs*
Karen R. Martin, B.A. (West Chester), M.S. (Syracuse), *Director of Corporate and Foundation Relations*
Anna Mitchell, A.B. (Davidson), *Assistant to the Director, Davidson Athletic Foundation*
Louise H. Mohamed, *Staff Assistant, Major Gifts*
Dawn Nelson, *Staff Assistant, Annual Fund*
Annie Porges, A.B. (Davidson), *Director, Davidson Athletic Foundation*
Kelley Cherry Sink, B.A. (UNC Chapel Hill), *Associate Director, Development*
Madeline Stough, A.B. (Davidson), *Annual Fund Gifts Officer*
Valerie A. Tartaglia, *Staff Assistant, Research*

Donor Relations

Denise Hart Howard, *Director*
Mary Mack Benson, *Gift Records Coordinator*
Shelly Clayton, B.A. (UNC Chapel Hill), *Assistant Director, Administration*
Virginia K. Dowdy, *Staff Assistant*
Joan A. Franz, A.A. (Eastleigh Tech.), *Gift Records Coordinator*
Amy Sledge Johnson, B.F.A. (UNC Charlotte), *Assistant Director, Special Events*
Karen Locey, *Staff Assistant*

WDAV Classical 89.9 Radio

Ben Roe, B.A. (Middlebury), *General Manager*
Joe Brant, B.S. (Michigan State), *Operations Manager, Host*
Susan Chiarelli, *Membership and Traffic Assistant*
Kim Cline, B.A. (UNC Chapel Hill), *Assistant General Manager*
Sarah Demarest, B.S. (Western Carolina), *Corporate Support Representative*
Francis Dominguez, M.A., M.F.A. (New Orleans), *Program Director, Host*
Jennifer Foster, A.B. (Davidson), *Host/Producer*
Jeffrey Freyman-Weyr, M.A. (Berklee College of Music), *Multi-Media Producer, Host*
Lisa Gray, B.A. (UNC Chapel Hill), *Director of Marketing and Communications*
Mike McKay, B.A., M.Ed. (UNC Charlotte), *Host/Producer*
Linda Ray, *Executive Assistant and Receptionist*
Rachel Stewart, A.B. (Davidson), *Director of New Media, Host*
Kristen Tuttle, B.A. (Notre Dame), *Associate Director of Development for Marketing and Traffic*
Theodore Weiner, *Music Director, Host*
Vacant, *Director of Development and Corporate Support*

STUDENT LIFE

Thomas C. Shandley, B.A. (Simpson), M.A. (Bowling Green), Ph.D. (Minnesota), *Vice President for Student Life/Dean of Students*
Denise Allen, *Executive Assistant*
Ernest Jeffries, B.M., M.Ed. (University of South Carolina), M. Div. (Hood Theological Seminary), *Assistant Dean of Students, Director of Minority Student Affairs*
Kathy Bray, A.B. (Davidson), *Associate Dean of Students*
Diana Miller, B.S. (North Carolina State), *Staff Assistant*

Chidsey Leadership Development

Julia Jones, B.A. (Carleton), M.B.A. (Stanford), *Director*

Alexandria McArthur, B.A. (Davidson), *Fellow*

Marie Reedy, B.A. (Juniata College), *Program Coordinator*

Career Services

John E. Adams, B.A. (Wofford), M.A. (Chicago Theological Seminary), *Director*

Rita A. Baker, B.A. (North Carolina State), M.Ed. (UNC Charlotte), *Assistant Director*

Brenda Harvey, *Coordinator of Recruiting Activities*

Julie Lucas, *Office Manager/Receptionist*

Betsy J. McIntyre, *Careers Library*

Elizabeth K. Westley, B.A. (James Madison), M.A. (Bowling Green), M.P.S. (Loyola- New Orleans), *Associate Director*

College Chaplain

Robert Spach, A.B. (Davidson), M.A. (Virginia), M.Div. (Princeton Theological Seminary), D.Min. (Columbia Theological Seminary), *Chaplain*

Linda Gurley, *Staff Assistant*

Sandy Poole, *Staff Assistant*

Karen Soos, B.A. (Virginia Tech), M.Div. (Catholic Theological Union), *Adjunct Catholic Chaplain*

Michael Shields, B.A. (University of Albany), M.R.E., M.A.H.L. (Hebrew Union College - Jewish Institute of Religion), *Adjunct Jewish Chaplain*

College Union

William H. Brown, B.A. (Davidson), M.C.E. (Presbyterian School of Christian Education), *Director*

Sena Addo, B.S. (Davidson), *Ticket Office Manager*

Ryan Clark, *Assistant Technical Director*

Lynda C. Daniels, *Master Calendar Coordinator*

Ed Daugherty, B.S. (Davidson), *Director of Davidson Outdoors*

Bridget Ely, *Staff Assistant*

Mike Goode, B.S. (Davidson), M.Ed. (Oregon State), *Assistant Director of Davidson Outdoors*

Brandon Kincaid, *Stage Technician*

Ashley Mamele, B.A. (Wofford), M.Ed. (Vanderbilt), *Program Adviser*

Alex Miller, *Senior Stage Technician*

James L. Nash, B.A. (Miami University-Ohio), *Technical Director*

Gina Nossel, *Staff Assistant*

Scott Sherrill, B.A. (Davidson), *Evening Operations Manager*

Jason Shank, B.S., M.A. (Virginia Tech.), *Assistant Director for Programs*

Tim Stroud, B.A. (Furman), M.P.A. (University of Missouri, Kansas City), *Assistant Director for Operations*

Community Service

Stacey Riemer, B.S. (St. John Fisher), M.S. (University of Rochester), Ph.D. (Syracuse University), *Assistant Dean for Community Service*

Kristen Booher, B.A., M.A. (Boston College), *Director of Bonner Scholars*

Linda Gurley, *Staff Assistant*

Emily Moser, B.A. (Davidson), *Fellow for Community Service*

Sandy Poole, *Staff Assistant*

Ashley Sherrill, B.A. (Eastern University), M.A. (Wake Forest), *Director of Freedom Schools and Coordinator of Sophomore Programs*

Public Safety and Police

Fountain Walker, B.S. (Gardner Webb), *Director*

Douglas Agan, *Patrol Officer*

Forrest Combs, *Patrol Officer*

Ronnie Hersey, A.A.S. (Gaston Community College), *Assistant Director*

Stacey H. Hill, *Administrative Assistant*

Tim G. Ramsey, *Sergeant*

Tim Taylor, *Patrol Officer*

Angela Thompson, B.S. (UNC Charlotte), *Patrol Officer*

Laura Vanzant, *Sergeant*

Residence Life

Patricia A. Perillo, B.A., M.Ed. (University of Delaware), Ph.D. (University of Maryland, College Park), *Associate Dean of Students/Director of Residence Life*

Drew Chin, B.S. (Quinnipiac University), M.S. (The University of Rhode Island), *Patterson Court Advisor*

Donny Edwards, B.A. (Southwestern University), M.S. (Texas A&M), *Associate Director of Residence Life*

Erin J. Elliott, B.A. (Butler University), M.S. (Miami University), *Area Coordinator/Summer Conference Coordinator*

Cristina C. Garcia, B.A. (Siena College), M.S. (SUNY Plattsburgh), *Area Coordinator/Diversity Program Adviser*

Debra U. Harrison, A.A. (Central Piedmont Community College), *Coordinator of Housing Operations*

Judy Klein, B.A. (Mundelein), *Access Coordinator*

Mary Ann Shessler, B.S., M.S. (Northern Illinois University), *Office Manager*

Lamonte Stamps, B.A. (Mississippi State), M.A. (Western Kentucky University), *Program Area Coordinator*

Student Health and Counseling Center

Trish Murray, B.S. (Geneva College), M.A. (West Virginia), Ph.D. (University of South Carolina), *Director of Student Health and Counseling*

Laurie Bumgarner, B.S. (Davidson), M.D. (Bowman Gray), *Physician*

Lisa Collard, B.A., M.A. (Marshall University), *Counselor/Psychologist/Eating Disorder Specialist*

Donna Coombs, R.N. (New Hampshire Technical Institute), *Registered Nurse*

David Graham, B.S. (LeMoyne College), M.S. (Syracuse University), Ph.D. (UNC Charlotte), *Counselor/Coordinator for Minority Outreach*

Nance Longworth, B.S.W. (East Carolina), M.S.R.C. (UNC Chapel Hill), *Counselor*

Janet Poole, R.N. (Central Piedmont Community College School of Nursing), *Head Nurse*

Sarah Prince-Carleson, B.A. (Wooster), M.D. (Wright State), *Physician*

Anne Renfrew, R.N. (North Tees Hospital School of Nursing), *Registered Nurse*

Georgia S. Ringle, B.A. (Newcomb), M.P.H. (Tulane School of Public Health & Tropical Medicine), *Health Educator*

Vicki B. Sherrill, R.N. (Presbyterian Hospital School of Nursing), *Registered Nurse*

W. David Staton, A.B. (Davidson), Ph.D. (UNC Chapel Hill), *Counselor*

Jennifer Weber, *Counseling Staff Assistant*

Craig White, B.S. (Davidson), M.D. (Harvard), *Chief Physician*

Julie Whittington, B.S. (University of Richmond), M.S. (Winthrop), *Registered & Licensed Health Service Dietitian*

Paula Wilhelm, C.M.A. (Central Piedmont Community College), *Medical Staff Assistant*

CURRICULAR ENRICHMENT

In addition to classroom and laboratory instruction, Davidson faculty and students have a variety of opportunities to enrich their academic 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 areas 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, Class of 1961, 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 noncredit project; established by family and friends in memory of Professor Frank Bliss.

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.

Joel Conarroe Lecture Series – Established through the generosity of an anonymous donor to honor Joel Conarroe, Davidson College Class of 1956 and President Emeritus of the John Simon Guggenheim Memorial Foundation, this lecture series is to enhance the literary experience of Davidson students.

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 the University of Tours program in France; established in memory of

300 — Curricular Enrichment

French professors J. O. Embry, Francis Ghigo, Class of 1929, and Walter E. Meeks, Jr., who were 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.

Page and Robert E. Kizer, Jr. Fund – Established by Robert Edward Kizer, Jr., Davidson College Class of 1961, and his wife Page, to endow both the position of Kizer Director of Teacher Education and the Kizer Internship.

Hilde Kreutzer Music Endowment – Established through the estate of Hilde B. Kreutzer to support the piano program at Davidson.

Leonard Community Service Fund – Established by Judy and Paul Leonard, Class of 1962, to support student service projects.

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, Class of 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; the 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 gifts from the Thomas Jefferson, Class of 1959, family of Richmond, Virginia, to honor Samuel D. Maloney, Class of 1948, 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.

Miller Endowment – Established by Robert J. Miller, Class of 1984, in memory of his father, Richard Miller, this endowment provides full cost scholarships for Davidson's July Experience summer program to qualified applicants who may not otherwise consider attending Davidson and funding for the Office of Admission and Financial Aid to promote affordability.

Mimms Bioinformatics Support Fund – Established by Larry T. Mimms, Class of 1976, to support Davidson's genomics program through student fellowships, faculty workshops and financial assistance to college and high school faculty to attend said workshops.

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, Class of 1947, 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 Mr. and Mrs. Thomas F. Staley in honor of Mr. Staley's parents, this fund is used 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 Internship 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.

Vann Center for Ethics at Davidson College – Established by Mr. James M. Vann, Class of 1950, and his wife Lee, the Vann Center brings sustained focus to that which has been central to a Davidson education – ethical decision making and integrity of action. The center will allow the college to do so in the context of teaching and learning, community outreach, employment, and everyday life; and, further, to prompt and foster ethical inquiry and moral reflection on issues and situations in the world around us.

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 233 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 Eric Hardy Abberger Fund
 The Nancy Hardy Abberger Fund
 The Susan Dudley Abbott Fund
 The George Lawrence and Helen McLandress
 Abernethy Fund
 The Henry B. Abrahams Fund
 The Atwell (1929) and Pauline Hill
 Alexander Fund
 The Jean Elizabeth Alexander (1975) Fund
 The Alumni Association Memorial Fund
 The Alumni Travel Fund
 The Alumni Association Wildcat Fund

The Lisa V. Landoe (2010) Fund
 The Michael F. Anderson (2002)
 The Gwen Greenfield Appleyard Fund
 The Nancy Rodden Arnette Fund
 The Jane Jackson Avinger Fund
 The Joseph Abrams Bailey (1883) Fund
 The Carrie Harper Barnhardt Fund
 The Deborah Kinley Barnhardt Fund
 The Dorothy McDougale Barnhardt Fund
 The James H. Barnhardt, Sr. Fund
 The Mr. and Mrs. Thomas M. Barnhardt
 Fund

- The James Knox Batten (1957) Fund
 The Lucille Hunter Beall Fund
 The Mary Davis Beaty Fund
 The Robert Bernard Bennett, Jr. (1977) Fund
 The Thomas M. Bernhardt (1974) Fund
 The Anna Augusta Sutton Bledsoe Fund
 The Francis Marion Bledsoe, M.D. Fund
 The David B. Bostian, Sr. Fund
 The Boylston Family Fund
 The Kristin Hills Bradberry (1985) Fund
 The Royal L. Branton^r(1941) Fund
 The William Coleman Branton (1936) Fund
 The Thomas McL. Breeden (1937) Fund
 The Jerrold L. Brooks (1957) Fund
 The Hattie Stephenson Buffaloe Fund
 The Patricia Cashion Burgess Fund
 The Alwin C. Burns, Jr. (1942) Fund
 The Richard Clyde, Jr. & Annamarie Booz
 Burts Fund
 The Herman S. Caldwell, Sr. (1933) and
 Richard E. Caldwell (1937) Fund
 The Herman Spencer Caldwell III Fund
 The Lillie Haltiwanger Caldwell Fund
 The Preston Banks Carwile (1920) Fund
 The Hugh D. Cashion, Sr. (1933) Fund
 The Carleton Burke Chapman, M.D. (1936)
 Fund
 The Chatham Calhoun Clark (1929) Fund
 The Sidney Cohen Fund
 The Colkitt Family Fund
 The Monna D. Conn Fund
 The George C. Covington (1975) Fund
 The James Robert Covington (1929) Fund
 The Ben T. Craig (1954) Fund
 The Crawford Fund
 The William Patterson Cumming (1921) Fund
 The Gladys Potts Cunningham Fund
 The W. Ray Cunningham (1951) Fund
 The Henry Fitzhugh Dade (1938) Fund
 The Tom Daggy Fund
 The Chalmers Gaston Davidson (1928) Fund
 The Loyce Sherrill Davis Fund
 The Arthur Prim Dickens, Jr. (1968) Fund
 The Charles Alexander Dixon (1918) Fund
 The Charles Edwin Dockery Fund
 The Joseph Turpin Drake (1934) Fund
 The Duke Endowment Fund
 The Darrell & Abbey Dupler Fund
 The Fay Ross Dwelle Fund
 The Nathaniel Cabot Earle, Jr. (2001) Fund
 The Edgar Family Fund
 The English Family Fund
 The Ursula Fogelman Fund
 The Carole Anne Folger, M.D. (1978) Fund
 The Margaret Walker Freeland Fund
 The Dirk French Fund
 The Harry L. and Frances Ford Fry Fund
 The Wilbur L. Fugate (1934) Fund
 The John Bryant (1925) and Louise C.
 Gallent Fund
 The Connie Williamson Gamble Fund
 The Joe P. Gates Fund
 The Harry Goodwin and Lois Gaw Fund
 The Rachel Helen McKenzie Gaynor Fund
 The Francis Ghigo (1929) Fund
 The Robert D. Gilmer (1950) Fund
 The Augustin V. Goldiere Fund
 The Gorham Book Fund
 The Rev. Gregory M. (1960) and Janice T.
 Grana Fund
 The James Thomas Grey (1965) Fund
 The Arthur Gwynn Griffin Fund
 The F. David Grissett (1972) Fund
 The Lucile S. and James R. Gudger, M.D.
 (1925) Fund
 The William Joseph Haley III (1980) Fund
 The Lucy Farrow Hall Fund
 The Janie Murray Harris Fund
 The Madge Sadler Hayes Fund
 The James P. Hendrix, Sr. (1925) Fund
 The William Blannie Hight, Jr. Fund
 The James Henry Hill (1854) and James
 Lolo Hill (1884) Fund
 The James William Howard Fund
 The William Mayhew Hunter, Jr. (1931)
 Fund
 The Robert Bruce Jackson, Jr. (1950) Fund
 The General T.J. "Stonewall" Jackson Fund
 The William Howard Jetton (1930) Fund
 The Clifford P. Johnson (1977) Fund
 The Edward P. and Sarah Johnson Fund
 The Frontis Withers Johnston (1930) Fund
 The Jones Family Fund
 The Keiser Family Fund

- The Kendrick K. Kelley III (1963) Fund
 The Lois Anne Kemp Fund
 The Laurance Davies, Jr. (1929) and Mary Fuss Kirkland Fund
 The William Alexander (1934) and Helon Wilkerson Kirkland Fund
 The Sandor Kiss Fund
 The Peter S. Knox, Jr. (1932) Fund
 The James Bell Kuykendall, Jr. (1927) Fund
 The John Wells Kuykendall (1959) Fund
 The Zac Lacy (1997) Fund
 The Helen Bewley Lamon Fund
 The Lisa V. Landoe (2010) and Michael F. Anderson (2002) Fund
 The Emmie Frances Bledsoe Lester Fund
 The Malcolm Lester Fund
 The Malcolm Nicholson Lester Fund
 The Pauline Domingos Lester Fund
 The Collier Cobb Lilly (1989) Fund
 The Grace Green Lilly Fund
 The Henry T. Lilly (1918) Fund
 The Caroline Jane Little (2002) Fund
 The Charles Edward Lloyd Fund
 The Fay Cox and Zachary F. Long, M.D. Fund
 The Steven H. Lonsdale Fund
 The Gail Yarsley Lowery Fund
 The John S. Lyles (1950) Fund
 The William K. Mahony Fund
 The Samuel Dow Maloney (1948) Fund
 The Robert David Margolis, M.D. (1975) Fund
 The J. Chalmers Marrow (1928) Fund
 The John Alexander, Jr. (1939) and Lucy Worth Mawhinney Fund
 The Charles K. (1949) and Dorothy Jane Moore Maxwell Fund
 The Mary Elizabeth Mayhew Fund
 The Harvey Edward McConnell, M.D. (1936) Fund
 The Marjorie M. McCutchan Fund
 The William G. McGavock (1930) Fund
 The Mary Wettling McGaw Fund
 The John Alexander McGeachy, Jr. (1934) Fund
 The John Lacy McLean, Jr. (1943) Fund
 The Gordon E. McMain Fund
 The William Melvin Means (1940) Fund
 The F. DeWolfe (1920) and Wilhelminia Livingston Miller Fund
 The J. Joseph Miller (1950) Fund
 The George L. Milne Fund
 The Alexander S. "Sandy" Moffett (1937) Fund
 The William Andrew Moffett (1954) Fund
 The William Lauder Morgan (1920) Fund
 The Harvey L. Morrison (1933) Fund
 The Matthew Edward Morrow Fund
 The William Fredrick Mulliss (1933) Fund
 The Myers Park Presbyterian Church Fund
 The Rolfe Neill Fund
 The C. Louise Nelson Fund
 The Randy F. Nelson Fund
 The Samuel William Newell, Jr. (1939) Fund
 The Samuel William Newell, Sr. Fund
 The Jane Harris and Jill Morrison Nierenberg Fund
 The Mary Winston Crockett Norfleet Fund
 The William Alton "Al" Norris, Jr. (1972) Fund
 The Richard E. Offutt, Jr. D.D.S. (1976) Fund
 The Paddison Cunningham Fund
 The Leland Madison Park (1963) Fund
 The Rebecca Leland & Arthur Harris Park Fund
 The Coach Charles W. Parker (1938) Fund
 The Kenneth F. Parks (1973) Fund
 The Ernest F. Patterson, Sr. Fund
 The William Clayton Patton, M.D. (1958) Fund
 The Robert Rudolph Perz, M.D. (1979) Fund
 The Edward William Phifer, Jr., M.D (1932) Fund
 The Thomas Bryan Phillips (1980) Fund
 The James Faulkner Pinkney (1927) Fund
 The Fradonia Brown Porter Fund
 The Elizabeth Bradley Purcell Fund
 The James S. Purcell, Jr. Fund
 The Charles Edward Ratliff, Sr. Fund
 The William McClintock Reid, Jr. (1934) Fund
 The William T. Reilly III (1980) Fund
 The V. O. Roberson, Jr. Fund
 The Martha Byrd Roberts Fund

- The William Cumming Rose (1907) Fund
 The Helen B. & Norman C. Ross Fund
 The Dr. Susan Fields Ross Fund
 The James Henry Rostan (1967) Fund
 The John Peter Rostan III (1966) Fund
 The Robert Colvert Sadler, M.D. (1908) Fund
 The Margaret Salter Fund
 The John D. Scandling Fund
 The Lewis Bevins Schenck (1921) Fund
 The Neal Anderson Scott (1940) Fund
 The Starkey Sharp V (1978) Fund
 The Harry Lee Shaw, Jr. (1926) Fund
 The J. Alexander Shaw, M.D. (1918) Fund
 The Della Shore Fund
 The James P. Sifford, Jr. (1950) Fund
 The Sigma Alpha Epsilon Fraternity Fund
 The Fredric Homer Smith, Jr. Fund
 The John Raymond Snyder Fund
 The Samuel Reid Spencer, Jr. (1940) Fund
 The Richard A. Stoops (1968) Fund
 The James G. Swisher Fund
 The Melton Hill Tankersley (1959) Fund
 The Farish Carter "Chip" Tate V (1965) Fund
 The Archibald B. Taylor (1911) and Margaret Taylor Williams Fund
 The Amelia Paul Thomas Fund
 The Thomas G. Thurston, II, M.D. (1937) Fund
 The Isabelle White Trexler Fund
 The William Waugh Turner (1899) Fund
 The Robert Fredrick (1969) and Ruth Anne Maxwell Vagt Fund
 The Mary Jane McGee Vernon Fund
 The William Wallace Wade Fund
 The Hallam Walker Fund
 The Carolyn A. and Wayne M. Watson Fund
 The K. D. Weeks, Sr. (1935) and K. D. Weeks, Jr. (1969) Fund
 The Lacy Donnell Wharton, Jr. (1927) Fund
 The L. D. and Lilian Benton Wharton Fund
 The Mary Tilley Wharton Fund
 The Jack Williams, Jr. (1934) Fund
 The Robert C. Williams Fund
 The Charles Nelson Williamson, M.D. (1964) Fund
 The Rev. Edward Lee Willingham III (1948) Fund
 The Walter L. (1946) and Carolyn Cooner Withers Fund
 The Jack Womeldorf (1961) Fund
 The Robert Davidson Woodward, Jr. Fund
 The Lauren W. Yoder Fund
 The John T. Zaharov, Jr. (1970) Fund
 The T. C. Price Zimmermann Fund
 The Anne Kathren Zirkle (1994) Fund
 The Rosemary Levy Zumwalt Fund

HONOR SOCIETIES

Phi Beta Kappa — The preeminent honor society in the United States and the oldest of the American Greek-letter societies, Phi Beta Kappa recognizes outstanding achievement in the study of the liberal arts. The Society was founded in 1776 at the College of William and Mary and now has over 270 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 over 2,400 members. Elections are held in the spring semester and are by ballot of the resident (faculty and staff) members of the chapter. In accordance with the constitution of the national Society, students elected must have qualifications of "high scholarship, liberal culture, and good character"; election is not automatic on the attainment of a certain grade point average. Not more than 12.5 percent of a senior class may be elected.

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.

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.

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 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.

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 Omega is open to the top three 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.

Sigma Pi Sigma – The national Physics Honor Society. Founded in 1921, the chapter at Davidson is the mother chapter.

ACADEMIC AND COMMUNITY AWARDS

Alumni Medal – For the freshman with the highest academic average; given by the Alumni Association.

Vereen Bell Memorial 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 pre-medical 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, Class of 1966.

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., Class of 1960.

Agnes Sentelle Brown Award – For a sophomore, junior, or senior, chosen for outstanding promise as indicated by character, personality, and academic ability; established by the late Dr. Mark Edgar Sentelle, Davidson Professor and Dean of Students, in memory of his sister.

William Scott Bryant Memorial Award – Established by family and friends to increase understanding of our national government by helping outstanding students participate in work and study programs in Washington, D.C.

James A. Chapman, Jr. Annual Award – For a promising student interested in a career in commerce. Established by the Textile Veterans Association in memory of a 1943 alumnus who was a leader in that industry.

Tom Daggy Biology 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.

Davidson Black Alumni Network Award – 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.

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.

W.E.B. Du Bois Award – This award is presented for outstanding work in Sociology.

Eumenean Literary Society Award – For a member who best exemplifies the 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., Class of 1960.

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, Class of 1930, 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.

Rufus Hallmark Writing Award – Named after the distinguished musicologist Rufus Hallmark, Davidson class of 1965, this award recognizes the best essay on a musical topic written in the previous year.

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.

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 Halbert 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.

Lucile and Max Jackson Award in Art History – Established by Charlotte art lovers and friends 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.

The Keiser Prize in English – Established in 2000 by Albert Keiser, Jr., Class of 1966 in honor of his father, Professor Albert Keiser, Ph.D.; recognizes superior contributions by one Davidson student each year to the performance of classical English literature.

John D. Kelton Award – Presented to the psychology major who develops the best essay in the senior capstone course.

Kendrick Kelley Award in History – Awarded to the senior history major who best exemplifies the qualities displayed by Ken Kelley, Class of 1963, distinguished academic performance, self-effacing leadership and personal integrity. Established by family and friends in memory of Ken Kelley.

Le Prix de Français (The French Award) – Established in 1991, the French Award was created to honor outstanding achievement in French studies and/or exceptional contributions to the Davidson French program by a senior major.

Henry T. Lilly Award for Excellence in English – Established in 1993 and given in memory of Henry T. Lilly, Class of 1918, Professor of English from 1926 -1966.

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.

The Samuel D. Maloney Essay Prize – Given in honor of Emeritus Professor Samuel D. Maloney by the Thomas Jefferson family, the Maloney Essay Prize recognizes the student essay that best exemplifies outstanding work in the field of religion, ethics, and culture.

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.

Mundo Hispanico (The Spanish Award) – Established by the Spanish Department to recognize excellence in the study of the Spanish language and Hispanic culture.

Phifer Economics Award – For an upperclass student who has made a distinguished record in the study of economics; established by Mrs. A.K. Phifer.

Physics Award – Established by alumni and friends to honor outstanding achievement in the study of physics.

W. Kendrick Pritchett Award in Classics – Presented to a senior classics major who exemplifies the qualities displayed by W. Kendrick Pritchett, Class of 1929: distinguished academic performance, personal integrity, and love of ancient literature, history, and archaeology.

Harris Proctor Award – Established through gifts from colleagues to honor Professor Emeritus J. Harris Proctor. The award is presented 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 – This award, recognizing a senior music major, honors Richard Ross who, in his lifetime, was an internationally celebrated organ recitalist, a gifted teacher, and a dedicated Presbyterian Church musician.

Dean Rusk Program Award – For the student who has contributed most to international studies at Davidson.

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.

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 further theatre at Davidson College during four years on campus.

Rawley P. Turner Drama Award – Presented to the student who, in the opinion of a committee made up of faculty and community theatre-goers, has given the best performance in a major drama production for the year.

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.

Wilmer Hayden Welsh Prize in Composition – Awarded for the best original music composition by a Davidson student. Established in 2006 in honor of Wilmer Hayden Welsh, Composer and Professor of Music from 1963-1991.

Daniel Blain Woods Award – For the rising senior pre-medical 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 longtime professor of psychology by psychology faculty and alumni.

ATHLETIC HONOR AWARDS

Helen DeVane Carnegie Award – Presented to the most outstanding freshman athlete.

David Parrott Memorial Award – Presented to a student in recognition of contribution, outstanding sportsmanship and participation in the intramural athletic program.

Tommy Peters Memorial Award – Presented to a male athlete with outstanding dedication and contribution to intercollegiate athletics.

Susan K. Roberts Award – Presented to a woman athlete best exemplifying the Davidson spirit in intercollegiate athletics and campus leadership.

Thomas D. Sparrow Award – Presented to a male athlete best exemplifying the Davidson spirit in intercollegiate athletics and campus leadership.

Rebecca E. Stimson Award – Presented to a woman athlete in recognition of outstanding dedication and contribution to intercollegiate athletics.

CLASS OF 2010 - BACHELOR OF SCIENCE

Erica Nicole Ashley	Joshua Alan Haywood	Megan Leighann Reilly
Oluseyi Ayodele Ayorinde	James Phillip Honeycutt III	Allison Rebecca Ruhe
Mary Frances Baird	Olivia Elizabeth Ho-Shing	Weston Douglas Sacco
Bryant Andrew Barr	Abby Laurel Jones	Duncan Davis Salyer
Austin Hedrick Bell	Curry Frielden Jones	Nora Matossian Saunders
Virginia Matheson Berry	Danielle Lee Jordan	Walker Robert Shaw
Michelle Valeri Bleda	Rebekah Alyse Landfried	Caitlin McKenna Sheetz
Steven Richard Blomberg	Kin Ho Lau	Samuel Adam Sheline
Jennings Lovell Boley	Kayla Marie Layman	Shannon Alexandria Simmons
Zachary Mark Carico	Scott Christopher Lester	Max Wikne Simonsen
Fareed Ahmed Cheema	Kevin Dale Mangum	Heather Dryden Smith
Kelsey Leigh Chisholm	Molly Elizabeth Merrill	Erica Clarice Solis
Allison Miller Dulin	Mitchell Griffin Miller	Darina Svilenova Spasova
Lauren Nicole Felkel	Rachel Christen Miranda	Zachary David Stergar
Christopher Bennett Fezza	Richard Eric Moretz	Ellen Marie Thomas
Marion Dewitt Floyd, Jr.	James Marshall Oelsen	Alexandra Jo Thompson
Alexander Benjamin Galloway	Robert Fount Palmer	Andrew Duncan Thompson
JoAnne Catherine Glisson	Victoria Winstead Palmer	Amber Dawn Townsend
Erin Hart Godla	Julia Ruth Paquette	Mark Julian Trawick
Christa Marie Goeke	Nathalia de Aquino Paulinelli	Katherine Leah Walker
Devin Alexander Haddad	James Heath Pelham	Alysen Janae Wallace
Courtney Marie Hart	Jason William Perillo	Michael Richard Waters
Damon Dunn Hartye	Emily Ackerson Rahill	Franklin Miller Williams, Jr.

CLASS OF 2010 - BACHELOR OF ARTS

Andrew Douglas Adams	Charles William Brodsky	Cherise Annel Collins
Andrew Charles Aldrich	Jonathan Daniel Broide	Lauren Kelly Conner
John Charles Allen	Peter Bulkley Bruton	Haley Kathryn Cook
Alison Leigh Antieri	Alexander Harris Bust	Jennifer Leigh Crawford
William Archambault	Linnea McCrea Buttermore	Martha Winifred Culp
Michael Stephen Auriemma	Kyri Alaya Bye-Nagel	Aaron Daniel Curley
Brennan Marion Baker	Joseph Zachary Calucchia	Alissa Marie Curran
Katherine Wyatt Baker	Laura Scott Candler	Caroline Switzer Curtiss
Jordana Elise Baron	Craig Howard M. Cangemi	Shivani Dasani
Benjamin Bashinski IV	Daniel J. Carella, Jr.	James McCorkle Davis IV
Matthew Alexander Baum	Isabel Wise Carlton	Fabienne Louise Deaton
Amy Leigh Beeston	Bradley Jenkins Carman	Sarah Elizabeth DeLoach
Kirk Calvert Benedict	Andrew Summitt Carson	Catherine Elizabeth Rader Dickson
Sarah Ilia Bennett	Laura Cepeda	Jessica Lorraine Dimmock
Austin Matthew Bond	Thomas Steven Christy	Catherine Elizabeth DiSanto
Imani Malika Bowen	Grant William Clark	Keely Marie Diven
Liam Bennett Bracken	Mary Southgate Clay	Emma Friedl Donovan
Galen Charles DeMiranda Bradley	Gregory Ryan Cockman	Charles Tillman Douglas
William Warner Branch	Evan Ross Colbert	Andrew Taylor Dunn
Meryl Elise Breeden	Jordan Chene Cole	Mary Elizabeth Eannarino

John Power Edwards	Brenna Grace Kelly	Julie Noelle Palm
Mary Jean Elder	Christopher Floyd Kennedy	James Quinton Patton
Preston Tull Eldridge	Warner Lewis Kennon, Jr.	Michelle Pav
Jennifer Anne Errington	Sarah Beth Keyser	William Satterfield Pickens
Kyle Ayer Evans	Ahad Saeed Khan	Jonathan Omar Pickett
Blakeslee Wilson Evitt	Upasana Khatri	James Stephen Pierce
Anne Austin Fields	Galen Michael King	Alexander Nicholas Pitsinos
Joel Aaron Fineman	Jessica Kyle Koby	David Winfield Poms
Chase Edgcomb FitzPatrick	Elinor Gould Landess	Charles Donald Preacher
Robert McCreery Flowers II	Lisa Victoria Landoe	Haley LeeAnn Price
Robert Scott Frantz	Michael Alexander Lane	Matthew Christopher Quinlan
Alex Thomas Frick	Daniel Paul Langley	Michael Winfield Raymond
Brenda Nicole Fuentes	Monica Leigh Laune	Charles David Reiter
Sophie Elizabeth Funderburk	Alexandros Dimitrios Lazaridis	Timothy Alderson Roark
Rieti Giovani Gengo	Nathaniel Tyler Lemons	Lauren Elizabeth Robles
Joseph Emmanuel Gibbs-Tabler	William Kuhn Lent	Lucille Ross Rogers
Jessica Alanna Givens	Landon Joseph Lill	Elizabeth Anne Rollins
Robert Craig Goldsberry	Megan Nicole Lisa	Stephen Patrick Rossiter
Amanda Leigh Goodman	Ashley Nicole Lyles	William Andrew Rublee
Alexandra Marcia Gores	Hannah Whitmel Lyon	Christopher Pratt Ryan
Andrew Santos Goyzueta	Owen Patrick Maguire	Reed Michael Ryan
Lindsey Annette Graf	Athan Arnold Makansi	Peter Fenton Sale
Alice Kathryn Grant	Matthew James Mann	Rex Kilbourn Salisbury
Aubrey Jonathan Grant	Christopher Russell Marsicano	Meena Sangar
Jay Alexander Greening	Heidi Katrin Marti	Paul K. Sayed
Alexander Fitzpatrick Griswold	Hillary Anne Maul	Marianne Danielle Schild
Joshua Cain Hamlet	James Perry Mayo III	Darrell Lamont Scott
William Lance Harden	Caitlin Elizabeth McCarville	Mordecai Solomon Watson
Emily Frances Hassell	David Gilmore McCavitt	Scott
Daniel Anderson Hauffe	Rebecca Magill McCormack	Daniel Alberto Seeger
Chelsea Elizabeth Heath	Andrea Kirsten McElveen	Maret Decker Seitz
Stacey Dow Helmerich	William Hurst McGuire	William Coolidge Shain
Alexis Jesus Hernandez	John Otley Middlebrooks	John Elliott Shields
Brett Allen Holloway	Thomas Garland Middour	Suzanne Marie Sittko
Thomas Wheat Hotchkiss	Emily Jane Miller	Clinton Ward Smith III
Lindsay Ann Howard	Katherine Danielle Miller	Kelsey Lynne Smith
Andrew Chester Howland	Megan Haigh Miller	Jefferson Daniel Smythe
Sonia Phoebe Huang	Lee Armstrong Mimms	Laura Danielle Thorne Sousa
Marion Andrew Humphrey, Jr.	Bianca Jane Mitchell	Samuel Reid Spencer, IV
Elizabeth Marie Hyland	Shantay Deane Mobley	Karla Christine Stockmeyer
Mark Christopher Iafrate	Sarah Helen Moore	Marley Elizabeth Stone
Clay Reade Jacob, Jr.	Rebecca Hunter Morgan	Michael Leighton Suiters
Callard O'Connell Jensen	Catherine Noel Morris	Tory Ian Summey
John Olgierd Jertson	Robert Louis Mudano	Erik Raleigh Suspanic
Zaynah Yasmine Johnson	Tatenda Cheryl Musapatike	Alexandra Hepburn Sutton
Andrew Richard Jones	Daniel Murray Nelms	Gavin Robert Sweitzer
Luke Aloysius Jordan	Aimee Kay Nieuwenhuizen	Katherine Lynn Taubenheim
Michael Jack Jucewicz	Eric Reed Noble	Sarah Mei Yan Teo
Lindsay Gene Kallman	Robert Bryan Norris, Jr.	Charles Alexander Theg
Samantha Justine Karlin	Britnai Nicole Nunley	Louis Dillon Timberlake
Jonathan Joseph Kass	Lucy Long Whittington Owen	Joshua David Tobin

Michele Teres Torsiglieri
 Lucille Miller Trumbull
 Machel Dean Turner
 Daniel William Vieira
 Laura Helen Voss
 Julian Andrew Walker
 Erica Renata Wallace
 Elizabeth Irene Wand

Loring Young Ward
 David Thomas Warren
 William Scott Warren
 Devon Jayne Weeks
 Stephen Robert Westerfield
 Amanda Clare Whitton
 John Woodside Wiegmann
 Brett Cameron Willis

Rachel Elizabeth Winston
 Moriah Ferguson Wood
 Brandon Ryan Wright
 Maureen Elizabeth Wright
 Benjamin Jacob Youngerman
 Theodore Hogan Zimmerman
 Laura Elizabeth Zulliger
 Meikaela Mercedes Zwieryznski

HONOR GRADUATES - CUM LAUDE

Sarah Neal Adams

Honors in Philosophy

Claire Winfield Asbury

Francesca Jean Balboni

Ananta Shrikant Bangdiwala

Ian Graeme Bond

Emily Bray Brahim

Lindsay Kirlin Brownell

Samuel Hight Burns

Zachery Blake Byrd

Wesley Cuyler Calton

Robert Bruce Cameron

Krysta Carroll Cihi

Anna Ruth Coon

Honors in History

Anne English Coxé

Robert Allen Craig II

Jennifer Cristine DeKnight

Honors in History

Thomas Jordan Divinnie

Cassandra Marie Dormond

Vy Drouin-Le

Morgan Scott Dunnan

Brittany Elisabeth Ell

Honors in Chinese Studies

Kathleen Elizabeth Epstein

High Honors in Anthropology

Arthur John Ferguson II

Andrew McBratney Gildersleeve

Douglas Gordon Golann

Ryan Christopher Gough

High Honors in Political Science

Niccolle Claire Gutierrez

Christian Wentworth Hambleton

Honors in Sociology

Sarah Inasley Haynes

Hunter Thomas Hedrick

Patricia Mercedes Herold

Meryl Dionne Hooten

Ian Chesley Howland

William Marion Hunter III

Abigail Beth Johnson

Katherine Ann Johnson

Kristina Colene Johnson

Andrew Neil Knauss

James Albert Knowles

Allison Harding Kooser

Honors in Religion

Elizabeth Donelson Krebs

Erich John Kreutzer

Walter Bailey Kucera

Marja Helen Kunz

Elizabeth Jane Lacks

Robert Valentine Lee

Lauren Kelly Leonard

David Buchanon Leslie

Petri Tapani Lindberg

Alexander William Locke

Honors in Art History

Blakely Elise Low

Honors in Psychology

Monique Angela McIntosh

Honors in English

Margaret Wilkinson McKay

David William Mitchell

Caroline Marie Morrow

Charlotte Foster Myers

Honors in German

Sarah Anne Oberst

Honors in Mathematics

Claire Elizabeth Peterson

Thomas Francis Piacenza

Honors in Sociology

Christoph Matthias Pross

Carey McIlwaine Read, Jr.

Honors in Physics

Jessica Katherine Reese

Todd Daniel Resly

Aaron Isadore Saltzman

Zana Walid Shaban

Natalie Ann Shave

Honors in Spanish

Alexander Timothy Sineath, Jr.

Helena Anne Smith

Samuel James Snell

Honors in Psychology

Michael Henry Soike

Michael Thomas Spangler

David Edward Stuart Suich

Candice Blair Summitt

Matthew Carl Surdel

Samantha Jean Talley

Krista Timeus Cerezo

Elizabeth Suzanne Tooze

Honors in Spanish

Sarah Marie Troutman

Laura Catherine Van Oudenaren

Honors in English

Caroline McCraw Vaughan

Stephanie Charlotte Vertongen

Honors in Political Science

Ellen Frances Viser

Jordan Christopher Wall

Honors in Religion

Sara Page Hobson Waugh

Blaire Jaffe Weidler

Honors in Psychology

Mallory Lia West

Cristina Eva Maria Wilson

Caroline Grace Wood

Honors in English

Christine Jennifer Wright

Anna Young Wulsin

Honors in Spanish

HONOR GRADUATES - MAGNA CUM LAUDE

Tareq Karim Alani
 Benjamin Benson Altman
Honors in Mathematics
 Kathryn Mackenzie Barrow
Honors in German
 Daniel Marle Bush
*Honors in Comparative
 Literature*
 Emily Diane Cetrone
 Jennifer Rebecca Estill
 Nathan William Geigle
 Marjorie Stephens Harmon
 Karen Rebecca Hasty
Honors in Biology
 Rebecca Diane Hesselbacher

Allie Nicole Ivanowicz
 Jennifer Marie Jones
 Katharine Anne Laco
 Elizabeth Anne Luckey
 Nina Elizabeth Mace
 Rachel Riley Marks
 Christen Elizabeth Mason
 Emily Muriel May
Honors in History
 Emily Katherine Mesimer
Honors in Economics
 Natasha Lee Meyer
Honors in Biology
 Annaliese Buckley Rosenthal
 Baker Edward Louis Shogry

SECOND HONOR
 Thaddeus Peter Sieracki
 Lindsay Kay Sween
 Benjamin Paul Thompson
 Jeffrey Michael Tolly
Honors in Philosophy
 Lisbeth Miller Van Wageningen
 Jane Martin Wagner
 Teresa Sue Wang
 Julia Bennett Ward
FIRST HONOR
 Ann Elizabeth Watford
 Jean Grace Wilson-Stayton

2009 SUMMER GRADUATES

William Travis Crow, AB
 Ebony Monique Harley, AB
 Lawrence O'Bryan Branch Kluttz, AB

Tara Lynn MacDowell, BS
 Blair Whipple Swift, AB

Kerby John Teller, AB
 Maggie Lea Thomas, AB

ENROLLMENT 2009-2010

	FALL			SPRING		
	WOMEN	MEN	TOTAL	WOMEN	MEN	TOTAL
First-Year Students	254	237	491	253	235	488
Sophomores	245	230	475	240	226	466
Juniors	127	153	280	191	199	390
Seniors	222	222	444	222	209	431
One-Year Certificates (International)	3	1	4	3	1	4
Visiting Students ^{bc}	0	0	0	0	0	0
Total on-campus	851	843	1,694	909	870	1,779
FTE			1,668			1,756
Off-campus, Davidson College Programs						
Davidson in Tours - Year	5	1	6	4	1	5
Davidson in Tours	11	3	14	1	0	1
Davidson/Duke in Berlin	3	3	6	3	1	4
School for Field Studies	4	3	7	0	1	1
India or Peru	10	3	13	0	0	0
Classics Abroad	0	0	0	3	0	3
Visiting - Tours (Yr or Sem)	3	0	3	1	0	1
Visiting - India or Peru	0	0	0	0	0	0
Totals	36	13	49	9	3	12
Total Enrolled Students	887	856	1,743	918	873	1,791
FTE			1,743			1,791

GEOGRAPHIC ORIGIN OF DAVIDSON STUDENTS, FALL 2009**Enrollment by State - Number of States (including District of Columbia) = 51**

Alabama	24	Kentucky	30	Oregon	3
Alaska	4	Louisiana	8	Pennsylvania	6
Arizona	8	Maine	9	Puerto Rico	1
Arkansas	11	Maryland	95	Rhode Island	6
California	70	Massachusetts	50	South Carolina	53
Colorado	28	Michigan	9	South Dakota	0
Connecticut	40	Minnesota	8	Tennessee	28
Delaware	10	Mississippi	8	Texas	75
District of Columbia	4	Missouri	11	Utah	1
Florida	111	Nebraska	3	USVirgin Islands	0
Georgia	117	New Hampshire	5	Vermont	7
Hawaii	0	New Jersey	57	Virginia	107
Idaho	2	New Mexico	1	Washington	10
Illinois	39	New York	102	West Virginia	2
Indiana	8	North Carolina	361	Wisconsin	8
Iowa	2	Ohio	46	Wyoming	2
Kansas	7	Oklahoma	0	U.S. Armed Forces Address	1

Enrollment by Foreign Country - Number of Countries = 36

Argentina	2	Germany	5	Nigeria	1
Bahamas	2	Ghana	5	People's Republic of China	5
Bermuda	1	Greece	1	Pakistan	3
Bulgaria	3	Guatemala	2	Republic of Korea (South)	4
Burma	2	Hungary	1	Scotland	1
Canada	2	India	1	Spain	1
Colombia	1	Jamaica	1	Switzerland	1
Dominican Republic	1	Japan	1	Trinidad	1
Ecuador	5	Malawi	1	Turkey	2
England	2	Mexico	2	United Arab Emirates	1
Ethiopia	1	Morocco	1	United Kingdom	3
France	1	Netherlands	1	Zimbabwe	2

OFFICERS (as of January 2010)

Susan F. McAvoy '77—President	Atlanta, Georgia
John B. Teague '82—President-Elect	Charlotte, North Carolina
H. Linton Wray '62—Immediate Past President	Chevy Chase, Maryland
Mary Robertson Howell—Vice President	Charlotte, North Carolina
Anthony C. Perez '92—Vice President	Charlotte, North Carolina
Peter J. Wagner '92—Secretary and Alumni Director	Davidson, North Carolina

DECADE REPRESENTATIVES

J. McDuffie Bruce, III '72	Greenville, South Carolina
Omari T. Chaney '01	Atlanta, Georgia
A. Hamilton Cooke '63	Jacksonville, Florida
Erika L. Dean '05	Chapel Hill, North Carolina
Walter B. Edgar '65	Columbia, South Carolina
Christopher H. Edmonston '94	Tarboro, North Carolina
George W. Gunn '47	Banner Elk, North Carolina
Izzy S. Justice '90	Cornelius, North Carolina
E.R. "Rusty" Lindsey '76	Raleigh, North Carolina
Mary Tabb Mack '84	Fort Mill, South Carolina
James R. McNab III '04	Stanford, California
Joann Mitchell '78	Pennington, New Jersey
Andrew J. Schwab '93	San Francisco, California
William A. White '52	Charlotte, North Carolina
Lillian G. Woo '86	Silver Spring, Maryland
Katrina Papadopoulos Woolery '04	Austin, Texas
A. Malcolm Campbell '84, Faculty Representative	Davidson, North Carolina
Laura D. T. Sousa '10, Senior Class President	Southport, Connecticut

INDEX

- Abernethy Grants, 57
- Academic assistance, 59
- Academic calendar, 2
- Academic Options, 55
- Accreditation, 2
- Administrative staff, 286
- Admission requirements, 9
 - Advanced Placement, 11
 - Application, 10
 - Campus visits, 11
 - Early decision, 10
 - International student, 12
 - International Baccalaureate, 11
 - Joint enrollment, 11
- Anthropology, 65
- Applied Mathematics, 236
- Applied Music, 20, 162
- Arabic, 72
- Art, 28, 74
- Asian Studies, 238
- Athletic honor awards, 309
- Athletics and Physical Education, 29, 174
- Attendance, 63
- Awards, 305

- Biology, 80
- Black Student Coalition, 33
- Broughton Hospital, summer program, 56

- Calendar, academic, 2
- Campus Center, 31
- Capsule Information, 320
- Career Services, 36
- Center for Interdisciplinary Studies, 55, 87
- Charlotte Area Educational Consortium, 55
- Chemistry, 89
- Chinese, 95
- Class of 2010, list of graduates, 310
- Classics, 98
- Code of responsibility, 25
- College Board tests, 9

- Communications, 36
- Communication Studies, 104, 240
- Computer Science, 105, 152, 184, 242
- Concentrations, 41, 236
 - Applied Mathematics, 236
 - Asian Studies, 238
 - Biochemistry, 239
 - Communication Studies, 240
 - Computer Science, 242
 - Education, 243
 - Environmental Studies, 245
 - Ethnic Studies, 247
 - Film and Media Studies, 249
 - Gender Studies, 251
 - Geonomics, 252
 - International Studies, 254
 - Medical Humanities, 255
 - Neuroscience, 256
- Contract courses, 56
- Counseling, 37
- Course enrollments, 62
- Courses of Instruction, 65
 - Anthropology, 65
 - Arabic, 72
 - Art, 74
 - Biology, 80
 - Center for Interdisciplinary Studies, 87
 - Chemistry, 89
 - Chinese, 95
 - Classics, 98
 - Communication Studies, 104
 - Computer Science, 105, 152, 242
 - Dance, 105
 - Economics, 105
 - Education, 111
 - English, 115
 - Environmental Studies, 122
 - French, 122
 - German, 130
 - Greek, 99, 137
 - History, 138
 - Humanities, 149
 - Latin, 100, 150
 - Mathematics, 151
 - Military Studies, 159
 - Music, 162

- Philosophy, 169
- Physical Education, 174
- Physics, 183
- Political Science, 189
- Psychology, 196
- Religion, 202
- Russian, 135, 210
- Self-Instructional Languages, 211
- Sociology, 212
- South Asian Studies, 219
- Spanish, 222
- Theatre, 228
- Writing, 235
- Cultural diversity requirement, 43
 - (See listings under each academic department)
- Curricular Enrichment, 299
- Curriculum, 41
- Davidson, history of, 5
- Dean Rusk International Studies
 - Program, 46
- Deferred Payments, 23
- Departmental honors, 44
- Dining Service, 26
- Disabled students, services for, 38
- Early decision admission, 10
- Eating houses, 26
- Economics, 105
- Education, 53, 111, 243
- EDUCOM Code, 59
- Employment, 18
- Endowed book funds, 301
- English, 115
- Engineering, 54
- Enrollment data, 314
- Ethnic Studies, 247
- Examinations, 64
- Faculty, 268
- Fees, 19
- Film and Media Studies, 249
- Financial assistance, 13
- Food service, 26
- Foreign language requirements, 43
- Foreign study, 47
- Fraternities, 27
- French, 122
- Gender Studies, 251
- Genomics, 252
- Geographical distribution, 315
- German, 130
- Grading system, 63
- Graduation honors, 44
- Graduation, requirements for, 42
- Health & Safety, 37
- History, 138
- History of the college, 5
- Honor societies, 304
- Honor code, 25
- Honors, departmental, 44
- Howard University, study in, 56
- Humanities, 149
- Independent study, 56
- Information Technology Services, 58
- Instructional support, 61
- Interdisciplinary study, 55, 87
- International Baccalaureate degree credit, 11
- International perspectives, 45
- International scholarships, 17
- International students, 12, 47
- International Studies Concentration, 254
- Internships, 36, 56
- Interviews and campus visits, 11
- Involuntary withdrawal, 39
- Kemp scholars, 56
- Laboratories and studios, 60
- Language requirements, 43
- Language resource center, 61
- Latin American students organization, 34
- Leadership development, 32
- Learning disabled services, 38
- Leave, 21
- Library, 57
- Loans, student, 18
- Majors, 41
- Math center, 59
- Mathematics, 151
- Medical Humanities, 255
- Military Studies, 159
- Minority student programs, 33
- Minors, 42

- Morehouse College exchange program, 34, 56
- Music, 28, 61, 162
- Named Professorships, 261
- Neuroscience, 256
- New Faculty and Instructional Appointments, 283
- Nondiscrimination policy, 2
- Other Instructional Appointments, 2009-10, 279
- Patterson Court, 27
- Philosophy, 169
- Physical Education, 29, 44, 174
- Physics, 183
- Political Science, 189
- Pre-Law, 53
- Pre-Medicine, 51
- Pre-professional programs, 51
- Presidents of Davidson, 7
- Psychology, 196
- Publications, 36
- Purpose, statement of, 6
- Radio stations, 36
- Refund Policy, 22
- Religion, 202
- Religious activities, 30
- Requirements for graduation, 42
- Residence halls, 26
- Retired faculty, 265
- Room and board, 19
- ROTC, 17, 54, 159
- Russian, 135, 210
- Satisfactory academic progress, 13
- Schedule adjustment, 62
- Scholarships, 14
- School for Field Studies, 56
- Self-Instructional languages, 50, 211
- Self-scheduled exams, 64
- Service, 34
- Social life, 31
- Sociology, 212
- South Asian Studies, 50, 219
- Spanish, 222
- Special interest groups, 33
- Standards of progress, 45
- Statement of purpose, 6
- Student counseling center, 37
- Student government, 32
- Student health, 37
- Study abroad, 47
- Summer research, 56
- Summer study (contract courses), 56
- Teacher education, 53, 111
- Theatre, 29, 228
- Transcripts, 21
- Transfer credit, 64
- Trustees, 259
- Tuition and fees, 19
- Tutoring, 59
- Volunteer opportunities, 34
- Washington, study in, 56
- Withdrawal, 62
- Writing center, 59

DAVIDSON COLLEGE CAPSULE INFORMATION 2010-2011

- Founded: By Presbyterians in 1837.
- Campus: 450 acres with 101 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, 2009): 1,749 (856 men, 887 women)
- Comprehensive Fee (2010-2011): \$47,029
- Full-time Equivalent (FTE) Faculty: 165.6. Tenured/Tenure Track Faculty: 152 — 100 percent of whom hold an earned doctorate or other terminal degree in their field.
- Student-Faculty Ratio: 11:1
- Library: Librarians work with faculty to teach students information literacy and build a collection of print and online resources tailored to Davidson course work. Main library open 107 hours a week, includes a 24-hour room. Total library collections of over 577,000 print volumes, more than 46,000 online journals, 200+ databases, and many other resources—music scores and recording, government documents, Davidsoniana, rare books.
- Information Technology: Servers for academic computing, library automation, administrative operations, World Wide Web, electronic mail and other distributed computing services. Campus-wide gigabit network; wireless networks in academic buildings, Alvarez Student Union, E. H. Little Library, Sloan Music Center, Vail Commons, Chambers Building, Patterson Court; Ethernet connections in all residence hall rooms; networked microcomputer labs and classrooms with 450 Windows and Macintosh computers available to all students for general use.
- Degrees Offered: B.A., B.S. in 21 majors.
- Off-Campus Programs: See International Perspectives in Academic Programs and Policies Section for more information. Junior Year Abroad/Fall Semester/Spring Semester in France; Fall Semester/Spring Semester or year in Berlin (with Duke University); Fall Semester in India; Fall Semester in Peru; Spring Classics Semester Abroad; Summer Program in Ghana; Summer Programs in Zambia and Kenya; Summer Archaeological Dig in Cyprus; Summer Program in Cambridge, England; Summer Program in Cádiz, Spain; Summer Political Science Program in Washington, D.C.; Summer Program in Broughton in abnormal psychology at Morganton, N.C.; Semester and Summer Programs with the School for Field Studies in Australia, British West Indies, Costa Rica, Kenya, and Mexico.
- Athletics: 21 intercollegiate teams—eleven men's and ten women's. Nineteen club sports and numerous intramural sports.
- As of September, 2009, the six-year graduation rate for students entering in the Fall of 2003 is 91 percent. Detailed information on graduation rates categorized by gender, ethnicity, and athletic participation is available in the Institutional Research Office.



Nonprofit Org
U.S. Postage
PAID
Permit Number 1
Davidson, NC

DAVIDSON

Davidson College
Davidson, NC 28035