

Western

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Maryland

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College

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Undergraduate Catalog

1983/85

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Western Maryland College  
Westminster, Maryland 21157  
Telephone: Area Code (301) 848-7000  
(from Baltimore: 876-2055) TTY/Voice  
848-7000, Extension

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*The College reserves the freedom to change any programs, policies, requirements, or regulations published in this catalog.*



# Western

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# Maryland

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# College

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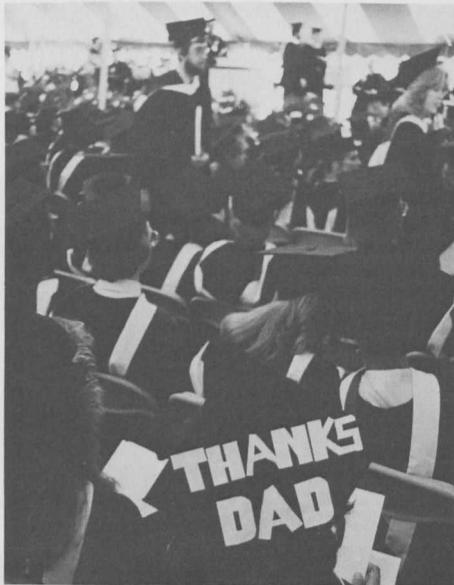
**1983/85** Undergraduate Catalog

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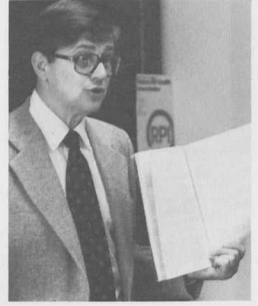




Learning to use knowledge with intelligence, with thoughtfulness, with compassion and with concern for the future is what Western Maryland College is all about. It is also what a liberal arts education is all about. In fact, it is what life is all about. 🍏



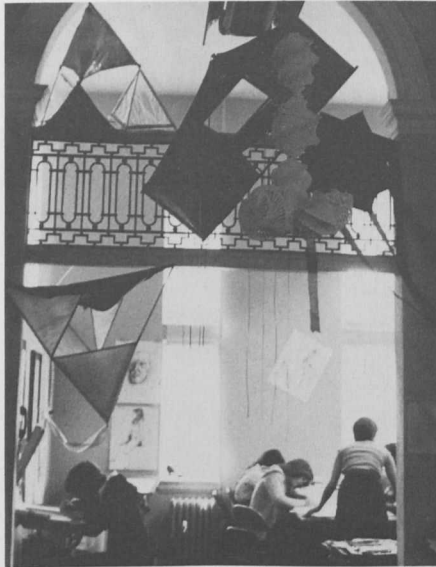
For 116 years the College, located in central Maryland, has educated men and women working toward careers in a variety of professions. Superb teaching is at the heart of Western Maryland's educational program. Students here find professors interested in them as individuals, sharing in their daily activities, career plans, and life-long dreams. 🍏

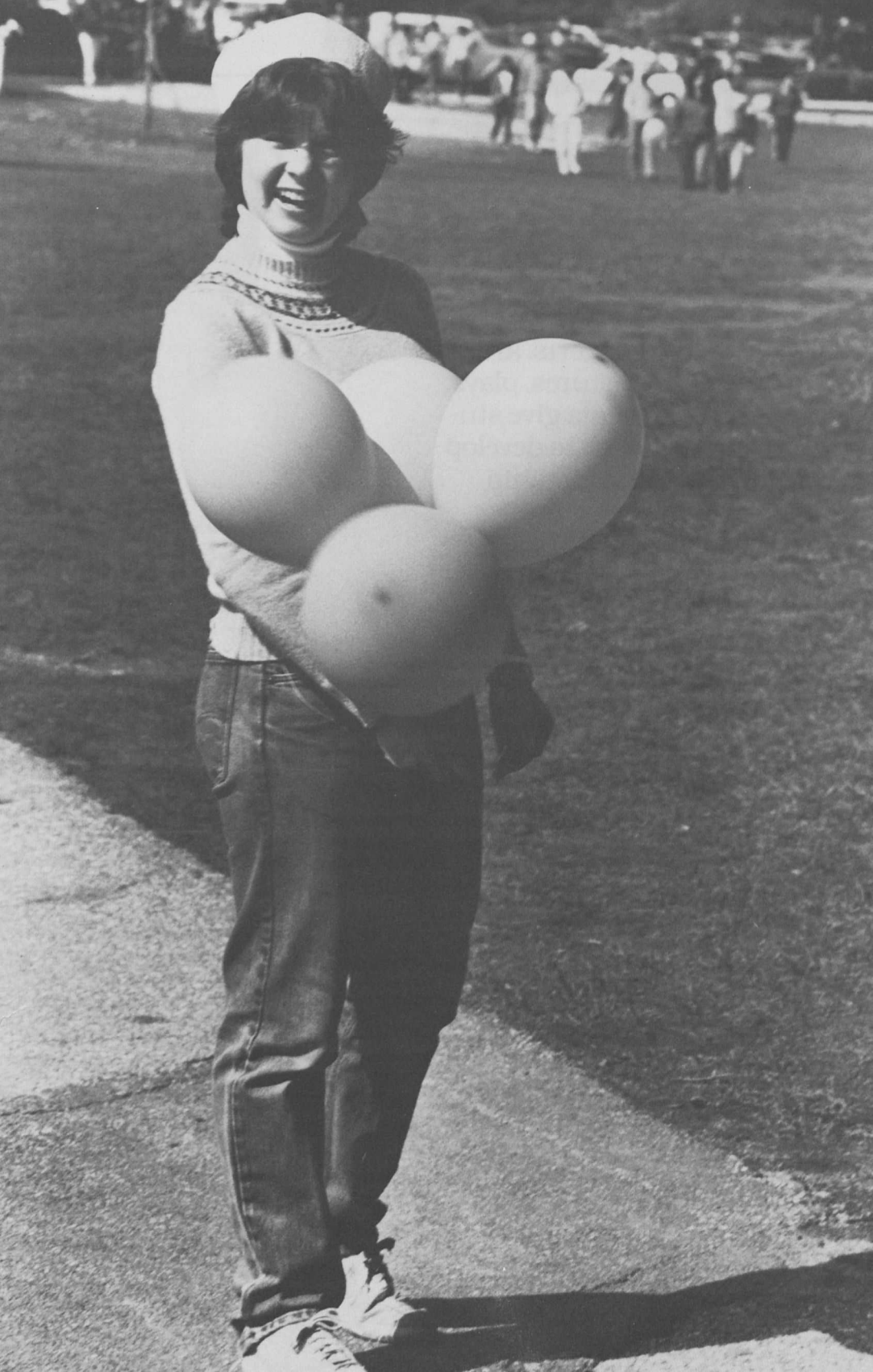




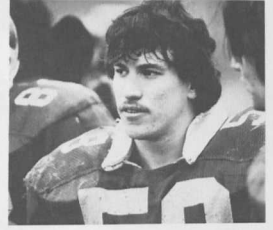


Situated on a scenic hilltop, the tree-shaded campus combines the old with the new. Several stately buildings, dating from Western Maryland's earliest years, blend naturally with modern facilities housing classrooms, laboratories, a performing arts center, and student center. Students describe the campus as "warm," "friendly," and "beautiful"—an ideal environment for both learning and recreation. 🍏





Outside the classroom students seldom complain that there's nothing to do. A wide range of extracurricular organizations, an active athletic program, and a full calendar of parties, dances, recitals and concerts, art exhibits, films, lectures, plays, and special events give students the chance to develop interests and leadership skills. 🍏



It is no exaggeration to say that your college decision will shape the rest of your life. From the enthusiasm and personal interest of your professors to the lifelong friendships you develop with your peers, each aspect of college life influences your future.

Over the years, thousands of students with diverse interests and abilities have benefited from the congenial but challenging atmosphere at Western Maryland College. Their accomplishments, their loyalty and their continued 'sense of belonging' represents the College's greatest success. 🍏







## First Principles

Western Maryland College believes that liberally educated men and women think and act critically, creatively, and humanely. They take charge of their lives and develop their unique potentials with reason, imagination, and human concern. Western Maryland accepts the challenge to provide an academic and social environment that promotes liberal learning.

We place students at the center of a humane environment so that they may see and work toward their personal goals while respecting others and sharing responsibility for the common good.

We provide a foundation of knowledge about the past and present so that students may be informed about the world.

We provide various approaches to knowledge and personal achievement so that students can think critically about, respond creatively to, and form sensitive, intelligent decisions concerning the world and its future.

We provide instruction in fundamental skills so that students can express themselves for their own satisfaction and to the larger community.

We provide solid and respected professional programs for the committed student, and, more important, we provide a liberal arts education as an integral part of professional training so that students will be more flexible, more successful, and happier in the world of work.

In the classrooms, in the dormitories, in the laboratories, on the playing fields, and in the lounges, Western Maryland College works to disseminate these First Principles.

## History

Western Maryland College began as the dream of Fayette R. Buell, a citizen of Westminster who operated a private school in the community in the years following the Civil War. His vision became a physical reality with the beginning of construction on College Hill in Westminster in 1866, and a corporate reality when the fledgling college was granted a charter by the State of Maryland in 1868.

Dr. J.T. Ward, an early associate of Mr. Buell, served for nineteen years (1867-1886) as Western Maryland's first president, giving strong leadership to a college that, in the belief of the college's founders and first board of trustees, was ahead of its time in various ways. The original *Charter* formulated the direction that Western Maryland has consistently followed:

Western Maryland College shall be founded and maintained forever, upon a most liberal plan for the benefit of students without regard to race, religion, color, sex, national or ethnic origin, which students shall be eligible for admission to equal privileges and advantages of education and to all social activities and organizations of the college, without requiring or enforcing any sectarian, racial or civil test, and without discrimination on the basis of sex, national or ethnic origin; nor shall any prejudice be made in the choice of any officer, teacher or other employee in the said college on account of these factors, but regard shall be had to his or her character, academic or professional background, and other necessary qualifications to fill the position for which he or she may be appointed.

Western Maryland was, in fact, the first co-educational college south of the Mason-Dixon Line, and among the first in the nation. It has been since its inception an independent liberal arts college with an autonomous self-perpetuating board of trustees. A fraternal and voluntary affiliation with the United Methodist Church existed from 1868 until 1974, but today there are no ties to any denominational body. Control and ownership are fully vested by the *Charter* in the trustees, under the laws of the State of Maryland.

Western Maryland has had only six presidents: Dr. Ward, Dr. Thomas Hamilton Lewis (1886-1920), Dr. Albert Norman Ward (1920-1935), Bishop Fred G. Holloway (1935-1947), Dr. Lowell S. Ensor (1947-1972), and Dr. Ralph C. John (1972-present). Under their guidance, the college has assumed a place among the quality liberal arts colleges in the nation, developing programs and material and physical assets that generously fulfill the vision of its founders. Thus the original under-

graduate liberal arts school has added programs leading to the master's degree, instruction in a variety of new disciplines, and an expanding physical plant to provide facilities that make such growth possible; and the college, which opened in 1867 with 70 students, 8 areas of study and 1 building, now houses some 1300 undergraduate and 275 graduate students and 25 major disciplines in 35 buildings.

Since Western Maryland's centennial period, 1967-68, the college has regularly examined its goals to confront both idealistically and realistically its commitment to its students and to the larger community. Annually reviewed five-year plans have become an integral part of Western Maryland, and insure a continuing emphasis on continuity and change.

## Accreditation

Western Maryland is accredited by the Middle States Association of Colleges and Secondary Schools, and its undergraduate programs in teacher education are approved for certification by the Maryland State Department of Education. In addition, the college holds membership in the American Association of Colleges for Teacher Education and the National Association of Schools of Music, with the approval of the latter association for a Bachelor of Arts degree in music. The college is also on the approved list of the American Association of University Women and the American Chemical Society, and is accredited by the Council on Social Work Education.

## Campus and Facilities

Western Maryland's 160-acre campus is located on the western edge of the town of Westminster. Although the predominant architectural influence is Georgian, an eclectic and interesting variety is added by the presence of Classical, Victorian, and Dutch styles.

Residence halls include traditional men's and women's dormitories, garden apartments, and family style dwellings. The college has educational facilities adapted to the special needs of the various disciplines, such as laboratories for science, galleries for art exhibits, a computer center with an administrative and an academic computer, terminal and microcomputer laboratories, and a 131,000 volume library. The Decker College Center opened in 1978, and the renovated Alumni Hall—one of six campus structures on the National Register of Historical Places, was rededicated to the performing arts in 1979. Other facilities include a new coliseum, Gill Gymnasium, an indoor swimming pool, the multi-purpose Scott S. Bair stadium, the Frank B. Hurt tennis courts, a nine-hole

golf course, Harvey Stone Park, and several athletic fields. An infirmary, two chapels, other special purpose buildings, and a gazebo are prominent features of the campus.

Copies of the campus map are available from the Admissions Office.

## College Community

To achieve an understanding of other people through interrelationships in the academic community is basic to a Western Maryland education. Faculty members willingly tutor, counsel, and assist students. Students in turn are encouraged to participate in the governance of the college. Most college committees, including committees of the Board of Trustees, have student representatives.

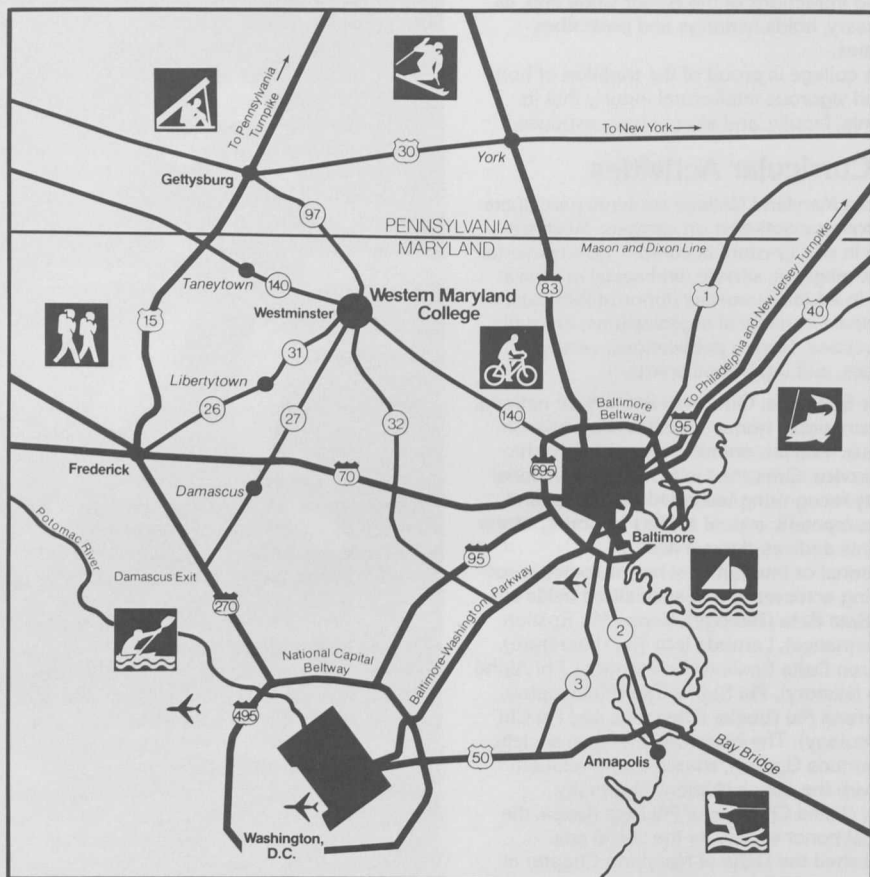
Every community has traditions and rules that its members are expected to follow. In recent years, the college has placed greater responsibility on students for the management of their own affairs. The Student Government

Association runs an extensive program and recommends policies and procedures that affect student life. The campus code is published in the *Student Handbook*.

Because the college assumes that important elements in the educational process—the interchange of ideas and better understanding—are achieved when students live in residence, all except those officially designated as commuting students are required to reside in college housing. Any exception must be approved by the Associate Dean of Student Affairs.

## Carroll County

Carroll County is located in north central Maryland, approximately twenty-five miles south of Gettysburg, thirty-one miles northwest of Baltimore, and fifty-six miles north of Washington, D.C. Westminster is its largest town and the county seat. In addition to Western Maryland College, the county boasts many historic places, an authentic farm museum, interesting



Western Maryland College is just 31 miles from Baltimore, Md. and 56 miles from Washington, D.C.

antique shops, picturesque farmlands, and miles of gently rolling hills.

The college is within walking distance of churches, department stores, drug stores, supermarkets, banks, a theatre, bowling lanes, restaurants, specialty shops, and a community library.

## The Honor System and the Student Honor Board

Students at Western Maryland subscribe to an Honor Code governed by an Honor Board on which both students and faculty serve. This code incorporates standards of conduct related specifically to course work, as distinguished from social regulations for the community at large. The purpose is to maintain the integrity of the learning environment through self-monitoring procedures. All students are required to accept the academic honor system and to assist in making it viable.

The Honor Board, consisting of six students and an equal number of faculty, investigates all alleged infractions of the Honor Code and, as necessary, holds hearings and prescribes penalties.

The college is proud of the tradition of honest and vigorous intellectual inquiry that its students, faculty, and alumni have espoused.

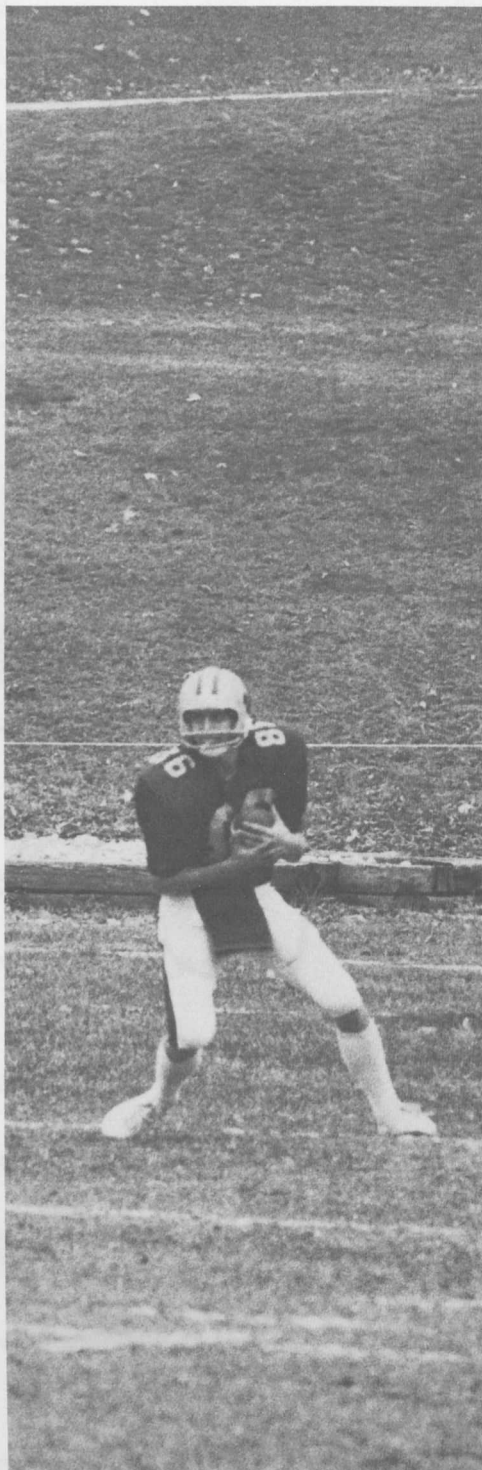
## Co-Curricular Activities

Western Maryland College students participate in numerous activities on campus. Most are active in one or more academic, governmental, honor, religious, service, and social organizations. In addition, various opportunities exist to participate in musical organizations, dramatic productions, literary publications, varsity athletics, and intramural sports.

**Honor Societies.** One local and eleven national or international honor societies are active on campus. Two are oriented toward leadership and service: Omicron Delta Kappa, a national society recognizing leadership qualities; and the Trumpeters, a local society honoring senior students dedicated to service.

National or international honor societies recognizing achievement in specialized fields are Beta Beta Beta (Biology), Kappa Mu Epsilon (Mathematics), Lambda Iota Tau (Literature), Omicron Delta Epsilon (Economics), Phi Alpha Theta (History), Phi Sigma Tau (Philosophy), Pi Gamma Mu (Social Sciences), and Psi Chi (Psychology). The honorary chemical society, Phi Lambda Upsilon, shares a joint relationship with the Johns Hopkins University.

The United Chapters of Phi Beta Kappa, the national honor society for the liberal arts, established the Delta of Maryland Chapter at Western Maryland in 1980.



**Student Publications.** Three publications edited and published by students are *Phoenix*, the official student newspaper; the college yearbook, a pictorial collage of the varied events representing life on The Hill; and *Contrast*, a literary magazine published yearly.

Each publication is supported by an appropriation from the Student Government Association. Editors actively encourage participation by students from all four classes.

**Social Fraternities and Sororities.** Three national and five local fraternities and sororities on campus are: Alpha Gamma Tau, Alpha Nu Omega, Delta Sigma Kappa, Gamma Beta Chi, Phi Alpha Mu, Phi Delta Theta (national), Phi Sigma Sigma (national), and Sigma Phi Epsilon (national).

Approximately thirty percent of the student body join Greek letter social organizations. Some fraternity men have chosen to live in special sections of men's residence halls that are designated by the Student Affairs Office; sorority women, on the other hand, have chosen to live among non-sorority women in their places of residence.

**Student Government.** Students have the opportunity to participate in the decision-making process of the institution. The Student Government Association consists of two main parts: the Executive Council, elected by the student body at large; and the Senate, composed of representatives from the various living units and the commuting student population. Students also hold full voting membership on most college committees dealing with institutional concerns, such as curriculum, academic policy, athletics, calendar, schedule, admissions, and financial aid. Three students serve as visitors to the Board of Trustees, and six students serve on the Trustee Committee on Student Affairs.

**The Arts.** In addition to the academic majors offered in the arts, there are numerous opportunities to participate in musical or dramatic activities. All students, regardless of academic major, are encouraged to take part. Campus musical organizations include: College Choir, College Choristers, College Concert Band, College Community Orchestra, College Jazz Ensemble, College Singers and Pep Band. Those interested in dramatic arts may participate in both the technical production and acting aspects of several major plays planned by the Dramatic Art Department each year and in numerous dramatic scenes directed by students. The Art Club, involved in a number of creative ventures, is open to all.

**Religious Organizations.** Western Maryland College recognizes that many students wish to

develop personal religious values; consequently, numerous groups are organized for this purpose, including The Jewish Student Union, Western Maryland Christian Fellowship, Baptist Student Union, and the Catholic Campus Ministry.

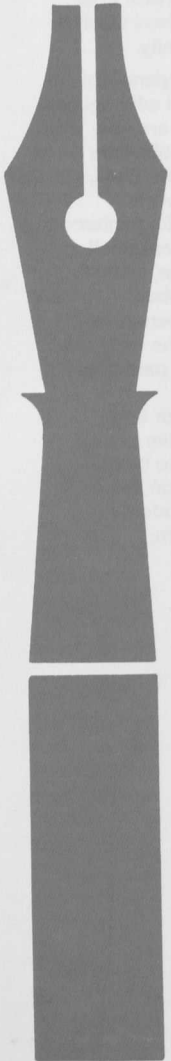
**Community and Service Groups.** A number of organizations exist to expand the experiences of the Western Maryland College student and to encourage participation in community projects. The Minority Student Association, the "Sounds of Silence" Club, and the International Relations Club work to enhance social interactions and better understanding between people. Two organizations work with elementary school children in Westminster: Hinge assists children with schoolwork and provides cultural and recreational activities not otherwise available, and Youth College Arts members teach art to young people in the community.

**Athletics.** Athletics at Western Maryland College are an integral part of the total educational program. Intercollegiate programs are conducted for men and women. Intercollegiate teams for men include baseball, basketball, cross-country, football, lacrosse, soccer, swimming, tennis, track, and wrestling. Intercollegiate teams for women include basketball, cross-country, field hockey, lacrosse, softball, swimming, tennis, track, and volleyball. Membership on the golf team is open to men and women. Forty-five percent of the men and twenty-eight percent of the women participate in intercollegiate sports.

Extensive intramural programs for both sexes provide a variety of competitive events. Coeducational tournaments are also held in activities such as archery, badminton, tennis, and golf. Seventy percent of the student body takes part in the intramural program.



# Admissions Financial Aid



## Application

**Secondary School Credits.** Because Western Maryland is a liberal arts college it is essential that the applicant has pursued a broad secondary school program. Sixteen high school units of work are normally considered minimum preparation for college, and students capable of carrying heavier academic loads, or enriched and accelerated courses, are strongly encouraged to do so. It is recommended that the high school program include four years of English, three years of social studies, three years of one foreign language (although two years are acceptable), two years of work in laboratory sciences (biology and chemistry), and three years of mathematics. Additional studies should be selected on the basis of the abilities and interests of the particular student.

**Examinations.** All candidates for admission to Western Maryland should plan to take the Scholastic Aptitude Test given by the College Board. Because a large portion of each entering class is accepted early in the student's senior year, it is recommended that the Scholastic Aptitude Test be taken at the end of the applicant's junior year. Students waiting until their senior year should take the test in November.

The language achievement test given by the College Board is required of all students seeking exemption from the college's general requirement, and of all students desiring to continue a language studied in high school. For those seeking exemption, the test can be taken either at the end of the senior year or at the close of the final year of language study. For those continuing the language in college, the test must be taken at the administration just prior to college entrance to enable proper placement by the Department of Foreign Languages. This test, used for placement, is not required at the time of admission.

For additional information related to the dates when these tests will be administered, applicants should consult the high school counselor or write to the College Board, Box 592, Princeton, New Jersey 08540.

**Campus Visits and Personal Interviews.** Seeing the campus and speaking with students, faculty members, and administrators add a valuable dimension to the prospective student's understanding of the College. Personal interviews, although not required of all students, are highly recommended. These conferences, campus visits, and tours may be scheduled by writing to the Office of Admissions and Financial Aid or phoning (301) 848-7000 (In Maryland); 876-2055 (From Baltimore); or Toll Free 800-638-5005 (Out-of-State). Appointments for personal interviews are available Monday through Friday from 9:00 a.m. until 3:30 p.m., and on Saturday from 9:00 a.m. until 12:00.

**Applying.** Secondary school students desiring admission to the college for the fall term are urged to apply early in the academic year preceding the entrance date. All other candidates for admission are likewise urged to make applications well in advance of the date of desired entrance. Students may begin at Western Maryland either in September (first semester), or February (second semester) or June (summer session). A system of rolling admissions is used, and no application should be submitted later than one month prior to the desired date of entry. A \$15.00 non-refundable application fee is charged to help defray the cost of processing the application.

Western Maryland College is a member of the Common Application Group. In applying for admission to the college, students may use either the Common Application or Western Maryland's special application form. These forms, various leaflets, and catalogs may be obtained by writing to the Admissions Office.

**Entrance Decision.** Western Maryland employs rolling admissions (an early acceptance program in admissions designed to eliminate many of the pressures associated with college entrance). Early acceptance benefits the students by reducing the need for multiple applications.

The potential academic success of each applicant is considered by evaluating the following: 1) subjects and grades (special consideration is given to accelerated and enriched courses), 2) secondary school class rank, when available, 3) aptitude and achievement test results, 4) personal traits, goals, and motivation, 5) the recommendation and evaluation by the principal or counselor, and 6) participation in activities of a non-academic nature. The level of academic competition found within the particular secondary school attended by the applicant is also a major factor in the evaluation.

**Acceptance.** Students completing their applications prior to November 1 will generally receive entrance decisions in November. The remaining students will normally receive their decisions three to four weeks after the completion of their application. Some delay may be encountered by December applicants because of the holiday period.

All decisions will be mailed both to the student and to the high school.

**Student Response.** An acceptance letter to the student contains a contract/notification form that must be signed and returned to the Admissions Office within four weeks of the date of acceptance. A non-refundable payment is required at this time to confirm the student's desire to attend: a \$50 matriculation fee for all students plus room deposit (\$100) for resident students. If an admitted student is unable to

decide within the four-week period, the student may request an extension of the deadline to a date not later than May 1. A form to request such a delay is included with the acceptance letter; there is no penalty for this request.

### Transfer Students

Transfer students are a very significant part of the prospective matriculants at Western Maryland, and about 10-15 percent of each entering class are students transferring from two- and four-year colleges. They should follow the usual admissions procedure and present the following:

1. Official transcript of college record sent directly from *each* college attended.
2. Official high school record sent directly from the last high school attended.
3. Official record of College Board Scholastic Aptitude Test scores, if taken.

Students will be considered for transfer from another accredited college only if the transcript shows a satisfactory record and honorable dismissal. A maximum of 64 semester hours of credit are transferable from a two-year college. The last thirty hours must be taken in residence at Western Maryland College.

Transfer students are eligible to receive financial aid and are encouraged to make use of the WMC Financial Aid Counseling Service (FACS).

### Transfer Credit

Transfer credit will be granted for courses that are standard Liberal Arts courses or that compare to the offerings of WMC if the following grade conditions are met.

1. If the institution is accredited or in candidate status for accreditation, the grade must be above the lowest passing grade. (The grade of "P" or the equivalent is transferable.)
2. If the institution is neither accredited nor in candidate status for accreditation, then the grade must be one of the highest two grades issued by the institution.
3. Basic college requirements may be fulfilled by courses taken at another institution in which a passing grade was received even if hours toward graduation are not given under the ruling stated above.

Courses meeting *Major Requirements* including courses listed as required in the WMC *Guidance Bulletin* are transferred after consultation with the appropriate academic department.

A notification of the acceptability of transfer credits will be made by Western Maryland at the time of the decision on entrance, and again after receipt of final transcript.

### Advanced Standing and/or Placement

Decisions on advanced placement in specific academic areas are based upon a study of the students' high school program. Although achievement tests of the College Board are not required, they often assist in determining placement, especially when combined with SAT scores.

Students entering Western Maryland College from high school who seek credit for courses taken at a college while still attending high school will be notified about transfer credits by the Office of the Registrar when they are offered admission and/or after final transcripts are received. The amount of credit allowed will be based on the guidelines discussed above under "Transfer Students."

College Board Advanced Placement Test (APT) scores are normally accepted by Western Maryland College from entering students on the following basis:

#### Test Score

- 5 or 4 Student will receive advanced placement plus six hours credit (except Calculus AB—three hours credit).
- 3 Student will receive advanced placement plus three hours credit (except Calculus AB—credit determined by Mathematics Department).
- 2 The department concerned will determine placement, but generally there will be no advanced placement. No credit given.
- 1 No advanced placement or credit given.

Applicants who have had non-school or irregular experiences that might have furnished knowledge equivalent to that acquired in regular college courses may establish their claim to credit for such knowledge by taking either the APT or the College Board's College Level Examination Program (C.L.E.P.) examination appropriate to the subject matter. C.L.E.P. scores in Liberal Arts subject area examinations will be accepted by the College. Placement and credit will be granted to those whose scores are equal to or above the American Council of Education's recommended minimum scores. These scores are listed in the College Board publication *College Placement and Credit by Examination*.

### Foreign Students

Foreign students are encouraged to apply for admission, but before the application can be considered for admission, the student must submit official copies of the Test of English as a Foreign Language (TOEFL), official transcripts listing courses taken and examination results from all secondary schools and colleges which have been attended, results of all national

examinations, copies of diplomas or certificates, a \$15 (U.S. funds) application fee, and the form entitled "Declaration and Certification of Finances." Because processing the application will take time, the above credentials must be submitted before February 15, if the student is applying for September admission. Admissions decisions are generally mailed to foreign applicants after April 1. Financial aid is generally not available for foreign students, but they can be considered for any aid which may be available by submitting a foreign student financial aid application form.

### Special Students

Secondary school students, students from other colleges, and nontraditional students are welcome to enroll for specific classes without completing the regular admissions application or enrolling as a degree candidate. A special student may take a maximum of six credits per semester and a total maximum of fifteen credits without seeking additional approval. A special student may become a degree candidate only by completing the regular admissions procedures. Special student applications may be obtained in either the Office of Admissions and Financial Aid or the Office of the Registrar.

### Summer School

Western Maryland College operates a summer program which welcomes special students. Information about the summer program is available from the Office of the Registrar.

### Expenses

Western Maryland has always attempted to keep its fees within the reach of those students coming from families with moderate incomes, so that its educational program might be available to all. In this era of increasing price and wage levels such a policy has been extremely difficult, and the following charges for the academic year, 1983-84, which are less than those of many independent colleges of similar calibre, are made possible only because of the liberal support of many alumni and friends.

The college reserves the right to increase charges if costs rise significantly.

The regular academic year for undergraduate students consists of a fall semester, a January term, and a spring semester. The January Term is considered part of the fall semester for financial purposes. Students enrolling for nine or more semester hours in the fall semester are charged tuition as full-time students. This entitles them to attend January Term without extra charge. If they choose not to participate

in the interim term, however, there is no tuition refund.

**Tuition** for a full-time undergraduate student is \$2,825 per semester. The college attempts to make this a comprehensive charge. In a few cases there is an extra tuition fee where individual instruction is necessary, such as in education and music, or added fees for travel or special materials. These fees are listed under the course descriptions.

The tuition for part-time and special students is \$188 per semester hour.

**Room** charges, two or more students per room, are:

Dormitories _____	\$425.00 per Semester
Selected Houses _____	\$475.00 per Semester
Garden Apartments _____	\$500.00 per Semester

An extra charge of \$25 per semester applies to a limited number of single rooms.

For all students desiring college housing, a deposit of \$100 is required in the spring before room assignment for the succeeding year.

A security deposit of \$100 will be required from all resident students. This fee will be refunded after the end of the term in which the student graduates or withdraws. Any unpaid charges for damage to a student's room or prorated charges for damage to residence halls will be deducted from the deposit. This deposit is not applied toward any other college charges and will be payable upon matriculation.

**Board** charge is \$675 per semester. This comprehensive plan, providing 20 meals per week when college is in session, is required for students residing in dormitories. It is optional for residents of the garden apartments and selected houses that have kitchen facilities.

#### Average Expenses for an Academic Year

Tuition .....	\$5,650
Room and Board .....	\$2,200
	<u>\$7,850</u>

#### Refund Policy

The college must make financial commitments to its faculty, staff, and service contractors on an annual basis. It is assumed that a student will not withdraw from the college during a semester. Should withdrawal become necessary because of prolonged illness or similar unusual circumstances, the following refund policy will prevail:

##### **Tuition**—Withdrawal

Less than 2 weeks .....	80%
Between 2 and 3 weeks .....	60%
Between 3 and 4 weeks .....	40%
Between 4 and 5 weeks .....	20%
5 weeks or more .....	no refund

**Room**—There will be no refund unless the room can be occupied by another student. If the room is filled, the refund will be prorated from date of withdrawal.

**Board**—A pro rata refund for board will be made from date of withdrawal.

The effective date of withdrawal is established by completion of all stages of the withdrawal process with final approval by the Dean of Student Affairs and the Registrar.

#### Payment of Bills

The college divides basic charges into two half-year billings, the first due and payable on September 1 and the second on January 20. Additional bills for miscellaneous fees, library fines, property damages, etc. are mailed as charges are incurred. Checks should be made payable to Western Maryland College and mailed to the Cashier. No student will be permitted to enter class, advance from one class to another, or be graduated until all financial obligations are met.

For the convenience of parents desiring monthly payment arrangements, a Western Maryland College Tuition Contract is available, as well as several commercial tuition payment plans. Information describing these plans is mailed to parents annually and may be obtained from the Finance Office upon request.

#### Financial Aid

Note: The financial aid information contained here was correct at the time this catalog was written. Because of possible changes, financial aid applicants should contact the Office of Admissions and Financial Aid for current information.

A student accepted for admission, but who cannot attend Western Maryland without financial aid, may be eligible for assistance through scholarships, self-help positions, or loan funds. Financial need is the primary criterion used to determine eligibility for financial aid.

An applicant should request a Financial Aid Form (F.A.F.) from any secondary school guidance office and submit it to the College Scholarship Service in Princeton, New Jersey. The College Scholarship Service generally requires three to four weeks to evaluate the financial data and forward the results to the college.

The Western Maryland Admissions and Financial Aid Office will review all applications only after the student has been admitted to the college. Aid grants are generally announced from January 30 to April 1. Only the Admissions and Financial Aid Office makes official offers of financial aid.

Applications received after March 15 run the risk of no financial assistance, because the aid offered by the college is limited. Each student is urged to contact the high school counselor regarding state and local sources of aid to supplement the possible aid from the college.

#### **Financial Aid Counseling Service (FACS).**

The Financial Aid Counseling Service reviews the student's eligibility for aid of various types, describes applicable alternatives, and explains the process involved. This service is provided at no cost.

#### **College Scholarships and Special Grants.**

A number of scholarships and special grants, valued from \$200 to \$5,650 per year, are awarded to worthy students. Endowed and special scholarships that comprise a portion of the grants awarded are listed in a later section of this catalog (see page 114).

**Student Loans.** The National Direct Student Loan Program enables the college to assist many needy students. The typical student loan grant is in the range of \$300 to \$1,500. The interest rate of 5 percent does not begin until six months after the student ceases to be enrolled at least half time in college.

#### **College Work-Study/Campus Employment.**

Most jobs on campus are given to College Work-Study students on the basis of financial need. Students involved in this program may earn approximately \$1,000 a year.

#### **State Scholarships for Maryland Residents.**

All Maryland residents applying for financial aid should apply for the Maryland State Scholarships. All scholarships listed below require the student to take the November or December Scholastic Aptitude Test (S.A.T.). A Financial Aid Form (F.A.F.) or other designated form *must* be filed with the College Scholarship Service, Princeton, New Jersey, by February 15. Materials to meet these requirements may be obtained from the high school guidance office. It should be understood that recipients of these scholarships must gain admission to the college through positive action of the Director of Admissions and Financial Aid.

a. **Senatorial Scholarship Appointments:** An act of the General Assembly of Maryland enables each of the local State Senators to award a minimum of 145 scholarship units per year. Each scholarship unit is valued at \$100, and a recipient is not allowed to hold more than 15 units of aid (\$1,500) in any one academic year. These scholarships may be held for four years, and interested students are urged to contact their local State Senator for additional information and possibly a personal interview.

b. **General State Scholarships:** These scholarships are awarded by the State Scholarship Board using the Scholastic Aptitude Test and the Financial Aid Form (F.A.F.). Half of the scholarships in each political subdivision of Maryland will be awarded to students showing the greatest financial need and the other half will be awarded to meet the need of those students having the highest aptitude (S.A.T. scores). The scholarship may range from \$100 to \$1,500 for the 1983-84 academic year. This type of scholarship does not restrict the recipient to any particular academic field of study or vocational choice.

#### **Reciprocal State Scholarships.**

The states of Connecticut, Delaware, Massachusetts, Pennsylvania, Rhode Island, and Vermont and the District of Columbia allow their state scholarships to be brought to Maryland colleges. Separate applications for state grants are required by the District of Columbia, Pennsylvania, and Vermont. Application deadlines vary.

**Federal Scholarships and Loans.** Application forms for the Pell Grant (Basic Educational Opportunity Grant Program) are available from the high school guidance office or the college Admissions and Financial Aid Office; or the student may apply by completing the appropriate portions of the Financial Aid Form (F.A.F.). The grant is based on a formula using family income and assets. The amount of the award may vary from year to year depending on changes in family income or federal regulations. Everyone interested in financial aid must apply for a Pell Grant.

Low-interest loans are available through the Guaranteed Student Loan Program.

The maximum loan per academic year is \$2,500 for the undergraduate student. Current interest rates are available from the Office of Admissions and Financial Aid. These funds are available from most banking institutions in the student's state of residence and require a separate application. While the student is enrolled at the college, the federal government pays the interest on the loan; after leaving school, the student assumes responsibility for the loan and interest.

Parents may also borrow up to \$3,000 per academic year per student. Current interest rates are available from the Office of Admissions and Financial Aid. This program is generally available from banking institutions in the parent's state of residence.

**ARMY ROTC SCHOLARSHIPS.** The Army ROTC program at Western Maryland College offers four-, three-, and two-year full scholar-



ships to qualified applicants. Army ROTC scholarships are awarded by a national board based on academic merit and leadership potential. These scholarships cover full tuition, textbooks, laboratory fees, and other purely educational expenses, plus \$100 per month for up to ten months of each academic year and an initial mileage allowance from home to college. Four-year scholarship applications must be submitted by December 1 of the year prior to entering college. Information and applications may be sought from your high school guidance office, the military science department at the college, or by writing to Army ROTC Scholarships, Fort Monroe, Virginia 23651. Both students who are enrolled in ROTC and those planning to enroll may apply for the three- and two-year full scholarships, through the Professor of Military Science each February.

**AIR FORCE ROTC SCHOLARSHIPS.** Air Force ROTC is available to students at Western Maryland College through an agreement with the University of Maryland at College Park, Maryland. Students at Western Maryland College are eligible to compete for all AFROTC scholarships—the 7, 6, 5 and 4 semester scholarships pay for total tuition at both the University of Maryland and Western Maryland College, pay for all required books, provide a \$100 per month subsidy, and pay for pilot and navigator training programs. Students who are interested in Air Force ROTC should contact the military science department at the college or Air Force ROTC, Cole Fieldhouse, University of Maryland, College Park, Maryland 20742.

**For More Information About Financial Aid.** A financial aid brochure is available upon request from the Office of Admissions and Financial Aid; it contains detailed information about how to apply for financial aid.



# Educational Program

## Liberal Arts

Western Maryland's liberal arts philosophy fosters enlightened and responsible citizens—enlightened through emphasis on understanding contexts rather than merely possessing facts, and responsible through emphasis on personal involvement based on intellectual commitment. The college January Term and honors program both encourage students to expand their areas of interest and to develop their capacity for independent study. At the same time, the college encourages students to develop a sense of values and to feel inspired to create. Such interests are not merely supplementary to the business of life; rather, they make it full and meaningful. Western Maryland also realizes that professional proficiency is essential. Certain career choices require special abilities that students are helped to acquire. The college provides an education basic to most professions; it also provides for specialized instruction in some areas. Several departments consequently offer special options involving pre-professional study. These educational options are identified in another section of this catalog.

## Degrees

Western Maryland College offers both undergraduate and graduate programs. The undergraduate degree offered is the Bachelor of Arts; the graduate degrees are the Master of Education, the Master of Liberal Arts, and the Master of Science.

## B.A. Degree Requirements

The completion of 120 or more semester hours with a grade average of C or above figured on work attempted at Western Maryland College, is required for the bachelor's degree.

These semester hours are distributed among major requirements, basic subjects, January Term courses, and electives. The college reserves the right to alter programs and requirements when such alterations seem desirable to fulfill the college objectives.

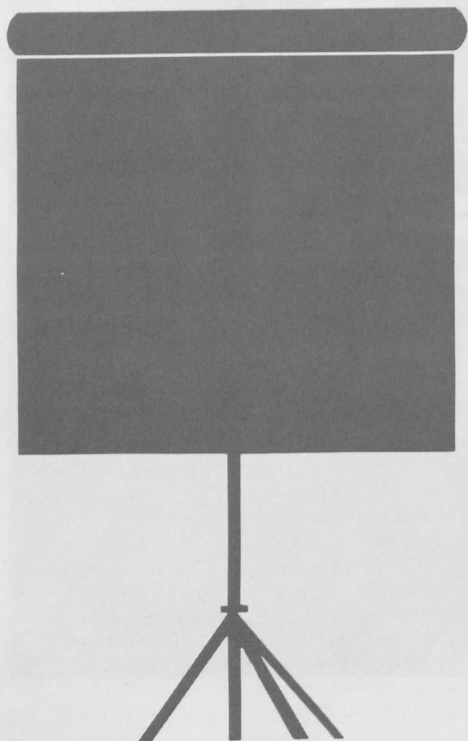
The student's adviser guides and counsels in the choice of programs, and is available for consultation; but the final responsibility for meeting the requirements for graduation rests with the student.

## Major Requirements

No more than 48 semester hours in any one department may be counted towards the required 120 semester hours.

For the basic major, departments may specify certain courses as required both within the major department and in supplementary disciplines.

In addition to the basic major, many departments suggest programs that involve additional courses for specific goals. These programs are



listed in the *Guidance Bulletin*, a copy of which is given to each entering student during the freshman orientation period.

The college offers majors in the following areas of study: American studies, art, biology, business administration, chemistry, studies in communications, comparative literature, dramatic art, economics, English, French, German, history, mathematics, music, philosophy, physical education, physics, political science, psychobiology, psychology, religious studies, sociology, social work, and Spanish.

There is also the option of a Student-Designed major for those whose academic in-

terests and goals cannot be served by an existing program. This provides an opportunity to investigate and to apply the interrelationships of several areas of knowledge. The program will be designed by the student to meet particular goals. Such programs must be comparable in size and expectation to the conventional major—cohesive, integrated, and possessing significant depth. The initial proposal should be submitted in the sophomore year. More detailed guidelines for student-designed majors can be found in the *Guidance Bulletin*—available in the Registrar's Office.

## Basic Liberal Arts Subjects

For the bachelor's degree, the following basic requirements must be completed.

### A. Introduction to Liberal Arts

**3 semester hours**

Courses fulfilling this requirement are listed in the Courses of Instruction section of this catalog under Interdisciplinary Studies (see page 61).

### B. Distribution requirements

**33 semester hours**

Distribution requirements cannot be satisfied or reduced by examination. No one course may be used to satisfy more than one requirement.

The 33 hours are distributed as follows:

GROUP I: 6 HOURS · Astronomy, Biology, Chemistry, Computer Science, General Science, Logic, Mathematics, Physics, Statistics. (Computer Science 100; Mathematics 101, 107, and 141 cannot be used to fulfill this requirement. At least 3 hours must be in a laboratory science. Computer Science is not considered a laboratory science.)

GROUP II: 6 HOURS · Economics, Political Science, Psychology, Sociology.

GROUP III: 6 HOURS · Comparative Literature, Foreign Languages including literature in translation courses, Non-Western Studies. (Foreign Languages' first year language courses cannot be used to fulfill this requirement.)

GROUP IV: 12 HOURS · American Studies, English (American and British Literature), History, Philosophy, Religious Studies. (Religious Studies 208 cannot be used to fulfill this requirement. Courses must be chosen from at least two of the five areas listed.)

GROUP V: 3 HOURS · Specified courses in Art, Studies in Communications, Dramatic Art, Music. (The 3 hours may be chosen from Art History and Appreciation; Studies in Communications 124; Dramatic Art 119; Music History and Literature. Students majoring in Art, Dramatic Art, and Music may fulfill this requirement by the satisfactory completion of the introductory courses in the major.)

### C. Competence requirements

Competence requirements may be satisfied or reduced by examination.

ENGLISH COMPOSITION: Students who have not demonstrated a high level of proficiency in writing skills will be expected to demonstrate an acceptable level of proficiency in English 101. Certain students may be required to complete a second course in writing (English 102) to attain an acceptable proficiency level. Upperclass students whose proficiency in writing falls beneath standards acceptable to the college may be referred to the Writing Workshop and must satisfactorily complete this course before graduation.

FOREIGN LANGUAGE: Students are required to give proof of competence equal to one year of college study. This may be demonstrated by passing the second semester of the first year of a foreign language course or by achieving a satisfactory score on a competence test.

MATHEMATICS: Students are required to demonstrate competence in basic arithmetic operations and algebra. This must be demonstrated by passing at a stated level a standardized test given by the college in arithmetic operations and by a standardized test or approved course in basic algebra. A more complete description appears in the *Student Handbook*.

PHYSICAL EDUCATION: Students must present evidence of an acceptable level of knowledge and skill proficiency in the following areas: two life-time sports activities, one team activity, and one fundamental movement activity. This proficiency can be satisfied by acceptable performance on proficiency tests, by participation in the intercollegiate athletic program, or by satisfactory completion of appropriate activity courses as listed under Physical Education Activity in the Courses of Instruction section of the catalog (see page 80). Students may be exempt from this requirement because of age or physical disability. Students seeking such exemption must apply to the Dean of Academic Affairs.

## Minor Programs

In addition to a primary commitment to a major program, many students have strong secondary interests and elect one or more minor programs. This option gives recognition, on a student's transcript, of completion of a significant amount of study in an area outside the student's major. A minor also encourages students to group some elective courses into a well-designed whole.

Most departments offer minors, various departments cooperate to sponsor interdisciplinary minors, and some offer vocational or career minors. Additional information and the requirements for the various minor programs appear in the *Guidance Bulletin* (available in the Registrar's Office).

## Electives

The additional courses to total 120 or more semester hours for the baccalaureate degree should be selected in consultation with the student's adviser. Those who desire to certify to teach in the various programs offered should consult the *Guidance Bulletin* for required courses, and contact the education department for assistance in planning their programs.

## January Term

Students are required to complete successfully no fewer than two January Terms. Those who transfer on the junior or senior level must successfully complete one January Term for each fall semester of residence. The January Term courses are listed and described in a separate listing available from the Director of the January Term or the Registrar's Office after September 1. For further information see page 27.

## Special Studies

Special studies courses are included in the curricular offerings of the various departments to provide students with the opportunity for individual study under the direction of a faculty member. The study, agreed upon by the sponsoring faculty member and the student, should be an experience not available within the regular college offerings. The decision as to how many hours of credit are given (0, 1, 2, or 3 credits) is made jointly by the faculty member and the student based on the amount of work involved. Individual departments may formulate their own policies for special studies and may have additional guidelines on special studies for candidates for departmental honors.

## International Studies

Recognizing the widespread student interest in foreign study, Western Maryland College has chosen to work cooperatively with the Central

College (Iowa) International Studies Consortium and thus benefit in many ways from the study centers already established abroad: England, Wales, and Mexico for students who prefer to study abroad using the English language; and Paris, Vienna, and Granada for language majors and others who are able to study in another tongue. Western Maryland College screens, selects, and recommends the students, arranges integrated academic programs, plans financial assistance where necessary, and arranges for transfer of all credits back to the home campus. As a member of the consortium, Western Maryland College is assured places for its students at one or more of Central College's international centers. Students may enroll for these programs either for a semester or for an academic year.

The three foreign language centers provide students with the opportunity to perfect their mastery of language and to engage in a comprehensive cross-cultural experience. The three foreign study centers where instruction is in English give students opportunities to study other cultures and people, while pursuing a variety of courses.

For further information about these programs or other international study opportunities, please contact the Western Maryland College Director of International Studies.

## Continuing Education

The Office of Continuing Education at Western Maryland College serves three primary functions:

1. to develop policies and procedures which are responsive to the needs of nontraditional students;
2. to help meet the continuing educational needs of local business, industry, and professional groups;
3. to offer noncredit courses and courses which carry credit through CEU's (continuing education units).

## Nontraditional Students

Although the majority of undergraduate students at Western Maryland College are full-time students who enter college immediately after graduation from high school, a growing number of students at the college no longer belong to that classification; broadly defined, these are the nontraditional students. These students may be older, may be part-time students, or may have interrupted their schooling for a variety of reasons. The college recognizes that a varied student body enriches the education of all and has increasingly provided recognition of and services for this important group of students. Recent innovations for non-

traditional students include: a lounge in Baker Memorial Chapel to give them a comfortable place to meet and relax; additional financial aid options; and support groups to provide group counseling. A nontraditional student advisory committee meets monthly with the Director of Continuing Education.

### Second Bachelor's Degree

The second bachelor's degree program at Western Maryland College is designed for students who have completed a degree in one field and now wish to become proficient in another. The degree was established to enable the college to be responsive to the needs of a growing number of students who are interested in continuing their education not by pursuing their original field in-depth, but by pursuing a new field of interest to them. Students may elect any major offered at the college and must meet all requirements for a major in that department. A minimum of 30 semester hours beyond the first degree must be taken at Western Maryland; if the new major requires more than 30 hours, the additional credits must be taken before the degree is awarded. Granting of a second degree requires a minimum grade point average of 2.0 computed on all work attempted at Western Maryland College. The college's basic liberal arts requirements are assumed to be met, and 90 credits are automatically transferred from the original degree program.

Applications for the second bachelor's degree and more specific policies and procedures for the degree are available from the Office of Continuing Education.

### Requirements for the Master's Degree

Western Maryland offers graduate studies leading to the Master of Liberal Arts degree, the Master of Education degree, or the Master of Science degree to individuals who have a baccalaureate degree. Courses are taught primarily in late afternoon and evening during the regular school year, and during the day in the summer session. Dormitory accommodations are available for summer terms and, to a limited extent, during the regular school year. Off-campus courses are offered in various parts of the state.

Master's programs require the completion of 30 to 33 semester hours, depending upon the options selected by the student. The Master of Liberal Arts requirements total 30 semester hours, 21 of which are specified by area as follows: 12 hours in courses dealing with cultural heritage, 6 hours in courses focusing upon contemporary society, and 3 hours in creative

applications in the fine arts or related fields. The Master of Education degree requirements include 30 semester hours with a thesis or 33 semester hours with a comprehensive examination in lieu of the thesis; the program involves a minimum of nine hours in three areas: an area of concentration (chosen from administration, education of the deaf, elementary education, guidance and counseling, media, physical education, reading, secondary education, or special education); education; and other supportive courses. State certification involves additional work beyond the M.Ed. degree in some fields. The Master of Science program, designed to accommodate students without background or goals in public education, is available in all fields listed above for the M.Ed. (The education of the deaf program includes an M.S. option to prepare workers with the deaf/blind.) The Master of Science requirements are 33 semester hours plus a comprehensive examination. These hours include 18 hours in the area of concentration, 9 hours in supporting electives, and 2 required courses.

Course descriptions, requirements for matriculation in each program, and details of specific program requirements are published in the *Graduate Catalog* available through the Office of the Associate Dean for Graduate Studies, Western Maryland College.

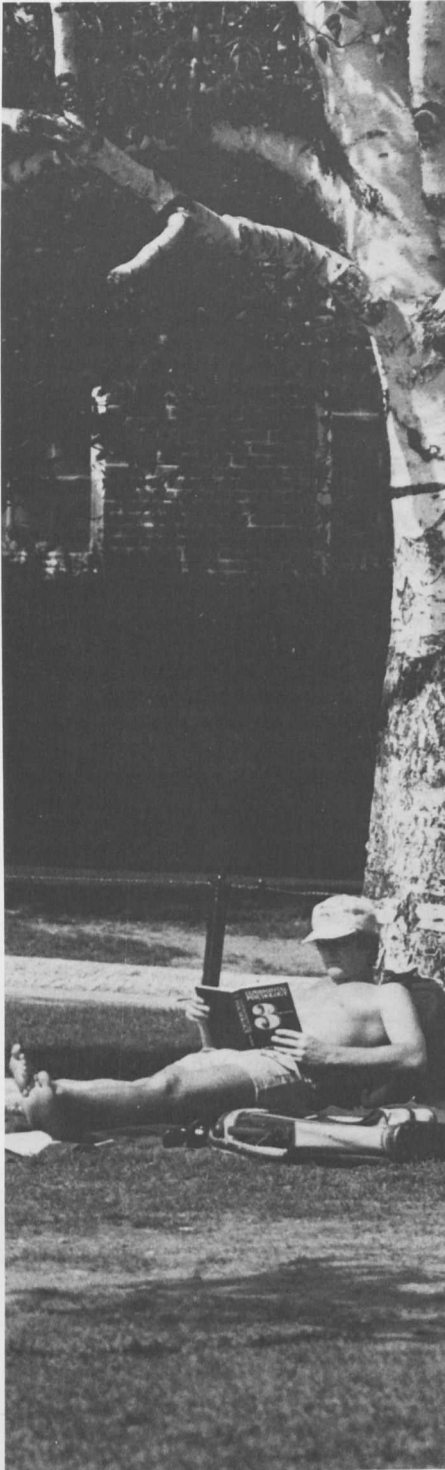
### Educational Records

Educational records are described as those records, files, documents, and other material directly related to a student that are maintained by the college or any of its agents. Western Maryland College assumes an implicit and justifiable trust as custodian of these records. Access to and release of student records are determined by college policy, which complies with Public Law 93-380. Copies of the "Western Maryland College Policy on Release of Information about Students" and of the Department of Education regulations implementing Public Law 93-380 (Privacy Rights of Parents and Students) are available in the Office of Student Affairs. Students will receive notification of the rights accorded them under the above documents at the beginning of each academic year. A more complete description of the college policy appears in the *Student Handbook*.

### Grades and Reports

The instructor determines the progress of the individual and the group by means of conferences, class work, tests, special assignments or papers, and other procedures that might prove valuable.





The scholastic standing of students is indicated by a system of grades, designated by the letters A, B, C, D, F, and I. Plus and minus grades (e.g., an A- or a B+) may be assigned and will appear on the student's transcript. They do not affect, however, a student's grade point average (e.g., an A- is considered an A for calculating grade point average). A, B, C, and D are passing grades, A indicating work of the highest rank, D of the lowest. Students receiving the grade of F must repeat the course if they wish to receive credit for it. Students receiving the grade of I must complete the course within one year from the date of record (unless a shorter time has been set by the course instructor or the Standards Committee), if credit is to be given. Qualified juniors and seniors may elect certain courses under the Credit/No Credit option. To receive credit for a course under this option, a student must attain a grade of C or better, but the letter grade is not recorded on the student's record.

A student who withdraws from a course before the date specified in the catalog receives a grade of W, and the course is not counted in figuring the student's grade point average. After the stated date, failure to meet a course obligation will be graded F and so recorded; exceptions to this rule may be permitted only by the Dean of Academic Affairs and only in cases of genuine emergency, such as protracted illness late in the semester; in such cases a grade of W or I may be permitted provided the student's work was satisfactory (C or better) at the time of withdrawal. In the event of withdrawal from college after the date specified in the catalog, a student will receive a grade of WP (withdrawn passing) or WF (withdrawn failing).

The general quality of students' work is numerically determined by assigning quality points for each semester by grade. The grade point average is calculated on a 4-point scale, with the point values per grade as follows: A, 4; B, 3; C, 2; D, 1; F, 0. A student's grade point average is calculated by dividing the number of quality points by the number of semester hours attempted (exclusive of courses graded "Incomplete"). In order to be ranked in full class standing, students must complete successfully the normal program of semester hours with at least a "C" average. The standard rate of procedure is 30 semester hours a year, but students should undertake programs they can handle successfully, no matter what the hour total. The number of semester hours that each course carries is stated after its title in the section of this catalog entitled Courses of Instruction (see page 28).

Reports are sent to students at the end of each semester and during the freshman year at mid-semester. The academic records are re-



viewed each semester by the Dean of Academic Affairs in consultation with the Dean of Student Affairs and the Committee on Admissions, Financial Aid, and Standards. A student may be dropped from college when the student's scholarship record is so low as to justify such action.

### Honors

The college awards two types of honors citations at graduation, General Honors and Departmental Honors.

1. General Honors: *Summa Cum Laude*, *Magna Cum Laude*, and *Cum Laude*. These honors are recorded on the diplomas and on the students' permanent records. A grade point average of 3.80 is necessary for *Summa Cum Laude*, 3.60 for *Magna Cum Laude*, and 3.40 for *Cum Laude*. Students who have transferred credit from other institutions must have achieved the grade point average necessary for general honors both in the courses taken at Western Maryland and in all courses taken.

2. Departmental Honors: *Honors in* ..... (name of the major department). These honors are recorded on the students' permanent records. To receive department honors, students must:

- a. Have a grade point average of 3.2 in all courses taken in the major;
- b. Satisfy any departmental requirements, such as engaging in seminars or in individual directed study, submitting an essay, passing with distinction a comprehensive examination in the major field;
- c. Be recommended by the department.

In addition, the Dean's List recognizes students for their academic performance during each semester in which they attain:

- a. Highest honors, requiring a grade point average of 3.80-4.00;
- b. High honors, requiring a grade point average of 3.60-3.79;
- c. Honors, requiring a grade point average of 3.40-3.59.

interests them. For others it is an opportunity to enroll in a course even though they have no previous background in the field, or to attempt to master a subject or skill for which they might lack natural aptitude. For still others it means a time for exploration of an area of interest such as music or art, unrelated to the regular academic program; or to spend the month as an intern, exploring and testing a potential vocational interest. For students interested in travel, it is a fine opportunity to join with others in a study tour of another country or another area of our own country, learning something of the geography, language, and culture of other people.

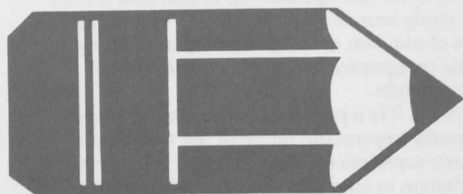
For all, it is a period of concentrated study normally beyond the range of the more usual course experiences. This flexibility and experimentation in learning, which is the special feature of the January Term, supplements and enriches the pattern of course work in the two regular semesters.

## January Term

The January Term at Western Maryland provides both students and faculty with an unusual educational opportunity. During this session, students pursue one course or project in depth, and teachers make available to students some of their special knowledge and personal interests, in a particularly sustained, conscious, and organized interaction.

The January Term takes several directions. For some students, it is the opportunity to pursue independently, in an organized and guided way, a project or area of study which deeply

# Courses Of Instruction



Each department has a code number shown in parentheses at the head of the departmental listing.

Courses are designated by departments and a three-digit system of numerals. The first, or hundreds digit in a number indicates the class standing that a student must attain to be eligible for the course. Freshmen may not register for any course numbered 201 or above; sophomores, 301 or above; juniors, 401 or above. Exceptions may be permitted only by the Dean of Academic Affairs. No credit toward the baccalaureate degree will be given for courses numbered for graduate study.

*Single numerals* (e.g., 101) designate semester courses. *Double numerals* (e.g., 101, 102) indicate a year course.

A *semicolon* is used to separate the numerals (e.g., 103; 104) when each half year's work may be taken independently of the other and credit received for the work of a single semester.

A *comma* placed between the numerals (e.g., 105, 106) indicates that the work of the first semester is prerequisite to that of the second, but credit may be received for the work of the first semester without the completion of the work of the second.

Normally, each course meets the same number of periods per week as credit unless otherwise specified.

A *course title in parentheses* indicates a course whose topic may vary from year to year.

Courses required for major programs are stated in full in the *Guidance Bulletin* published each year by the College and available in the Registrar's Office.

The courses listed below are usually offered each year unless otherwise specified. The College reserves the right not to offer any courses, however, when the demand is limited or instructional time is not available.

The first faculty member listed within department sections is the department head unless otherwise indicated.

## AMERICAN STUDIES (01)

Professors Richwine (Director) and Phillips; Adjunct Instructor Susan Panek; other faculty members from the departments involved

The American Studies major is an interdisciplinary program that can be tailored to fit the educational and vocational needs of a wide variety of students. First, the major, because of its depth and breadth, can form the core of an ideal liberal arts education; second, it can be designed to provide excellent pre-professional training for law school, government service, journalism, graduate work in city planning, museum and archive management, and library science. Combined with designated education courses, American Studies also furnishes an excellent background for those planning to teach high school English or social studies.

A major completes a basic program of two introductory surveys of American literature, two in American history, and one in American government. After selecting an area of concentration, the major then designs a program from courses focused on America offered by many departments, such as:

Art 239, 240; Dramatic Art 227; Economics 317; English 235, 237, 263, 281, 285; History 225, 226, 229, 247, 249; Music 110, 215; Philosophy 116; Religious Studies 209, 210, 328; Political Science 202, 207, 211, 219, 305, 307, 308, 403; Sociology 104, 203, 207, 328; and many January Term offerings.

### Basic Major:

#### *Required courses:*

American Studies 201, 301, 302, 451 or 452; English 113, 114; History 107, 108, or two advanced courses in American History; Political Science 103.

#### *Desirable electives:*

Art 240; Dramatic Art 227; Economics; Music 215; Philosophy 116; Political Science; Religious Studies 210; Sociology; and frequent January Term electives.

In addition to these requirements, students must complete the courses listed under the areas of specialization in the *Guidance Bulletin*.

#### *Areas of Concentration for American Studies:*

Literature, Teacher Certification Secondary (5-12) English (Literature emphasis), History, Sociology, Social Sciences.

### 201 Issues in American Studies

3 credits

An introduction to the interdisciplinary study of American culture through the reading and discussion of selected significant primary works. *Alternates with 301 and 302. Offered in 1984-85.*

### 301 (Seminar in American Studies)

3 credits

A survey of American culture with particular emphasis on the relationships among social conditions, intellectual history, and literature. In 1983-84, the topic will be the American Character: Images and Myths. *Alternates with 201. Offered in 1983-84.*

### 302 (Seminar in American Studies)

3 credits

An interdisciplinary study of a specific problem, period, or issue in American culture, past or present. In 1983-84, the topic will be 1930s: The Angry Decade. *Alternates with 201. Offered in 1983-84.*

### 451; 452 Special Studies in American Studies

0 to 3 credits

*Students majoring in American Studies must complete at least three semester hours of work in these courses.*

## ART (03)

Professor Palijczuk; Associate Professor Fender, and Assistant Professor Badiie

Areas of particular teaching interest: Professor Palijczuk: Introduction to Art, Life Drawing, Painting, Sculpture and Printmaking; Professor Fender: Design, Drawing, Lettering and Illustration, Ceramics, Jewelry and Lapidary, and crafts; Professor Badiie: Art History with emphasis on both Western and non-Western traditions.

Students majoring in art may plan their programs for graduate study in applied or commercial art, public school teaching, or in the history of art. Many students add art to their course of study for personal enrichment and a desire for creative satisfaction in leisure time.

There are three basic majors: studio art, history of art, and the combined studio art and history of art. The following combined studio art and history of art program illustrates one of the options in this field.

### **Combined Studio Art and Art History:**

#### **Required courses:**

Art 101, 113, 114, 117, 240, 403 and eighteen additional hours of applied art and/or art history.

#### **Desirable electives:**

Art 212, 219, 239, 301, 306; Comparative Literature 102, 201; History; Literature; Music History; Philosophy.

#### **Other Educational Options in Art:**

Teacher Certification Secondary (7-12), and a dual major in History and History of Art.

### **Applied Art**

**101 Drawing I** **3 credits**

A studio-oriented course concentrating on basic perspective variations in value and composition.

**117 Design I** **3 credits**

An introductory investigation of design principles involving the elements of art (line, color, value, texture, etc.).

**201 Life Drawing** **3 credits**

Drawing from live models to learn proportion and anatomy of human head and figure. Various drawing media and techniques will be emphasized. *Prerequisite, Art 101, or permission of the instructor.*

**208 Design II** **3 credits**

A continuation of Art 117, stressing personal interpretation and solution to various design problems. *Prerequisite, Art 117. Offered in 1984-85 and alternate years.*

**210 Lettering and Illustration** **3 credits**

A disciplined study concentrating on the many-faceted roles of the commercial artist. Among the elements included are lettering, package design, and rendering. *Prerequisites, Art 101 and 117, or permission of the instructor.*

**212 Crafts** **3 credits**

A workshop activity stressing the utilitarian and functional aspects of art. Projects in a variety of media are undertaken.

**214 Jewelry and Lapidary** **3 credits**

A studio-oriented activity involving the fabricating and casting methods of jewelry making and the cutting, polishing, and setting of stones. Attention will be given to jewelry design. *Priority is given to art majors. Offered in 1983-84 and alternate years.*

**219 Ceramics I** **3 credits**

A studio course investigating the coil, slab, and wheel methods of clay construction. Firing techniques and glazing procedures are introduced.

**301 Sculpture I** **3 credits**

Clay modeling of the human head and figure; making of plaster molds and castings. *Prerequisite, permission of the instructor.*

**302 Sculpture II** **3 credits**

Various plaster build-up methods, wood and stone carving, assemblage forms, individual experimentation of form and materials. *Prerequisite, permission of the instructor. Alternates with Art 404. Offered in 1983-84.*

**303 Advanced Photography** **3 credits**

The emphasis in this course will be on the production of quality black and white prints. Students will learn the zone system for exposing and developing negatives; they will also devote time to looking at, responding to, and discussing photographs. *Prerequisite, permission of the instructor. Offered on demand.*

- 306 Printmaking** 3 credits  
A study of the principles of printmaking, with emphasis on wood and linoleum printing, serigraphy, intaglio, and in special cases, lithography. *Prerequisite, Art 101, or permission of the instructor.*
- 310 Watercolor** 3 credits  
Experimentation with at least ten different techniques of watercolor painting. *Prerequisite, Art 101, or permission of the instructor.*
- 311 Ceramics II** 3 credits  
A continuation of Ceramics I with emphasis directed at the aesthetic and creative use of the medium.
- 351; 352; 451; 452 Special Studies in Applied Art** 0 to 3 credits  
Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in art. Qualified students who are not candidates for such honors but who desire to take the course are also admitted.
- 403 Painting I** 3 credits  
An introductory course in oil painting with emphasis on realistic or recognizable objects. The mixing and application of paint to the painting surface and at least four painting techniques are studied. *Prerequisite, Art 101, or permission of the instructor.*
- 404 Painting II** 3 credits  
An advanced course with focus on larger dimensions. More individual freedom of choice of subjects, techniques, painting surfaces, and paint media is encouraged. *Prerequisite, Art 403, or permission of the instructor. Alternates with Art 302. Offered in 1984-85.*
- History and Appreciation of Art**  
All art history courses consist of a survey of one or more stylistic periods. Students also engage in research and creative analysis of specific works, and relate their studies where possible to other disciplines. Instruction includes field trips to museums each semester.
- 109 Introduction to Art** 3 credits  
A course designed for the student who is interested in art but does not wish to major in it. It blends studio experimentation with some history, aesthetics, and other theoretical foundations of the arts.
- 113 History of Western Art I** 3 credits  
A survey of painting, sculpture, and architecture from 15,000 B.C. to 1400 A.D. Included are Near Eastern, Egyptian, Greek, Roman, and Medieval Art.
- 114 History of Western Art II** 3 credits  
Continuation of the survey of History of Western Art I, 1400 A.D. to present. Emphasis is placed on the Renaissance, Baroque, Neo-classical, and Modern periods.
- 221 Greek and Roman Art** 3 credits  
A study of sculpture, architecture, and other arts of the ancient Greeks and Romans. *Offered in 1983-84.*
- 222 Art of the Medieval World** 3 credits  
A study of the Early Christian, Byzantine, Romanesque, and Gothic Arts in Europe. *Offered in 1983-84 and alternate years.*
- 229 Non-Western Art I** 3 credits  
The development of painting, sculpture, and architecture in India, China, and Japan. *Alternates with Art 230. Offered in 1984-85.*
- 230 Survey of Non-Western Art II** 3 credits  
An introduction to the study of the arts of Islam, Black Africa, Oceania, and the pre-Columbian Americas. *Alternates with Art 229. Offered in 1983-84.*
- 235 Arts of the Renaissance, 1250-1600** 3 credits  
The development of European Arts from Giotto to Michelangelo in the south, and van Eyck to Bruegel in the north. *Offered in 1983-84.*

**236 Baroque and Rococo****3 credits**

A study of the architecture, sculpture, and painting of the period 1540-1800. Includes the masters Titian, Bernini, Rubens, Rembrandt, Velázquez, Watteau, and Goya. *Offered in 1984-85 and alternate years.*

**239 European and American Arts of the Nineteenth Century****3 credits**

A survey of the major trends in European and American Art including Neo-classicism, Realism, Impressionism, and Post-impressionism. *Offered in 1984-85.*

**240 Twentieth Century Art****3 credits**

Architecture, sculpture, and painting in Europe and America from 1900 to the present day. Emphasis is placed on emerging artistic trends. *Offered in 1984-85.*

**353; 354; 453; 454 Special Studies in History of Art****0 to 3 credits**

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in art. Qualified students who are not candidates for such honors but who desire to take the course are also admitted.

**ASTRONOMY (06)**

Instructor Makosky

No major is offered in this field.

**102 Descriptive Astronomy****3 credits**

A study of the stars and stellar evolution, the solar system, galaxies, and cosmology, with emphasis on contemporary topics. *Offered in 1984-85 and alternate years.*

**104 Introductory Astronomy Laboratory****1 credit**

Laboratory and field exercises including observational techniques, astronomical coordinate and time systems, planetary calculations and measurements, basic astronomical photography and photometry, stellar mass and distance determinations. *Prerequisite, Astronomy 102, which would normally be taken concurrently. Offered in 1984-85 and alternate years.*

**BIOLOGY (09)**

Professor Brown; Associate Professors Alspach and Long; Assistant Professors Iglich and Paquin; Adjunct Laboratory Instructor Schmall

*Areas of particular teaching interest:* Professor Brown: physiology of higher plants, botany, biochemistry, and energetics of cellular processes; Professor Alspach: comparative physiology of vertebrates and invertebrates, marine biology, physiological ecology, invertebrate zoology; Professor Long: developmental biology, morphogenesis of vertebrates, comparative morphology, evolution, natural history; Professor Iglich: ecology, evolution, population genetics, botany; Professor Paquin: genetics (human and molecular), cell biology and cytogenetics, immunology, bioethics.

Students majoring in biology may prepare for graduate study in biology, for professional study in forestry and the health sciences, and for teaching.

Western Maryland College has a 3-2 arrangement with the Duke University School of Forestry and Environmental Studies for students interested in these areas; a 3-2 agreement with the Washington University (St. Louis) for those interested in bio-medical engineering; and a 2-2 program with the Nell Hodgson Woodruff School of Nursing of Emory University for students interested in a cooperative nursing program.

**Basic Major:****Required courses:**

Biology 111, 112, 203, 204, 210, 321, 401, 402, and at least three additional hours of Biology at the 300 level; Chemistry 103, 104, 217, 218; Mathematics 117 or 108.

**Additional courses strongly recommended:**

Mathematics 118; Computer Science 106; Statistics 215; Physics 101, 102.

**Other Educational Options in Biology:**

Teacher Certification Secondary (5-12), Pre-Forestry, Pre-Professional Curriculum for the Health Sciences (e.g., dental, medical, nursing, laboratory technician).





*Biology 111 is a prerequisite to all other courses in biology except 113 and 118; for exceptions, see note in course descriptions of these two courses.*

### **111, 112 Principles of Biology**

**4, 4 credits**

In the first semester, the principles and current research involved in both bioenergetics and reproduction are considered at the molecular, cellular, and organismal levels, with emphasis on homeostatic controls of the ecosystems. The work of the second semester integrates the principles of maintenance, genetic control, and evolution of organisms. *Three class periods and one three-hour laboratory period a week.*

### **113 Biology and Human Concern**

**4 credits**

Topics of concern such as nutrition and growth, population genetics and behavior, disease and immunity, environmental processes and pollution, and the origins of life are analyzed in light of current biological studies. *This course is intended for students who do not plan a career in the sciences. Students who have completed this course may be admitted to advanced biology courses with the permission of the instructor. Three class periods and one three-hour laboratory period per week.*

### **118 Human Biology**

**4 credits**

The biology of people: includes study of human evolution, ecology, behavior, anatomy, physiology, and genetics. These are studied with a view toward the appreciation of scientific and medical research affecting all our lives. *This course is intended for students who do not plan a career in the sciences. Students who have completed this course may be admitted to advanced biology courses with the permission of the instructor. Three class periods and one three-hour laboratory period a week.*

### **203 Genetics**

**3 credits**

A study of the concepts of classical and contemporary genetics. Includes the action of genetic mechanisms at various levels of biological organization (the molecular, cellular, organismal, and population) and in a variety of cells and organisms including humans.

### **204 General Botany**

**4 credits**

Principles of classification, dispersal, and adaptation to habitat of fungi, algae, bryophytes and tracheophytes are studied. Tracheophyte cell structure and physiology are also presented. *Three class periods and one laboratory period per week.*

### **205 Invertebrate Zoology**

**4 credits**

Structural and functional adaptations of invertebrate animals studied in relation to their habitats and evolution. *Three class periods and one three-hour laboratory period per week.*

### **206 Ecology**

**3 credits**

A study of the interactions between organisms and their environment and among organisms of the same and other species. Emphasis will be placed on organismal or physiological ecology, population and community ecology, and ecosystem ecology. *Three class periods a week. Prerequisite, Biology 112.*

### **208 Ecology Laboratory**

**1 credit**

Field studies of the structure and function of terrestrial and aquatic ecosystems combined with laboratory experiments illustrating ecological principles. *An elective laboratory course open to students who have taken or are currently enrolled in Biology 206.*

### **210 Cell Biology**

**3 credits**

Structure and function of cells are studied with emphasis on energetics, transport processes, biosynthesis, and cellular dynamics. *Prerequisite, Biology 111. Co-requisite, Chemistry 103.*

### **211 Human Physiology**

**4 credits**

A study of the functions of the human organism: digestion, circulation, respiration, excretion, nervous control, endocrine regulation, and muscle action. *Prerequisites, Biology 111, Chemistry 105, 106. This course does not count toward a major in biology. Three class periods and one three-hour laboratory period a week.*

### **303 Biological Models**

**3 credits**

An introductory modeling course which analyzes such diverse biological phenomena as ecosystem structure, competition, blood flow and organismal growth through mathematical and physical abstractions. Both systems analyses and theoretical models will be considered. *Prerequisite, Mathematics 108 or 117.*

**307 Microbiology****4 credits**

A study of structure, metabolism, growth, and reproduction of cells with emphasis on micro-organisms. *Prerequisites, Biology 203, Chemistry 103, 104. Three class periods and two two-hour laboratory periods a week. Offered in 1983-84 and alternate years.*

**309 Advanced Genetics****3 credits**

A second course in genetics whose major focus will alternate, in different years, between human genetics and molecular genetics. In either case, the course will extend the general principles learned in Biology 203. *Prerequisite, Biology 203.*

**315 Genetics Laboratory****1 credit**

An experimental and experiential approach to the subject of genetics. Model systems (micro-organisms, fungi, plants, invertebrates, and human and animal cells in culture) will be used and students will be expected to perform a guided experiment of their own design. *Prerequisite, Biology 203.*

**316 Animal Physiology****4 credits**

A study and analysis of functional processes in animals and the involvement of these processes in homeostatic regulation. Topics include osmotic and ionic regulation, excretion, respiration, circulation, muscles, nervous communication, and hormones. *This course is designed for students majoring in biology. Prerequisites, Biology 111, 112, Chemistry 103, 104; some knowledge of organic chemistry is recommended. Three class periods and one four-hour laboratory period a week.*

**321 Evolution****3 credits**

The evidences, the mode, and the implications of organic evolution treated in such a manner as to emphasize the function of evolution as the greatest general unifying principle in biology. Special attention is paid to the many recent contributions of research to this field. *Prerequisite, Biology 203 and at least twelve additional semester hours of biology above the freshman level. Field trips will be arranged.*

**323 Vertebrate Embryology****4 credits**

A study of vertebrate morphogenesis. The course considers the problems eggs encounter in forming embryos, and the methods which they use to surmount those problems. Control, patterns, and the mechanisms of the morphogenetic movements are considered in depth. Laboratories demonstrate the patterns of development in amphibian and bird material. *Prerequisite, Biology 112 or permission of the instructor. Two class periods and two three-hour laboratory periods a week.*

**324 Comparative Anatomy of Vertebrates****4 credits**

A study of vertebrate structure in relation to phylogeny, ontogeny, and function, emphasizing morphological adaptation for function. The laboratory investigation compares the detailed anatomy of a fish (shark), an amphibian (Necturus), and a mammal (cat). *Prerequisite, Biology 112 or permission of the instructor. Biology 323 is recommended. Two class periods and two three-hour laboratory periods a week.*

**326 Plant Physiology****3 credits**

A study of the principle functions of higher plants with emphasis on intercellular processes including development, hormone action, photosynthesis, gas exchange, nutrient transport, mineral nutrition, and phytochrome mediated environmental responses. *Prerequisites, Biology 204 and Chemistry 217.*

**351; 352; 451; 452 Special Studies in Biology****0 to 3 credits**

Directed individual study of various biological problems as the interest and previous preparation of the student may suggest. Work may be done on campus or off campus in a department sponsored internship program. Members of the department may be consulted about available options.

**401, 402 Senior Seminar****0, 1 credit**

Presentation of laboratory and literature findings on a current topic of biological interest by students, faculty, and occasional visiting lecturers. *Required of all senior biology majors. Others may participate by permission of the department.*

**BUSINESS ADMINISTRATION (12)**

See Economics and Business Administration.

## CHEMISTRY (15)

Professors Herlocker, Cross, and Donald Jones; Associate Professor Richard Smith

*Areas of particular teaching interest:* Professor Herlocker: preparation and properties of transition metal complexes; Professor Cross: solar energy conversion processes, photochemistry of biological processes, computer programming, and numerical analysis of physiochemical data; Professor Jones: computer applications to chemistry, chemical education, analytical and clinical chemistry; Professor Smith: synthesis and degradation of pesticides and carcinogens.

The offerings in chemistry are intended to provide the essential background for students electing a major in the subject to qualify for graduate study, government and industrial work, and secondary education. When the offerings are combined with the appropriate courses in biology, the student would be qualified for admission to medical, dental, veterinary, and optometry programs, as well as graduate programs in medicinal chemistry, clinical chemistry, biochemistry, environmental studies, pharmacy, pharmacology, and related fields. The program in chemistry meets the undergraduate professional standards of and is certified by the American Chemical Society.

### Basic Major:

#### *Required courses:*

Chemistry 103, 104, 217, 218, 219, 307, 308, 415, 416, and at least one additional hour; Mathematics through 118, or the equivalent; Physics 101, 102.

#### *Other Educational Options in Chemistry:*

American Chemical Society Certified Chemistry Major, Biochemistry, Pre-Professional Curriculum for the Health Sciences, Industry, Teacher Certification Secondary (5-12).

### 103, 104 General Chemistry

4, 4 credits

A study of the fundamental laws and theories of chemistry. The first semester is concerned with a study of matter in its various forms, with emphasis on bonding and structure. The second semester is concerned with the reactions of matter, with emphasis on equilibrium. *Prerequisite, Mathematics 107, which may be taken concurrently, or its high school equivalent. Three class periods and one four-hour laboratory period a week.*

### 105, 106 General Chemistry

4, 4 credits

A study of the fundamental laws of chemistry. Topics in the first semester include atomic structure, chemical bonding, molecular geometry, gas laws, chemical periodicity, reaction-rates and chemical equilibria. Topics in the second semester include oxidation-reduction reactions, electrochemistry, introductory organic chemistry, and biochemistry. A large portion of the laboratory during the second semester is devoted to organic chemistry. *Prerequisite, two units of high school algebra or the equivalent. Three class periods and one four-hour laboratory period a week.*

### 202 Chemistry of the Elements

3 credits

A study of the chemistry of the elements. Emphasis will be on the important inorganic compounds, their laboratory and industrial preparations, and their reactions with elements and other compounds. *Offered in 1983-84 and alternate years.*

### 217, 218 Organic Chemistry

4, 4 credits

A systematic study of the compounds of carbon based upon functional reactivity with emphasis on the physio-chemical approach to reaction mechanisms. A coordinated laboratory incorporates classical techniques (recrystallization, distillation, and extraction) as well as an introduction of selected analytical methods (chromatography and spectroscopy). Some qualitative analysis of representative organic compounds is included in the second semester. *Prerequisite, Chemistry 104. Three class periods and one four-hour laboratory period a week.*

### 219 Quantitative Analysis

4 credits

Theory of titrimetric and gravimetric procedures; problems of and in sampling; statistical treatment of results for reliability; application and use of elementary procedures such as spectrophotometry (UV, IR, and Flame Emission), chromatography, and potentiometry. When possible the laboratory emphasizes clinical applications. *Prerequisites, Chemistry 104. Three class periods and one four-hour laboratory period a week.*

**307, 308 Physical Chemistry I, II****4, 4 credits**

The laws of thermodynamics; equilibria; electrochemistry; chemical kinetics; introductory quantum and statistical mechanics. Sufficient computer programming is introduced in the laboratory to allow treatment and interpretation of laboratory data. *Prerequisites, Physics 102, Mathematics 118, or permission of the instructor. Chemistry 219 must be taken prior to or concurrent with Chemistry 307. Three class periods and one four-hour laboratory period a week.*

**313 Biochemistry I****3 credits**

Structure and reactions of amino acids, carbohydrates, lipids and proteins; protein amino acid sequence determination and conformational protein structure; structure, rates, and mechanism of enzyme reactions; bioenergetics; membrane transport processes, electron transfer theories and oxidative phosphorylation; catabolic pathways, energetics and regulation of biomolecular degradation reactions; disease and its control. *Prerequisite, Chemistry 218.*

**314 Biochemistry II****3 credits**

Anabolic pathways and bioenergetics of biosynthetic reactions of carbohydrates, lipids, and amino acids; Nucleic acid chemistry and biosynthesis of nucleotides and proteins; structure and chemistry of steroids; hormonal regulation of metabolism; photosynthetic reactions, electron transport and photophosphorylation; comparative metabolic systems and industrial applications. *Prerequisite, Chemistry 313.*

**318 Instrumental Techniques****4 credits**

Theory and practice in obtaining chemical data with instruments with emphasis on the quantitative aspects. Studies include electrochemical techniques such as polarography, stripping analysis, amperometry, advanced chromatographic techniques, NMR, Mass Spect, X-ray, Laser usage, and laboratory computer applications. *Prerequisites, Chemistry 219, 307. Co-requisite, Chemistry 308. Two class periods and two three-hour laboratory periods a week.*

**326 Advanced Organic Chemistry****3 credits**

A study of a variety of selected topics including photochemistry, molecular rearrangement, heterocyclic compounds, and some aspects of physical organic chemistry, with emphasis on the content and use of current literature. *Prerequisite, Chemistry 218. Offered in 1984-85 and alternate years.*

**351; 352; 451; 452 Special Studies in Chemistry****0 to 3 credits**

Directed study of special topics as the interest and preparation of the student and the chemistry faculty may suggest. *This course is open primarily to students who are chemistry majors.*

**411 Chemical Physics****3 credits**

Theoretical chemistry, quantum and statistical mechanics; spectroscopy; theory of electrolyte solutions; application of the computer to theoretical calculations. *Prerequisite, Chemistry 307. Juniors may be admitted by permission of the department. Offered in 1983-84 and alternate years.*

**412 Inorganic Chemistry****3 credits**

A survey of topics which comprise the broad area of inorganic chemistry. The topics studied include atomic and molecular structure, elements of symmetry, acid-base theory, non-aqueous solvents, and structural and chemical behavior of metallic and non-metallic compounds. *Prerequisites, Chemistry 218, 307. Juniors may be admitted by permission of the department. Offered in 1984-85 and alternate years.*

**415, 416 Chemistry Seminar****0, 1 credit**

Presentation of laboratory and literature findings on current topics of chemical interest by students, faculty, and visiting lecturers. *Required of all senior chemistry majors. Juniors may be admitted by permission of the department.*

**STUDIES IN COMMUNICATIONS (16)**

Professors Del Palmer and Cipolla; Associate Professors Dixon, Sapora, and Weinfeld; Adjunct Instructor Batavick; faculty from other departments involved

*Areas of particular teaching interest:* Professor Palmer: media effects; Professor Cipolla: film; Professor Dixon: speech arts; Professor Sapora: media history and production; Professor Weinfeld: speech arts.

An interdisciplinary major, Studies in Communications treats the history, function, and effects of human communication from the earliest times through the advent of printing to contemporary mass communications; and it allows students to gain practical experience in the classroom and through internships. The major enables students to pursue careers in publicity and public relations, in media design, production, and management; and it prepares them for graduate work and research in communications.

**Basic Major:**

**Required courses:**

Communications 101, 103, 124, 201, 209, 220 or 341 or Dramatic Art 222, 401; six hours of internships; six other hours in 300 or 400 level courses; a course in Computer Science; English 203, 325; Philosophy 210.

**Other Educational Options in Studies in Communications:**

Dual major in Dramatic Art and Communications; Psychology and Communications; Track in Systems Analysis and Communications.

**101 History of Human Communication 3 credits**

A study of human communication from the advent of speech through the development of writing and movable type to the widespread use of newspapers, film, radio, and television.

**103 Speech Arts 3 credits**

An introductory course designed to prepare the student to meet a variety of public oral communication situations. The student concentrates on the practical application of basic principles and techniques of public speaking.

**124 Introduction to the Film 3 credits**

A study of film history, esthetics, and techniques of film analysis. The basic theories of film making are illustrated by specific films of important directors from D.W. Griffith to the present.

**201 Effects of the Mass Media 3 credits**

A study of the social, political, psychological, economic, and esthetic effects of the major mass media: print, film, radio, and television. An examination of these media to identify techniques of exposition and persuasion which enhance or detract from generally accepted humanistic values.

**209 Basic Film and Video Tape Production 3 credits**

An introduction to the design and production of film and video tape with major emphasis on scriptwriting, shooting on location, editing, and overall production planning.

**220 Advanced Communication Skills 3 credits**

A course designed to give the speaker an opportunity to meet more challenging communication opportunities than offered in the introductory course. Students will develop presentations growing out of their academic and recreational interests. *Prerequisite, Communications 103 or demonstrated proficiency.*

**224 (Topics in Film History and Analysis) 3 credits**

A study of major directors, works, and ideas in the history of world cinema. (Different topics will be offered in alternate years.)

**301; 302 (Special Topics in Communications) 3, 3 credits**

Intensive study of particular topics in communications.

**341 Oral Interpretation 3 credits**

The study, adaptation, preparation, and performance of various forms of literature. Emphasis on the public interpretation and communication of literature in its intellectual, emotional, and esthetic entirety.

**326; 327; 426; 427 Internships 3, 3, 3, 3 credits**

Opportunities for students to serve internships, on campus and off.

**401 Senior Seminar 3 credits**

A colloquium based on individual research projects relative to a current issue or topic in communications. *Prerequisite, senior standing in the department.*

**451; 452 Special Studies in Communications 0 to 3 credits**

Directed study planned and conducted with reference to those students who desire specialized



work in areas of communication not detailed in the course offerings of the department. At least one special studies project must be undertaken by candidates for departmental honors.  
*Prerequisite, major in Studies in Communications or necessary courses to provide background for proposed study.*

## COMPARATIVE LITERATURE (17)

Professors Richwine (Director) and Del Palmer; Adjunct Assistant Professor Donna Evergates; Adjunct Instructor Nancy Palmer; and faculty members from the departments involved

*Areas of particular teaching interest:* Professor Del Palmer: ancient literature, modern fiction, creative writing.

Students majoring in comparative literature may plan their programs for teaching, graduate study, or a general major. Though courses in this department are taught in English with the aid of reputable English translations, a student majoring in comparative literature takes foreign language courses in addition to basic language requirements.

### Basic Major:

#### Required courses:

Comparative Literature 101, 102, 201, 205, six hours chosen from 225, 226, 227, and six additional hours; six hours of British or American Literature (to be selected in consultation with the major adviser); six hours above the 110 level in French, German, or Spanish literature (to be selected in consultation with the major adviser). Some reallocation of basic requirements may be allowed in unusual cases, such as transfer students or double majors.

#### Other Educational Options in Comparative Literature:

Teacher Certification Secondary (5-12) English; dual major with English, a Foreign Language, or Dramatic Art.

### 101 Greek and Roman Literature 3 credits

A survey of major works and writers of Greek and Roman literature, exclusive of drama.

### 102 Continental Literature I 3 credits

Characteristic selections from representative European authors from the Medieval period through the Enlightenment.

### 132 Masterpieces of French Literature

See Foreign Languages, French 132.

### 140 (German Literature in Translation)

See Foreign Languages, German 140.

### 162; 164 (Studies in Hispanic Literature in Translation)

See Foreign Languages, Spanish 162; 164.

### 201 Comparative Mythology 3 credits

A study of the myth-making process and of the major mythological types and themes.

### 205 Continental Literature II 3 credits

Characteristic selections from representative European authors from the Romantic Age to the present.

### 207 Classical Indian Literature 3 credits

A study of ancient Indian Vedic hymns, Upanishads, prose fiction, and epic, lyric, and dramatic poetry. *Alternates with Comparative Literature 208.*

### 208 The Bible as Literature 3 credits

A study of the King James translation of the Bible, its intrinsic value as literature and its influence on later British and American writers. For comparative purposes, the course will deal briefly with other ancient Near Eastern literature. *Alternates with Comparative Literature 207. This course does not meet the Basic Liberal Arts Subjects Group IV requirement.*

### 225; 226; 227 World Theatre I, II, III

See Dramatic Art 225; 226; 227.

### 231 Philosophy in Literature

See Philosophy 231.



**242 The Faust Theme****3 credits**

A survey of the Faust theme from its sixteenth century origins to the present day. Special emphasis is given to variations in the development of the theme and to the twentieth century concept of Faustian man. *Offered in 1983-84 and alternate years.*

**351; 352; 451; 452 Special Studies in Comparative Literature****0 to 3 credits**

An opportunity for students to arrange programs of study that are not included in the regular course offerings in comparative literature.

**COMPUTER SCIENCE (19)**

See Mathematics and Computer Science.

**DRAMATIC ART (21)**

Associate Professors Dixon and Weinfeld; Assistant Professor Domser (Department Head)

*Areas of particular teaching interest:* Professor Palmer: see Comparative Literature; Professor Dixon: acting, voice, movement, communication skills; Professor Weinfeld: directing and dramatic literature; Professor Domser: design and technical production.

The dramatic art program is a comprehensive study of theatres, performances, dramatic literature and criticism, and of the development of performance and production skills. Because Western Maryland emphasizes learning theatre by doing theatre, four major faculty-directed productions and several student-directed productions are planned each year. Students engage in special studies in directing, costuming, criticism, set design, film, acting, research, and theatre for the deaf.

In addition to the theatre activity on campus, the faculty participates in and encourages student involvement in the several nearby community theatre groups. Faculty and students also coordinate theatre workshops in area high schools and middle schools.

Students majoring in dramatic art may prepare for graduate and professional work in the field. With the addition of the required education courses, they may, upon graduation, qualify to teach drama in high school.

**Basic Major:****Required courses:**

Dramatic Art 113; 114; 119; 211; 225; 226; 227; 320; 410; and one course from 212, 311, and 312.

**Other Educational Options in Dramatic Art:**

Theatre-English dual major; Theatre-Communications dual major; Teacher Certification (5-12) English.

**113, 114 Beginning Acting and Interpretation****3, 3 credits**

A course designed to develop in each student the basic emotional, psychological, and intellectual foundation for analyzing and developing effective characterizations in the theatre. Emphasis is placed on relaxation exercises, theatre games, improvisation, play and character analysis oriented toward physicalization, pantomime, and, in the second semester, laboratory scene work. Each student receives individual instruction and criticism. *Dramatic Art 113, or permission of the instructor, is a prerequisite for Dramatic Art 114.*

**119 Theatre Appreciation****3 credits**

An introduction to analysis and appreciation, detailed examination of plays from various ages and types of the drama, with emphasis on the appreciation of the live theatrical performance; training in the analysis of dramatic structure, character, setting, mood, acting, and directing.

**130 Musical Theatre Performance****2 credits**

Introduction to voice training and the techniques of modern and jazz dance, with some attention given to choreography. This course allows students to sing and dance in groups. *(May be taken for credit a maximum of three times.)*

**211 Introduction to Technical Theatre****3 credits**

A study of the skills and technique of the theatre technician, concentrating on basic scenic drafting, stage carpentry, rigging, and electricity.

**212 Costume Design****3 credits**

A study of the principles and practices of costume design. Emphasis is placed on the historical development of the costume silhouette. *Alternates with 311 and 312.*

**217 Acting Laboratory****3 credits**

Characterization and scene study. Laboratory presentations of scenes, giving the student experience in a variety of roles from plays of great diversity, incorporating principles of theatrical makeup. *Three class periods and one laboratory per week. Prerequisites, Dramatic Art 113 and 114, or permission of instructor. Offered in alternate years.*

**218 Movement and Body Awareness for the Actor****3 credits**

A course designed to assist the actor to develop greater flexibility and range of choices in his or her physical instrument. Attention will be paid to increasing bodily articulation, relating physical approaches to character development, relationship of emotions to posture and movement. *Prerequisites, Dramatic Art 113 and 114. Offered in alternate years.*

**222 Voice and Diction****3 credits**

A practical course focusing primarily on the improvement of the speaker's control over voice and diction. Particular attention is paid to phonetics, effective development and use of controllable elements of voice, proper breathing and breath control, posture, and the physical elements of voice and speech. *Prerequisite, Communications 103 or permission of instructor. Offered in alternate years.*

**225; 226; 227 World Theatre I, II, III****3, 3, 3 credits**

A study of theatres, performances, and dramatic literature. The first course covers the theatre from primitive ritual through medieval and oriental; the second, from the European Renaissance through the advent of Realism; the third, the twentieth century.

**230 Theatre Practicum****1 to 6 credits**

An opportunity for students to develop skills in particular areas of theatre under close faculty workshop supervision.

**253; 254 Reading List****1, 1 credit**

Several groups of readings, each containing significant literature and criticism. The reading is done as independent study.

**311 Light Design for Theatre and Television****3 credits**

A course investigating the art and science of lighting design. *Alternates with 212 and 312. Prerequisite, Dramatic Art 211.*

**312 Scene Design****3 credits**

A study of scenic design, including modern design theory and practice. Exercises in creating, drafting, and producing scene designs. *Alternates with 212 and 311. Prerequisite, Dramatic Art 211.*

**320 Directing****3 credits**

Principles of staging the play, together with the execution of projects designed to provide a range of experience in approaching the particular problems of the director.

**323; 324 Masters and Trends in Theatre****3, 3 credits**

A study of major figures and movements in dramatic literature, theory, criticism, and the physical theatre. A different subject is offered each year. Offered periodically on the basis of student and faculty interests.

**328 Scriptwriting****3 credits**

A development of the principles of scriptwriting through an analysis of scripts for stage, film, and television. The techniques and demands of scriptwriting will be developed by the construction and composition of original scripts and adaptations.

**351; 352; 451; 452 Special Studies in Dramatic Art****0 to 3 credits**

Concentrated study in an area of interest to the individual student and of significance to the discipline. Projects are chosen and developed in consultation with a member of the department.

**410 Directed Studies in Theatre****3 credits**

A course enabling senior theatre majors to undertake an intensive investigation of acting, design, directing, or history and literature. Students choose their own area and work under the supervision of the appropriate faculty member. *Prerequisite, senior standing.*

## ECONOMICS AND BUSINESS ADMINISTRATION

Professor Law; Associate Professors Olsh and Seidel; Assistant Professor Claycombe; Adjunct Assistant Professor Willis; Instructor Singer

*Areas of particular teaching interest:* Professor Law: international economics, macroeconomics; Professor Olsh: microeconomics, history of economic thought; Professor Seidel: money and banking, corporate finance; Professor Claycombe: industrial organization, managerial economics; Instructor Singer: accounting and taxation.

Students major in this department to prepare for careers in business and finance; for careers in government such as economic analysis, administration, and foreign services; and, by completing graduate study in a university, for professional careers in law, business, and economics. A student may also prepare to teach social studies in public schools.

### ECONOMICS (24)

**Basic Major:**

**Required courses:**

Economics 203, 204, 303, 320, 405, and a minimum of nine additional hours at 300-400 level; three hours of Mathematics; Statistics 215, 216; Computer Science 106 is recommended.

**Other Educational Options in Economics:**

Dual majors with Business Administration, a Foreign Language, Mathematics, or Political Science; Pre-Legal; Teacher Certification Secondary.

*Economics 203, 204 or permission of the instructor is prerequisite to all economics courses numbered 303 and above.*

#### **101 Introduction to Political Economy** **3 credits**

A course designed to introduce students to economic reasoning and its application in analyzing economic problems and institutions. *This course is not open to students who have taken Economics 203.*

#### **203, 204 Principles and Problems of Economics** **3, 3 credits**

In the first semester, the study of basic economic problems of any society; the market system, prices, allocation of resources, and income distribution. The second semester includes the study of factors affecting national income and employment; money and banking; growth, recession, inflation; international economics; economic systems.

#### **303 Microeconomic Theory** **3 credits**

The theory of demand, production and cost, and resource allocation in a market economy; the varieties of competitive conditions such as pure and perfect competition; monopoly, monopolistic competition, and oligopoly; the theory of factor pricing and income distribution in a free society.

#### **304 International Economics** **3 credits**

Principles of international trade, exchange, and investment; problems of trade restriction, cartels, economic integration, balance of payments, multinational firms, underdeveloped areas of the world, commercial policies of countries of the world.

#### **310 Money and Banking** **3 credits**

A study of the history of money and monetary policy, principles and structure of banking, monetary theory, and the international monetary system.

#### **317 The Economic History of the United States** **3 credits**

An analysis of broad structural and institutional changes in U.S. history using micro and macro analytical tools. U.S. development is placed into historical perspective by considering transition from feudal to contemporary society. Development is also placed into comparative perspective by considering impact of industrial revolution on the rest of the world. *Offered in 1984-85 and alternate years.*

#### **319 Public Finance** **3 credits**

Principles and problems of taxation; the theory, character, and trend of public expenditures; public choice; the sources of public revenue and public indebtedness—national, state, and local.

**320 Macroeconomic Theory****3 credits**

A study of the theory of national income determination. Monetary and fiscal policies of government and their management for the purpose of price level and employment stabilization are examined. Projects in the analysis of business statistics and in national income forecasting are undertaken.

**323 Corporation Finance and Financial Management****3 credits**

The management of business funds, with emphasis on the techniques of financial analysis, the financial environment in which firms operate, the sources and forms of external financing, and the allocation of funds to competing alternatives such as plant and equipment, working capital, and financial investment. *Prerequisite, Statistics 215, or permission of the instructor.*

**324 Managerial Economics****3 credits**

The application of economic theory and quantitative methods for solving business problems. Emphasis is on analysis of demand, cost and profit under conditions of imperfect information and uncertainty. Topics include business pricing strategies and linear programming.

**326 Economic Development****3 credits**

The theories of economic growth and development applied particularly to underdeveloped areas of the earth. The interrelationship of economic, political, sociological, historical, and technological factors in growth and development are examined. *Offered in 1984-85 and alternate years.*

**327 Industrial Organization and Public Policy****3 credits**

Study of structure, conduct and performance of industry in the United States as they pertain to the goals and effects of public policy. Emphasis is on antitrust and regulation.

**330 Labor Economics****3 credits**

A theoretical study of the operation of labor markets—supply, demand, wage rate determination, and employment. Analysis will incorporate institutional constraints on individual behavior such as unions and discrimination as well as public policy toward education, job training, welfare and unemployment.

**351; 451 Reading List****1, 1 credit**

*Open only to students declaring economics as a major. Reading is completed during the summer and tested by examination.*

**355; 356; 455; 456 Special Studies in Economics****0 to 3 credits**

Directed individual study of various economics problems as the interest and previous preparation of the student may suggest; conducted primarily for honor students. Other qualified students may be admitted with the consent of the department.

**405 The History of Economic Thought****3 credits**

The development of economic theory from ancient times to the present; contributions of Greece, Rome, and the Middle Ages; major emphasis on mercantilism and nineteenth and twentieth century economic analysis.

**452 Senior Thesis****1 to 3 credits**

*Open only to economics majors. Honors students are normally expected to register for three semester hours.*

**453, 454 Economics Colloquium****1, 1 credit**

Readings and group discussion. Significant works in political economy are read and analyzed. *This course is open to all senior economics majors; not open, except by special permission, to students with fewer than twelve semester hours credit in Economics.*

**BUSINESS ADMINISTRATION (12)****Basic Major:****Required courses:**

Business Administration 101 and 102; Economics 203, 204, 303, 320, three hours from among Business Administration 305, 316, 320, or 324; six hours from among Economics 304, 326, 327, 330, or Business Administration 205; six hours from among Economics 310, 319, and Business



Administration 323; Statistics 215 and 216; three hours of Mathematics; Computer Science 106 is recommended.

**101, 102 Principles of Accounting** **3, 3 credits**

First semester: fundamental principles of accounting with emphasis on the preparation and interpretation of financial statements. Attention is given to the collection and reporting of pertinent information for creditors, management, and investors. The second semester includes the preparation of data for internal management purposes; the collection, presentation, and interpretation of information for the purposes of decision-making, cost control, and managerial planning.

**205 The Legal Environment of Business** **3 credits**

The nature of the court system; constitutional law; and legislation. Topics covered include law by judicial decision, law by administrative agencies, the regulation of business and taxation. Special attention is given to anti-trust law and the law of employment and labor relations.

**209 Principles of Marketing** **3 credits**

This is a course designed to address fundamental marketing principles, problems and practices. Particular emphasis will be given to the sales function—the link that adjusts the organization's objectives and output to the ever changing needs of the marketplace. Students will gain insight to the marketing and sales disciplines through participation in case study analyses and mock sales presentations.

**210 Ethics and Business** **3 credits**

A consideration of some of the major ethical issues in business; the profit motive and the public good, social responsibility of corporations, environmental concerns, consumer and employee relations, the role of the state, advertising practices, conflict of interest and of obligation, and hiring practices. *Offered in 1984-85 and alternate years.*

**225 Managerial Accounting** **3 credits**

A course emphasizing the role of accounting information in management decision making. Particular emphasis on internal planning and control. Includes such topics as budgeting, cost behavior and allocation, and tax planning. *Prerequisites, Business Administration 101, 102.*

**305 Public Administration** **3 credits**

An examination of the nature and development of public administration in the United States with attention to policies of organization, management, personnel, budgeting, forms of administrative responsibility, and governmental services.

**316 Complex Organizations** **3 credits**

A study of complex business, industrial, and governmental organizations as operating social systems; emphasis upon patterns of relationships within these organizations and the nature of relationships between large scale organizations and society. *Offered in 1984-85 and alternate years.*

**320 Organizational Behavior** **3 credits**

An exploration of individual and group behavior in the bureaucratic environment, focusing on the characteristics of bureaucracy and their linkages with human demands, needs, and goals. The dynamics of organizational socialization, management, communications group formation, and change are considered. *Offered in 1983-84 and alternate years.*

**323 Corporation Finance and Financial Management** **3 credits**

The management of business funds, with emphasis on the techniques of financial analysis, the financial environment in which firms operate, the sources and forms of external financing, and the allocation of funds to competing alternatives such as plant and equipment, working capital, and financial investment. *Prerequisite, Statistics 215, or permission of the instructor.*

**324 Managerial Economics** **3 credits**

The application of economic theory and quantitative methods for solving business problems. Emphasis is on analysis of demand, cost and profit under conditions of imperfect information and uncertainty. Topics include business pricing strategies and linear programming.

**325 Human Relations in Management** **3 credits**

Provides the student with basic skills designed to manage people effectively. Emphasis is on developing effective communication and motivation techniques and applying skills in various

management situations. The team approach to management is introduced and methods to develop a more effective leadership base within the group process is illustrated.

**335; 336 Business Seminar**

**1, 1 credit**

A supervised work-study program covering selected topics in business administration such as marketing, personnel, finance, production, and taxes. This weekly seminar session is enhanced by practical field experience. *The course Field Experience in Business Administration (337; 338) must be taken concurrently with the Business Seminar.*

**337; 338 Field Experience in Business Administration**

**1, 1 credit**

Students obtain practical on the job experience in the field of business administration by acting as advisers to a company in the Carroll County Junior Achievement program. All aspects of business operation from incorporation to liquidation are covered. *Prerequisite, Business Administration 335, 336 taken concurrently, or permission of the instructor.*

**355; 356; 455; 456 Special Studies in Business Administration**

**0 to 3 credits**

Directed individual study of various business administration problems as the interest and previous preparation of the student may suggest; conducted primarily for honor students. Other qualified students may be admitted with the consent of the department.

## EDUCATION (27)

Professors Bowsbey, Coley, Lightner, and Vernon; Associate Professors Denman-West, Fennell, Prickett, and Rabush; Adjunct Associate Professor Matanzo; Assistant Professors Greyerbiehl and Helen Wolfe; Adjunct Instructors Margaret Jones, Lockard, Roberts, and Thacker; Lecturer Underwood-Leahy

*Areas of particular teaching interest:* Professor Bowsbey: administration curriculum, research, English education; Professor Coley: diagnosis and remediation of reading disabilities, developmental reading, reading for exceptional children, interrelationships of total language arts programs; Professor Lightner: secondary school mathematics, research; Professor Vernon: deafness, disability, psychodiagnostics, behavioral genetics; Professor Denman-West: school librarianship, reference skills, children's and young adult literature, media; Professor Fennell: elementary and secondary curriculum, elementary school mathematics, measurement and evaluation, educational research methodology; Professor Prickett: introduction to deafness, audiology, American sign language, signed English, fingerspelling, psychology of deafness; Professor Rabush: exceptional children, discipline/classroom management, language development, non-oral communications; Professor Greyerbiehl: speech, audiology, language development, multihandicapped hearing impaired; Professor Wolfe: counselor education, human learning, psychology of teaching, educational research methodology.

No major is offered in this field. The student in education majors in a subject which is an approved teaching field, and may meet certification requirements in areas other than the major.

Programs have been approved by the State of Maryland for elementary teacher education and the following secondary teaching fields: art, biology, chemistry, English, French, German, mathematics, music, physical education, physics, social studies, and Spanish. The music and physical education programs offer a K-12 certification option. A reciprocity agreement provides certification in over 30 other states; a list is available in the Education Office.

**104 Learning: Affective and Cognitive**

**3 credits**

An overview of public education. This introductory education course includes identification of pupil characteristics at the elementary, middle, and high school levels. Topics include the recognition of individual differences and their effect on student behavior. Reinforcement, motivation, the teacher's role in mainstreaming, communication skills, and professional ethics are also examined.

**106 Personal Computing: An Introduction**

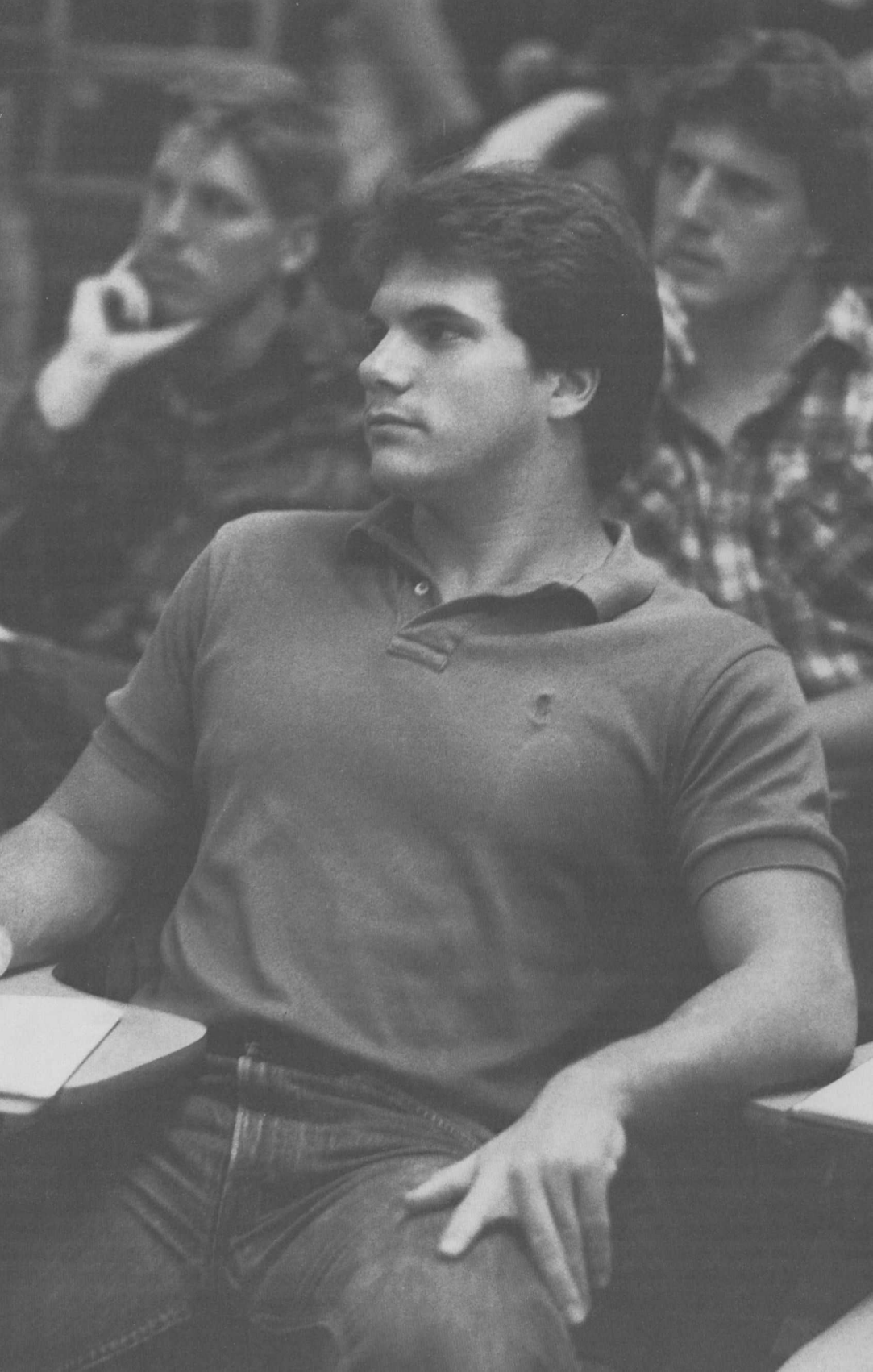
**3 credits**

A basic literacy course on the computer revolution with specific emphasis on the micro-computer, particularly its use in education and the home.

**205 Instructional Planning**

**3 credits**

Studies the planning process in detail. Initial diagnosis of entering behavior, construction of plans with appropriate objectives and techniques, study of the cognitive, affective and psychomotor domains and their use in task analysis, planning, and evaluation are studied. Methods of pupil



assessment and interpreting pupil progress complete the planning-implementation-evaluation cycle. Competencies in instructional media, and interaction system review are also a course component. *Students should plan to spend approximately two hours per week in the public schools.*

**206 Elementary Methods: Language Arts/Social Studies 3 credits**

Trends and techniques in language arts and social science instruction at the elementary level. Emphasis is placed on relating literature, reading, and the social studies. *Prerequisites, Education 104 and 205. Participation in the public schools, approximately two hours per week.*

**207 Creative Experiences in the Elementary School 3 credits**

A course for prospective elementary teachers emphasizing the development of personal skills and knowledge in the creative application of art, music, and drama as a dimension of elementary classroom instruction. Theoretical and practical examples of integrating literature, drama, dance, music, arts and crafts are studied. *Prerequisites, Education 104 and 205.*

**308 Reading Lab 3 credits**

A study of the reading process as it relates to the elementary school child, including the skills of reading and the basic techniques commonly used to teach reading in the elementary school. Special attention is given to the diagnostic/prescriptive role of the teacher in the reading situation. Students teach short reading lessons to small groups of elementary students in a supervised setting. *Prerequisites, Education 104, 205, and 206.*

**322 Elementary Methods: Mathematics/Science 3 credits**

Current trends in mathematics and science for the elementary school level are examined with an emphasis on the student's ability to diagnose skill needs in these two content areas. Students acquire familiarity with a variety of teaching techniques and commercially available materials in these two areas so that they may prescribe effective individualization strategies. *Prerequisites, Mathematics 141, Education 104 and 205. Participation in the public schools approximately two hours per week.*

**341-350 Implementing Instructional Plans (Secondary Methods) 3 credits**

An in-depth study of specific methods for the student's teaching field, classroom management techniques applicable to the discipline, and varied behavioral management strategies including affective concepts. *Prerequisites, Education 104 and 205. Three class periods a week and participation and/or microteaching in the public schools.*

**341 English**

**342 Art**

**343 Foreign Language**

**344 Mathematics**

**345 Social Studies**

**346 Music/Instrumental**

**347 Dramatic Art**

**348 Physical Education**

**349 Music/Choral**

**350 Science**

**402 Classroom Adaptations: Reading, Management, Special Populations 4 credits**

The teaching of reading for all content areas with emphasis on the use of reading techniques to meet individual and group needs. Control, discipline, and management strategies will be addressed. Special populations to be covered include handicapped, gifted, multicultural, and ethnic groups. Practical applications are concurrent with student teaching. *Prerequisites, Education 205 and the appropriate Methods course.*

**410 Student Teaching: Secondary (grades 7-12 Certification Programs) 8 credits**

An internship teaching situation in the public schools; experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teacher. *Prerequisites, Education 205 and permission of the Education Department. There is an extra tuition fee for this course.*

**415-416 Student Teaching—Elementary (grades 1-6 Certification Programs) 8 credits**

**415 Student Teaching—Primary****4 credits**

An internship teaching at the primary level of the elementary schools. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teacher.

*Prerequisites, Education 206, 207, 322, and permission of the Education Department. There is an extra tuition fee for this course.*

**416 Student Teaching—Intermediate****4 credits**

An internship teaching at the intermediate level of the elementary schools. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teacher.

*Prerequisites, Education 206, 207, 322, and permission of the Education Department. There is an extra tuition fee for this course.*

**419-420 Student Teaching—Elementary-Secondary  
(grades K-12 Certification Programs)****8 credits****419 Student Teaching—Elementary****4 credits**

An internship teaching at the elementary level of the public schools. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teachers.

*Prerequisites, Education 402, the appropriate Methods course, and permission of the Education Department. There is an extra tuition fee for this course.*

**420 Student Teaching—Secondary****4 credits**

An internship teaching at the secondary level of the public schools. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teachers.

*Prerequisites, Education 402, the appropriate Methods course, and permission of the Education Department. There is an extra tuition fee for this course.*

**Undergraduate Courses in the Education of the Deaf**

Western Maryland College and the Maryland School for the Deaf in Frederick, Maryland, have developed a nationally recognized program for training students to teach the deaf. This is the only such program in the State of Maryland.

While twenty-seven semester hours of work in this field are available at the undergraduate level, full certification in accordance with standards set by the Council on Education of the Deaf follows completion of the Master of Education program in this field; this program is also available at Western Maryland College.

Undergraduates are welcome to sample the offerings in sign language. Manual Communication II (Education 132) is especially designed for such a purpose.

A twenty-one hour interpreter training program is available at the undergraduate level.

Students interested in any of the Western Maryland College programs in deafness should contact the coordinator.

**130 Introduction to Deafness****3 credits**

An introduction to the field of deafness. The history of Education of the Deaf, psychological aspects of deafness, and audiology will be discussed. Students will become familiar with various agencies which provide services to the hearing impaired. While not a prerequisite, this course provides good background for Psychology 311.

**131 Manual Communication I****1 credit**

A comprehensive course emphasizing the learning of Amesian (American Sign Language), but also including idiomatic signs used commonly by the deaf.

**132 Manual Communication II****1 credit**

A comprehensive course including basic signs commonly used by the average deaf person. Particular concentration is placed on comprehensive communication between two or more persons in sign language.

**133 Fingerspelling****1 credit**

A course designed to enhance skills in using and reading fingerspelling effectively. Basic principles are covered, with emphasis upon practice in a laboratory setting.

**134 Intermediate Sign Language****3 credits**

Advanced training in the skills of manual communication. *Prerequisites, Education 131, 132, and 133.*

**135 Advanced Sign Language****3 credits**

A comprehensive study of basic sign language idioms and colloquialisms in conversational signs. *Prerequisite, Education 134.*

**136 Interpreting for the Hearing Impaired I****3 credits**

Designed to develop a broad base of competency in interpreting. The areas of ethics, deportment, client-interpreter rapport, economics, the settings involved in the interpreting situations and linguistics are covered. Students become acquainted with local, state, and national organizations of and for the deaf: their programs, resources, and services. Readings will be assigned from a comprehensive bibliography on deafness, interpreting, and related skills. Laboratory experience and continuous evaluation of skills are major components of this course. *Prerequisite, Education 135.*

**137 Interpreting for the Hearing Impaired II****3 credits**

An extension of the content described in Education 136. In addition, students will be exposed to local and regional agencies serving deaf persons in the areas of social welfare, vocational rehabilitation, medicine, law enforcement, religion, employment, education, and mental health. Emphasis in this course is on practical applications of material learned. The student uses and refines his or her interpreting skills in simulated situations as courtroom interpreting, and similar work at social welfare, vocational rehabilitation, mental health, medical, religious, and other agencies. Telephone interpreting, platform interpreting, interpreting on television, will also be simulated. *Prerequisite, Education 136.*

**139 Sign to Voice Interpreting****3 credits**

A study of the principles and problems of interpreting the manual, oral, and written communications of deaf person(s) into the spoken or written English equivalents. *Prerequisite, Education 134.*

**311 Psychology of Deafness and Profound Hearing Loss**

See Psychology 311.

**ENGLISH (30)**

Professors Keith Richwine, Del Palmer, LeRoy Panek, Phillips, and Stevens; Associate Professor Sapora; Assistant Professor Mangan; Adjunct Instructors Newmann, Nancy Palmer, and Susan Panek

*Areas of particular teaching interest:* Professor Richwine: twentieth century American and British literature; Professor Palmer: European literature, creative writing; Professor Panek: Renaissance literature, popular fiction; Professor Phillips: colonial and nineteenth century American literature; Professor Stevens: eighteenth and nineteenth century British literature; the twentieth century novel; Professor Sapora: Medieval literature, linguistics, literary theory; Professor Mangan: creative writing, American literature, journalism.

Study of our language and literature offers essential liberal arts education which students may use in many ways. Graduates with the English major are pursuing careers in journalism, law, business, social work, and government service. A number have entered theological seminaries and schools of library science. Many teach in the public school system; others, after graduate work, join college faculties. Several students combine English with another subject in a dual major.

**Basic Major:****Required courses:**

English, at least thirty hours distributed as follows: 111, 112, 113, 114, 400; nine hours of Period Studies, including at least three from 230, 231, 232; six hours of Major Figures; Comparative Literature, six hours, including at least three from 101, 102, 205; History 105, 106.

**Desirable electives:**

Philosophy, six hours; Religious Studies 103; Dramatic Art 225, 226, or 227.



### Other Educational Options in English:

Dual majors with Comparative Literature, American Studies, Theatre, or History; Teacher Certification Elementary (K-6) Secondary (5-12).

### Writing and Linguistics

#### 001; 002 Writing Workshop

0, 0 credit

A course designed to develop clarity and grammatical correctness in the writing of upper-classmen whose proficiency in writing is beneath standards acceptable to the college. *Not open to freshmen. Individual conferences and occasional class meetings.*

#### 101 Composition and Reading

3 credits

Instruction in how to write clear, correct, and effective prose; practice in careful, analytical reading; frequent practice in composition. *Completion of this course with an acceptable level of writing proficiency satisfies the college requirement in composition.*

#### 102 Writing Seminar

3 credits

Study of the principles of composition and mechanics of writing *for those students who have not demonstrated an acceptable level of proficiency.*

#### 203 Introduction to Journalism

3 credits

A workshop in news and feature story writing and editing involving intensive writing and analysis of current newspaper techniques and ethics. *Admission requires a high level of writing proficiency as demonstrated in English 101 or Interdisciplinary Studies 103 or permission of the instructor; modest typing skills.*

#### 206 Creative Writing Workshop

3 credits

A workshop in imaginative writing (poetry and/or fiction) which will focus on the discussion of student writing and the reading of works by contemporary poets and fiction writers. *Prerequisite, completion of the English composition competence requirement.*

#### 208 Advanced Composition

3 credits

Advanced instruction and practice in writing graceful and vigorous prose, with emphasis on analysis and argument. Attention will be given to the elements of rhetoric and to the practical problems of grammar and usage. *Prerequisite, completion of the English composition competence requirement.*

#### 238; 239; 240 Tutorials in Composition

1, 1, 1 credit

Practice in creative writing and development of advanced writing skills by working in a seminar or individually with an instructor-critic. *These are not remedial courses; admission requires the consent of the instructor.*

#### 306 Approaches to the Study of Language

3 credits

An introduction to the principles and methods of linguistics, a survey of the history of the linguistic enterprise (including the application of linguistic findings to teaching in the schools), and a linguistic analysis of the history of the English language.

#### 325 Technical Writing

3 credits

A workshop in technical writing with assignments based primarily on topics from the individual student's field of major interest. Focus will be on objective writing and editing to communicate technical material meaningfully to the general reader. *Prerequisite, completion of the English composition competence requirement.*

### Surveys

#### 111 British Literature I

3 credits

A study of the masterworks of English literature from the Anglo-Saxon era to the dawn of the Romantic era. In addition to the anonymous poets of *Beowulf* and *Sir Gawain and the Green Knight*, the major figures included are Chaucer, Spenser, Shakespeare, Donne, Marlowe, Milton, Swift, Pope, and Johnson.

#### 112 British Literature II

3 credits

A study of the major literary figures of the English Romantic and Victorian movements, and of significant twentieth century writers. Among those to be discussed are Wordsworth, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Dickens, Hardy, Shaw, Yeats, Conrad, and Eliot.

**113 American Literature I****3 credits**

Special emphasis on the works of Bradford, Franklin, Cooper, Poe, Hawthorne, Emerson, Thoreau, Melville, and Whitman, as well as on the development of significant themes.

**114 American Literature II****3 credits**

A survey of the major works of Twain, Dickinson, The Realists and Naturalists, through the Lost Generation to selected major contemporary writers.

**Period Studies****230 Literature of Medieval England: Beowulf to 1530****3 credits**

A survey of the major works of English literature from the seventh to the early sixteenth century, with attention given to the artistry of the works and to the ways in which the works reflect the cultures from which they arise.

**231 Literature of the Renaissance****3 credits**

The poetry and prose of England from 1530 to 1660 with attention to the development of a national literature, to the discovery of prose poetic forms, and to recurring themes. Among others, the works of Thomas More, Sidney, Bunyan, Wyatt, Spenser, Donne, and Milton are considered.

**232 The Age of Reason****3 credits**

A study of Restoration and eighteenth century British literature with primary emphasis on the literature of Reason and neo-classical responses to the theory of the rational man.

**233 The Romantic Age****3 credits**

A study of both American and British Romanticism, emphasizing the major literary figures in their cultural milieu.

**234 The World of the Victorians****3 credits**

A study of British prose and poetry of the era of Queen Victoria, concentrating on Tennyson, Browning, Arnold, Dickens, Darwin, and Hardy with especial emphasis on their aesthetic responses to social forces and evolutionary change.

**235 The Rise of Realism: American Literature, 1860-1914****3 credits**

Readings in American fiction and poetry that mark the rise of realism and naturalism, including the works of Whitman, Dickinson, Twain, Howells, James, Crane, and Dreiser.

**236 British Literature: 1880-1920****3 credits**

A study of British literature from 1880-1920, with emphasis on the four main literary genres—novel, poetry, drama, and short story—in the transitional period that marks the decline of high Victorianism and the emergence of the post-World War I era. Focus is on the literature in its cultural context as well as literature as art. Among the writers to be examined are Conrad, Galsworthy, Hardy, Housman, Joyce, Kipling, and Shaw.

**237 The Modern Age: British and American Literature: 1920 to Present****3 credits**

A study of modern experiments in fiction, drama, and poetry, including the works of Joyce, Faulkner, Lawrence, Hemingway, Eliot, Pound, Yeats, Auden, and several more recent authors.

**Major Figures and Groups****260 Chaucer****3 credits**

A reading of *The Canterbury Tales*, *Troilus and Criseyde*, and the minor poems, with some attention given to the influence of continental authors on Chaucer's works. Offered in 1983-84.

**261 Shakespeare I****3 credits**

Study of Shakespeare's early plays and poetry with emphasis on the sonnets and major plays including *Romeo and Juliet*, *Midsummer Night's Dream*, and *Henry IV*. Offered in 1983-84.

**262 Shakespeare II****3 credits**

Study of Shakespeare's problem plays, mature tragedies and romances with emphasis on major plays including *Hamlet*, *King Lear*, and *The Tempest*. Offered in 1984-85.

**263; 264 (Major Figures and Groups)****3, 3 credits**

An intensive study of the work of a major British or American writer or of small related groups of writers. In 1983-84 the topic will be Hawthorne and Henry James.



## Genre and Theme Studies

### 281 (Fiction) 3 credits

The study of British and American fiction, either the novel or the short story as a type of literary expression. In 1983-84 the topic will be Books You Should Have Read.

### 282 (Poetry) 3 credits

The study of British and American poetry as a type of literary expression. *Offered in 1984-85.*

### 282 (Drama) 3 credits

The study of British and American drama as a type of literary expression. *Offered on demand.*

### 285; 286 (Major Themes in British and American Literature) 3, 3 credits

The examination of an idea, myth, plot, question, or area of concern with consideration of how different ages and individuals treat the same theme. In 1983-84 the topic will be The Family in Literature.

### 400 Senior Seminar 3 credits

Designed for senior English majors; a different theme, genre, or topic each semester; emphasis on the techniques and methods of literary criticism.

### 451; 452 Special Studies in English 0 to 3 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in English or who have designed an independent study project or who have arranged an approved internship.

## FOREIGN LANGUAGES

Professor Cipolla; Associate Professors Cobb and Williams (Department Head); Assistant Professors Buttner, Deveny, and Zauche; Adjunct Assistant Professors Donna Evergates, Fick, Valiela, and Vasey; Adjunct Instructors Schettini and Stern

*Areas of particular teaching interest:* Professor Cipolla: nineteenth century French literature, critical theory; Professor Cobb: medieval and twentieth century French literature; Professor Williams: nineteenth and twentieth century peninsular literature; Professor Buttner: twentieth century German studies; Professor Deveny: medieval and Golden Age Spanish literature; Professor Zauche: German studies, 1500-1700.

Recognizing that the study of language is essential to liberal arts education, the department is committed to the goal of providing a sequence of courses leading to competence in a foreign language. Concentration in a language may take the form of a major, thus preparing a student for graduate work in the field or, combined with education courses, for secondary school teaching. Competence in a foreign language is increasingly important in other fields as well, and provides a desirable dual major in combination with areas such as economics/business administration, history, political science, and social work.

Several opportunities to enrich and expand the academic program are available to both major and non-majors: January Term, on campus and/or abroad; Western Maryland's affiliation with the International Studies Program of Central College of Iowa for summer, semester, and year abroad programs; laboratory facilities, and language club activities.

A student may elect a major in French (33), German (42), or Spanish (93); no major is offered in Greek (45), Latin (51), or Russian (87).

### Basic French Major:

#### *Required courses:*

Forty-three total hours including, French 105, 106, 113, 114, 115, 116, 132, 153, 154, 226, and six hours from 335, 336. The total number of hours may be reduced by placement.

### Basic German Major:

#### *Required courses:*

Forty-three total hours including, German 107, 108, 112, 114, 115, 116, 153, 154, 226, and six hours from 333, 335, 336. The total number of hours may be reduced by placement.

### Basic Spanish Major:

#### *Required courses:*

Forty-three total hours including, Spanish 107, 108, 112, 114, 115, 116, 153, 154, 226, and six hours from 333, 335, 336. The total number of hours may be reduced by placement.

**Other Educational Options in Foreign Languages:**

Dual majors with another language, Economics, History, or Political Science; Teacher Certification Secondary (7-12).

**FRENCH (33)****105, 106, 113 Intensive French****4, 4, 4 credits**

The acquisition of oral/aural skills through intensive exposure to French used both as the medium of communication and the object of study. It enables the student accurately to express his or her daily experiences in spoken and written French, and to understand communications of a moderate level of difficulty.

**114 Advanced Grammar****3 credits**

General review of grammar and an introduction to its complexities as revealed in literary texts. Exercises in writing and speaking. *Prerequisite, French 113 or the equivalent.*

**115 Composition/Conversation I****3 credits**

The study of sentence structure and its application in controlled and free composition. An introduction to public speaking in the target language. *Prerequisite French 113 or the equivalent.*

**116 Textual Analysis****4 credits**

Methods of literary analysis. *Three hours in English, one hour in target language, Prerequisite, French 113 or the equivalent.*

**131 Culture of France****3 credits**

A study of influences that have molded France through the ages, with insights into all aspects of French culture (geography, history, the arts, folklore, gastronomy, etc.) as reflected in the main provinces (Ile-de-France, Normandy, Burgundy, Brittany, Provence, the Basque Country). *The course is taught in English.*

**132 Masterpieces of French Literature****3 credits**

An introductory survey of French literature, focusing on several works chosen for their characteristically French spirit with the aim of developing a coherent idea of the French literary tradition. *The course is taught in English.*

**153; 154 Introduction to the Study of Literature****3, 3 credits**

A survey of literary history read through a detailed analysis of major representative works. The first semester covers Romanticism to the present; the second semester covers the Medieval period through the Enlightenment. *Prerequisite, French 116 or the equivalent.*

**224 Translation****1 credit**

Practice in the art of rendering a text from one language to another using both literary and non-literary sources. *This course may be repeated for credit.*

**226 Composition/Conversation II****3 credits**

Problems of grammar, pronunciation, work in composition, with emphasis on contemporary usage. *Prerequisite, French 115 or the equivalent.*

**335 (Advanced Literary Studies)****3 credits**

Themes and topics related to periods, genres, and major figures including:

- a. La littérature de la Renaissance
- b. La littérature et la Pensée du 20<sup>ème</sup> Siècle
- c. Le Theatre Classique
- d. Le Siècle des Lumières
- e. Le Realisme, le Naturalisme, et le Symbolisme

*Prerequisites, French 116, 153, and 154.*

**336 Composition/Conversation III****3 credits**

Analysis of critical and technical language in literary and non-literary texts; original compositions using the vocabulary of the texts under analysis. *Prerequisite, French 226.*

**453; 454 Etudes Indépendantes****0 to 3 credits**

Independent study in an area selected to meet the student's interest or need as determined by background and the mutual agreement of student and instructor. Admission to the course requires the permission of the department.

**GERMAN (42)****107, 108, 112 Intensive German****3, 3, 3 credits**

The acquisition of oral/aural skills through intensive exposure to German used both as the medium of communication and the object of study. It enables the student accurately to express his or her daily experiences in spoken and written German, and to understand communications of a moderate level of difficulty.

**114 Advanced Grammar****3 credits**

General review of grammar and an introduction to its complexities as revealed in literary texts. Exercises in writing and speaking. *Prerequisite, German 112 or the equivalent.*

**115 Composition/Conversation I****3 credits**

A study of sentence structure and its application in controlled and free composition. An introduction to public speaking in the target language. *Prerequisite, German 114 or the equivalent.*

**116 Textual Analysis****4 credits**

Methods of literary analysis. *Three hours in English, one hour in target language. Prerequisite, German 112 or the equivalent.*

**140 (German Literature in Translation)****3 credits**

Themes, topics, and periods in German literature including the Age of Hohenstaufen and the German Novel of the Twentieth Century.

**145; 146; 147 (German Culture)****3, 3, 3 credits**

Themes, topics, and periods in German culture including the Habsburgs: Portrait of a Dynasty, the Age of Baroque, Culture of Germany, Nazi Germany, Germany Today, and Famous and Infamous Germans. *The courses are taught in English.*

**153; 154 Introduction to the Study of Literature****3, 3 credits**

A survey of literary history read through a detailed analysis of major representative works. The first semester covers Romanticism to the present; the second semester covers the Medieval period through the Enlightenment. *Prerequisite 116 or the equivalent.*

**224 Translation****1 credit**

Practice in the art of rendering a text from one language to another using both literary and non-literary sources. *This course may be repeated for credit.*

**226 Composition/Conversation II****3 credits**

Problems of grammar, pronunciation, work in composition, with emphasis on contemporary usage. *Prerequisite, German 115.*

**333; 335 (Advanced Literary Studies)****3, 3 credits**

Themes and topics related to periods, genres, and major figures including:

- a. Die deutsche Lyrik
- b. Goethe und Schiller
- c. Die Novelle des 19ten Jahrhunderts
- d. Die Romantik
- e. Reformation, Renaissance, Humanismus
- f. Mann, Kafka, Hesse

*Prerequisites, German 116, 153, and 154.*

**336 Composition/Conversation III****3 credits**

An introduction to the language of German Industry and Commerce. *Prerequisite, German 226.*

**453; 454 Forschungprojekt****0 to 3 credits**

Independent study in an area selected to meet the student's interest or need as determined by background and the mutual agreement of student and instructor. Admission to the course requires the permission of the department.

**GREEK (45); LATIN (51); RUSSIAN (87)****107, 108 Elementary Course****3, 3 credits**

Fundamentals of grammar and pronunciation; basic vocabulary; reading, speaking, and writing practice. *Offered on demand.*



**SPANISH (93)****107, 108, 112 Intensive Spanish****3, 3, 3 credits**

The acquisition of oral/aural skills through intensive exposure to Spanish used both as the medium of communication and the object of study. It enables the student accurately to express his or her daily experiences in spoken and written Spanish, and to understand communications of a moderate level of difficulty.

**114 Advanced Grammar****3 credits**

General review of grammar and an introduction to its complexities as revealed in literary texts. Exercises in writing and speaking. *Prerequisite, Spanish 112 or the equivalent.*

**115 Composition/Conversation I****3 credits**

A study of sentence structure and its application in controlled and free composition. An introduction to public speaking in the target language. *Prerequisite, Spanish 114 or the equivalent.*

**116 Textual Analysis****4 credits**

Methods of literary analysis. *Three hours in English, one hour in target language. Prerequisite, Spanish 112 or the equivalent.*

**153; 154 Introduction to the Study of Literature****3, 3 credits**

A survey of literary history read through a detailed analysis of major representative works. The first semester covers Romanticism to the present; the second semester covers the Medieval period through the Enlightenment. *Prerequisite, Spanish 116 or the equivalent.*

**161 Studies in Hispanic Culture****3 credits**

A study of diverse aspects of the culture and history of Spain and the contributions of Hispanic culture to Western society. *The course is taught in English.*

**162; 164 (Studies in Hispanic Literature In Translation)****3, 3 credits**

Spanish and Spanish American literature in translation. The topic changes each year. In 1983 the topic will be Masterpieces of Spanish Literature; in 1984 the topic will be Contemporary Latin American Fiction.

**223 Cultural History of Latin America****3 credits**

Historical and contemporary culture of Latin America. *Offered in 1983 and alternate years. The course is taught in English.*

**224 Translation****1 credit**

Practice in the art of rendering a text from one language to another using both literary and non-literary sources. *This course may be repeated for credit.*

**226 Composition/Conversation II****3 credits**

Problems of grammar, pronunciation, work in composition, with emphasis on contemporary usage. *Prerequisite, Spanish 115.*

**333; 335 (Advanced Literary Studies)****3, 3 credits**

Themes and topics related to periods, genres, and major figures including:

- a. Literatura española del siglo XIX
  - b. Poesía y prosa de la Postguerra
  - c. Literatura española del siglo XX
  - d. Literatura hispanoamericana del siglo XX
  - e. Literatura medieval española
  - f. Cervantes
  - g. Poesía y prosa del Siglo de Oro
  - h. Teatro español del Siglo de Oro
- Prerequisites, Spanish 116, 153, and 154.*

**336 Composition/Conversation III****3 credits**

Problems of Spanish syntax, grammar, and style. Advanced work in composition, detailed analysis of some literary and non-literary texts. *Prerequisite, Spanish 226.*

**453; 454 Estudios Independientes****0 to 3 credits**

Independent study in an area to meet the student's interest or need as determined by background and the mutual agreement of student and instructor. Admission to the course requires the permission of the department.

## FRENCH (33)

See Foreign Languages.

## GENERAL SCIENCE (36)

Professors Achor and Yedinak; Associate Professors Alspach and Richard Smith; Instructor Makosky.

No major is offered in this field.

### 113 Sound, Music, and Hearing

4 credits

A study of sound in everyday experience. Topics considered include the physical nature of sound, description and measurement of sound, physiological and perceptual aspects of hearing, characteristics of human speech, electronic sound systems, noise, and musical acoustics. *Three class periods and one three-hour laboratory period a week.*

### 116 Energy for the Future

4 credits

A survey of energy forms and the physical principles governing the use of energy, followed by discussions on sources of energy, and on environmental and economic costs. Emphasis is placed on recent developments in the area of energy alternatives. *Three class periods and one three-hour laboratory period a week.*

### 118 Man and the Weather

3 credits

An interdisciplinary study of weather with emphasis on the science of meteorology, and on the influence of weather on society and culture. *Offered in 1983-84 and alternate years.*

### 120 The Dynamic Earth

3 credits

An introduction to physical geology designed to acquaint students with the processes shaping the surface of the earth. *Offered on demand.*

### 122 Dynamic Earth Laboratory

1 credit

Laboratory and field exercises introducing rock and mineral identification, topographic and geologic map use, and standard laboratory analytical methods. An all-day field trip will cover geologically important aspects of Maryland's Piedmont region. *Prerequisite, General Science 120 which may be taken concurrently. One three-hour laboratory period a week. Offered on demand.*

### 202 Environmental Analysis

4 credits

A study of the methods of assessing environmental quality, with special emphasis upon freshwater habitats. The ecosystem is used in evaluating the effects of pollutants, both natural and cultural, on the environment. The laboratory incorporates field and laboratory work designed to develop an understanding of how physicochemical and biological parameters relate to actual field situations. *Prerequisites, Biology 111, 112, and Chemistry 103, 104. Three class periods and one four-hour laboratory period a week. Offered on demand.*

## GEOGRAPHY (38)

The courses in this department are offered in conjunction with the graduate evening program of the college. Admission to the courses requires enrollment in the secondary social studies program or permission of the Education Department.

No major is offered in this field.

### 316 Geography: A Modern Synthesis

3 credits

A course emphasizing the links between an academic tradition and areas of public concern, with focus upon applied aspects of ecology, economic change, and social issues. Attention is given to systems, cycles, and trends as examples of modern geographic analysis.

### 327 Historical Geography of North America

3 credits

A consideration of past circumstances from the geographer's viewpoint to understand how the combination of nature and culture created the regional patterns in North America in earlier times.

## GERMAN (42)

See Foreign Languages.

**GREEK (45)**

See Foreign Languages.

**HISTORY (48)**

Professor Darcy; Associate Professor Theodore Evergates; Assistant Professors Chase and Essig; Adjunct Assistant Professor Donna Evergates

*Areas of particular teaching interest:* Professor Darcy: modern Europe; Professor T. Evergates: early Europe; Professor Chase: modern America; Professor Essig: early America.

In its broadest sense history is the study of the changing character of civilizations and nations, and as such provides a fundamental context for a liberal arts education. The history program offers majors a background in the main periods of American and European history, as well as a closer understanding of selected topics. The history major is qualified to pursue a number of careers, including law, government service, business, and education.

**Basic Major:****Required courses:**

History 105 or 106; at least one Period course in each of the following: Ancient or Europe before 1789, Europe since 1789, and American; 401; at least five additional history courses; and four courses from the fields of Art History, Economics, Literature, Non-Western cultures, Political Science, Psychology, and Sociology.

**Other Educational Options in History:**

Dual majors with History of Art, English, a Foreign Language, or Political Science; Teacher Certification Secondary (7-12) Social Studies.

**Introductory Courses****105 Western Civilization, Origins to 1700 3 credits**

An introduction to the heritage of the Western world that emphasizes the achievements of the pre-classical, classical, medieval, and early modern periods.

**106 Western Civilization, 1700 to the Present 3 credits**

An introduction to the history and cultural achievements of the West during the last three centuries.

**107 Formation of the American Republic 3 credits**

A survey of American history from colonial days to Reconstruction. Emphasis will be given to long-term themes such as slavery, the evolution of representative government, social change, sectional tensions, and urbanization.

**108 Development of Modern America 3 credits**

A survey of trends which have shaped the United States since 1865 including, among others, industrialization, urbanization, race relations, mobility, reform, and global conflicts.

**113 Africa since 1800 3 credits**

Africa at the dawn of the nineteenth century; the scramble for Africa and the establishment of colonial rule; the African reaction in the twentieth century.

**207 Computers in Historical Studies 3 credits**

An introduction to the use of computers in historical studies. The course will provide experience in the collecting and processing of historical serial data, and will provide a basic working knowledge of the SPSS program. *No previous experience with computers is necessary.*

**Period Courses****211 Ancient Greece 3 credits**

Greek civilization from the Bronze Age through the Classical Period. Discussion of religion, societies, political institutions, and art and literary forms. *Offered in 1983-84 and alternate years.*

**212 Roman History 3 credits**

A history of Rome from its origins through the early Empire, with emphasis on Republican institutions, private and public life, art and literature. *Offered in 1984-85 and alternate years.*

**213 The High Middle Ages****3 credits**

Medieval civilization in the eleventh, twelfth, and thirteenth centuries, with emphasis on feudal society and the crusades, the rise of cities, intellectual and cultural achievements, and the formation of monarchies.

**214 The Renaissance and Reformation****3 credits**

A study of the transition from the medieval to the modern world in the fifteenth and sixteenth centuries. Analysis of Renaissance society and humanism, the age of oceanic exploration and the rise of the Atlantic economies, Reformation movements, and the wars of religion.

**215 European History, 1789-1870****3 credits**

A political and social study of the great powers in an age of revolutions and state building. Emphasis is placed on such common factors as the development and impact of nationalism, industrialism, and constitutionalism. *Offered in 1983-84 and alternate years.*

**216 European History, 1870-1920****3 credits**

A study of Europe at its zenith, ca. 1890. Topics include imperialism, the march of women and workers, the origins of World War I, the Russian Revolution, the peace settlement, and the ideas and tensions out of which Modernism in literature and art emerged. *Offered in 1983-84 and alternate years.*

**217 Twentieth Century Europe****3 credits**

Origin and significance of World War I; the struggles of democracies and the rise of totalitarian governments between the wars; the roots of World War II; the War; the restoration of Europe after 1945. *Offered in 1984-85 and alternate years.*

**223 Cultural History of Latin America**

See Foreign Languages, Spanish 223.

**225 Colonial and Revolutionary America****3 credits**

An in-depth study of early American history and culture. Topics will include the origin of slavery, Indian society, the growth of permanent settlements, political trends, the imperial crisis, Revolution, and the ratification of the Constitution. *Offered in 1983-84 and alternate years.*

**226 The Era of Civil War and Reconstruction****3 credits**

Causes and consequences of the Civil War with emphasis on the experiences of blacks, white Southerners and Northerners, and on the issues which prevented the achievement of national unity.

**229 Twentieth Century America****3 credits**

Individual and small group study of the major issues of modern American history. *Prerequisites, History 108 or permission of the instructor. Offered in 1984-85 and alternate years.*

**Topics Courses****231; 232 (Topics in History)****3, 3 credits**

World War I: The English experience on the war front and on the home front as depicted by eye witnesses and interpreted by historians—the trauma and the legacy. *Offered in 1984-85.*

American Legal History: A survey of American legal development from the eighteenth century to the present.

**235 Early European Society****3 credits**

A study of the political, social, familial, and cultural life of the peoples who settled in Europe after the collapse of the Roman Empire. The course will consider reasons for the fall of the Empire and the emergence of a new civilization from the remnants of the classical world.

**237 History of England to 1485****3 credits**

A survey of English history in the Anglo-Saxon, Norman and Plantagenet periods. The course will focus on social and constitutional developments, including common law and representative institutions. *Offered in 1984-85 and alternate years.*

**238 History of England since 1485****3 credits**

A survey of modern English history, including the Tudor monarchy, and the Reformation, the revolutions of the seventeenth century, reform movements in the eighteenth and nineteenth centuries, Victorian imperialism, and the World Wars. *Offered in 1983-84 and alternate years.*

**239 History of France to 1789****3 credits**

A survey of French history from Charlemagne to the Revolution, with particular attention to the formation and evolution of national institutions under the Capetian, Valois, and Bourbon dynasties. *Offered in 1983-84 and alternate years.*

**240 Russian History since Peter the Great****3 credits**

A survey of Russian history with special attention to the roots of revolution and the change from tsarism to communism. *Offered in 1984-85 and alternate years.*

**243 Indian-White Relations in America, 1637-1890****3 credits**

A study of Indian-White relations from colonial days to 1890. Topics will include Indian culture, early contacts, missionary endeavors, frontier wars, Indian removal, and Federal policy on Indians. *Prerequisite, History 107, or permission of the instructor.*

**244 The American Revolution as a Social Movement****3 credits**

An exploration of the social dimensions of the Revolutionary experience. Emphasis on class structure, urban and rural violence, popular culture, military conflict, and the aftermath of the Revolution. Selected readings from both the "New Left" and "Consensus" historians. *Offered in 1984-85 and alternate years.*

**247 Urban and Ethnic America****3 credits**

A survey of the dynamics of urban growth and government since 1850. The public policy and social dimensions of the ethnic experience are also considered. *Offered in 1983-84 and alternate years.*

**249 American Foreign Policy****3 credits**

A history of American diplomacy since 1865, with emphasis on the two World Wars and on relations with Russia, China, the Middle East, and Latin America.

**251; 252 Special Studies in History****0 to 3 credits**

Independent projects, arranged by special permission.

**Seminars****258 Seminar in European History****3 credits**

A study of the varieties of historical writing from Thucydides to LeRoy Ladurie, with readings of great works in the European tradition. The course will analyze the changing perspectives and questions of interest to historians, especially in this century.

**259 Seminar in American History****3 credits**

A course based heavily on discussion and individual instruction. Important writings in American history will be discussed by members of the seminar, followed by individualized readings and conferences with the instructor. *Offered in 1984-85 and alternate years.*

**401 History Colloquium****3 credits**

The course enables senior history majors to engage in the craft of history by writing a substantial paper and defending it in a seminar. *Required of all majors.*

**INTERDISCIPLINARY STUDIES (50)**

Faculty members from the departments involved

Interdisciplinary courses blend two or more regular academic disciplines within the framework of one course. Additional courses in Interdisciplinary Studies are frequently offered in the January Term.

No major is offered in this field.

**103 Introduction to the Liberal Arts****3 credits**

A concentrated introduction to the various modes of inquiry, the ideals and ideas, and the issues which together comprise the liberal arts tradition; discussion of significant readings, supplemented by frequent writing and experience in using a college library. *Completion of this course with a high level of writing proficiency satisfies the college requirement in composition. Admission to the course by invitation only.*

**104 Introduction to the Liberal Arts****3 credits**

An introduction to the various modes of inquiry, the ideals, and the issues which together com-

prise the liberal arts tradition; discussion of significant readings on an interdisciplinary topic, supplemented by experience in using a college library for research writing.

## LATIN (51)

See Foreign Languages.

## LIBRARY SCIENCE (54)

Associate Professors Bachmann and Denman-West; Instructors Quinn and Eleanor Richwine

Certification in library science follows completion of a Master's degree program in this field. The undergraduate courses listed below are required courses for students who are preparing to teach elementary or English education.

No major is offered in this field.

### 317 Literature for Children

3 credits

The study of print and non-print media, with emphasis on authors and illustrators of materials for children. Principles of selection, evaluation, and integration of these media into the elementary and lower middle school classrooms are incorporated in the course.

### 318 Literature for Adolescents

3 credits

A study of print and non-print media with special emphasis on reading interests of young adults. Principles of selection, evaluation, and integration of these media into the upper middle school and high school classrooms are incorporated in the course.

## MATHEMATICS AND COMPUTER SCIENCE

Professors Boner, Lightner, and Rosenzweig; Associate Professors Clark and Eshleman (Department Head); Assistant Professor Dillman; Adjunct Instructor Roland

*Areas of particular teaching interest:* Professor Boner: algebraic geometry, algebra, graph theory; Professor Lightner: mathematics education, geometry, history of mathematics; Professor Rosenzweig: differential topology, philosophy of mathematics, singularity theory; Professor Clark: probability and statistics, Markov Chains; Professor Eshleman: applied mathematics, numerical analysis, programming languages; Professor Dillman: computer science curriculum development and information systems.

## MATHEMATICS (57)

The mathematics program is broad enough so that students taking the basic major in mathematics have the necessary background for a variety of careers, as well as a thorough preparation for graduate study. Students also have the opportunity, through the topics courses, the problem seminars, the special studies courses, and electives, to focus their mathematics programs on individual needs and objectives.

Besides going to graduate school, recent graduates have begun careers in accounting, banking, business, insurance, computer work for private companies and various governmental agencies, teaching, actuarial work, and operations research. Others have secured positions under the general titles of "mathematician," "statistician," or "analyst" for the Social Security Administration, the National Security Agency, and the National Bureau of Standards.

### Basic Major:

#### *Required Courses:*

Mathematics 117, 118, 119, 218, 221, 305, 316, 323, two hours of problem seminar and twelve additional hours chosen from courses at the 300 and 400 level; three hours of computer science.

#### *Recommended Courses:*

Computer Science courses; twelve to fifteen hours of supporting courses chosen from a discipline related to mathematics.

#### *Other Educational Options in Mathematics:*

Computer Science concentration; Operations Research concentration; Teacher Certification Secondary (5-12); dual majors with Biology, Economics, Philosophy, Physics, or other disciplines.





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470 10-47-80 14-MAY-81  
475 IF NOT AND NOT THEN PRINT "WHAT A MEMORY, NICE GOING!"  
480 PRINT "WOULD YOU LIKE TO TRY AGAIN?" INPUT Y
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END

LIST 490-500

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490 10-40-80 14-MAY-81  
495 IF "MAY" GO TO 520  
500 IF "MAY" GO TO 520  
505 IF "MAY" GO TO 520  
510 IF "MAY" GO TO 520  
515 IF "MAY" GO TO 520  
520 RESUME 500  
525 END
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END

LIST 520-530

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520 10-40-80 14-MAY-81  
525 PRINT "MAY" FOR K=1 TO 25  
530 PRINT "MAY" SLEEP LEN(MAY)  
535 PRINT "MAY" FOR K=1 TO LEN(MAY)  
540 PRINT "MAY" FOR K=1 TO LEN(MAY)
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**101 Trigonometry****1 credit**

A one credit course in the trigonometric functions for those students with a strong high school algebra background who need additional work in trigonometry to prepare them for Mathematics 108 or 117. This course, if needed, must be taken prior to or concurrently with Mathematics 117. *Credit will not be given for this course and Mathematics 107. This course does not meet the Basic Liberal Arts Subjects Group I requirement.*

**106 Finite Mathematics with Applications****3 credits**

Designed to offer students (primarily non-mathematics majors) a course that gives them some insight into the way mathematicians approach problems in other disciplines. This course includes selections from the following topics: matrices and some applications, graph theory and mathematical modeling, discrete probability, game theory, and linear programming.

**107 College Algebra and Trigonometry****3 credits**

The basic concepts of algebra and trigonometry needed for the study of calculus. Properties of exponents; solving equations and inequalities; graphing; properties of polynomial, exponential, logarithmic and trigonometric functions. *This course does not meet the Basic Liberal Arts Subjects Group I requirement. Credit will not be given for this course and Mathematics 101.*

**108 Essential Calculus****3 credits**

A study of the basic techniques of the calculus, with a major emphasis on applications, particularly in the social sciences. Topics include differentiation, optimization, integration, exponential functions, compound interest, and differential equations. *Prerequisite, Mathematics 107 or placement by the department. This course may be used as the prerequisite for Mathematics 118, with the permission of the Mathematics Department. Credit will not be given for this course and Mathematics 117.*

**117 Calculus I****3 credits**

Initial study of limits, derivatives and integrals; differentiation techniques and formulas applied to rational and trigonometric functions; application of derivatives including curve sketching, extrema and rate problems; definition of the integral; elementary applications of integrals. *Prerequisite, Mathematics 107 or placement by the department. Credit will not be given for this course and Mathematics 108.*

**118 Calculus II****3 credits**

Further study of the trigonometric, exponential, and logarithmic functions and their derivatives, methods of integration, parametric equations, polar coordinates, sequences, infinite series, and power series. *Prerequisite, Mathematics 117. (Mathematics 108 may be used as the prerequisite with the permission of the Mathematics Department.)*

**119 Calculus III****3 credits**

A study of functions of several variables. Topics include partial derivatives, directional derivatives, multiple integrals, the structure of Euclidean  $n$ -space,  $E^n$ , functions from  $E^m$  to  $E^n$ , line and surface integrals, Green's and Stokes' Theorems. *Prerequisite, Mathematics 118 or placement by the department.*

**141 Mathematics for Elementary School Teachers****3 credits**

An introduction to selected topics in mathematics, including sets and set operations, number and numeration systems, arithmetical operations and algorithms, measurement, reasoning and problem solving, and the basic concepts of algebra and geometry. *This course does not count toward the major in mathematics, and is open only to those students preparing to teach in the elementary school. This course does not meet the Basic Liberal Arts Subjects Group I requirement.*

**207 Applied Combinatorics and Graph Theory****3 credits**

An introduction to combinatorial problem solving and applied graph theory. Topics to be covered: arrangements and selections, generating functions, recurrence relations, graph isomorphism, graph models, planar graphs, Euler and Hamiltonian circuits, and graph coloring problems. Additional topics will be chosen from among: inclusion-exclusion formulas, trees, and network algorithms. *Offered in 1984-85 and alternate years.*

**210 Introduction to Numerical Methods****3 credits**

An introduction to numerical methods for solving problems from calculus and linear algebra including the solution of a single nonlinear equation, the solution of linear systems, interpolation

and approximation, differentiation and integration, and the solution of eigenvalue problems. *Prerequisites, Computer Science 107 (formerly numbered 209) and Mathematics 218. Offered in 1983-84 and alternate years.*

**218 Linear Algebra** **3 credits**

A study of the theory of finite-dimensional vector spaces, linear transformations, matrices, determinants, inner products, and eigenvalues. *Prerequisite, one semester of calculus.*

**221 Fundamental Concepts of Algebra** **3 credits**

An introduction to modern algebraic theory; emphasis on the nature of the structures of algebra including groups, rings, and fields; selected topics from elementary number theory and polynomial theory. *Prerequisite, Mathematics 218 or permission of the department.*

**230; 330; 430 (Topics in Mathematics)** **3, 3, 3 credits**

Recent topics have included Advanced Differential Equations, Functional Analysis, Advanced Linear Algebra, Galois Theory, Differential Geometry, Operations Research, and Graph Theory. *Offered as needed.*

**304 Differential Equations** **3 credits**

Linear differential equations with applications in the physical, biological, and social sciences; series solutions; systems of linear differential equations; approximation methods; the Laplace transform. *Prerequisite, Mathematics 118. Offered in 1984-85 and alternate years.*

**305 Introduction to Mathematical Analysis** **3 credits**

A rigorous treatment of the theory of elementary calculus including functions, limits, sequences, series, uniform continuity, derivatives and Riemann integration; topological properties of the real numbers. *Prerequisite, Mathematics 221.*

**310 History of Mathematics** **3 credits**

A study of the development from primitive counting systems to modern mathematics, with particular emphasis on the 17th century. *Alternates with Mathematics 322.*

**312 Real Analysis** **3 credits**

A rigorous study of the convergence of sequences and series of functions; polynomial approximation; interchange of limit processes; the Lebesgue integral. *Prerequisite, Mathematics 305. Offered as needed.*

**316 Complex Analysis** **3 credits**

An introductory course in the theory of functions of a complex variable; properties of analytic functions, classical integral theorems, Taylor and Laurent expansions, and applications. *Prerequisite, Mathematics 119; Mathematics 305 is highly recommended.*

**322 Fundamental Concepts of Geometry** **3 credits**

The foundations and evolution of geometry; selected topics from Euclidean and non-Euclidean geometries, projective geometry, affine geometry; studies in the nature of proof and famous geometric problems. *Alternates with Mathematics 310.*

**323 Probability** **3 credits**

A study of sample spaces, counting techniques, discrete and continuous random variables and related moments; binomial, Poisson, normal and other probability distributions; Chebychev inequality, central limit theorem. *Prerequisite, Mathematics 118; Mathematics 119 is recommended.*

**324 Mathematical Statistics** **3 credits**

A systematic treatment of statistics from a theoretical point of view; sampling distributions, decision theory, estimation, hypothesis testing, modeling and applications. *Prerequisite, Mathematics 323. Offered in 1984-85 and alternate years.*

**327 Philosophy of Mathematics** **3 credits**

A study of the foundations of mathematics and the different schools of philosophy of mathematics. Logicism, intuitionism and formalism, the infinite in mathematics, the existence of mathematical objects, and mathematical truth. *Offered as needed for the dual major in philosophy/mathematics.*

**328 Operations Research****3 credits**

A survey of topics from Operations Research: linear programming, computer applications using the Simplex Algorithm; dynamic programming; inventory control; queuing problems, network analysis, game theory. *Prerequisites, Computer Science 106 and Mathematics 323; Mathematics 324 or 335 is strongly recommended. Offered in 1983-84 and alternate years.*

**331; 332; 431; 432 Mathematics Problems Seminar****1, 1, 1, 1 credit**

Consideration of problems chosen from diverse areas of mathematics, giving students experience in dealing with mathematics and mathematical ideas outside of a course context. The problems considered will vary from year to year.

**335 Stochastic Processes****3 credits**

Markov Chains, stable distributions for regular chains, absorption probabilities, computer simulations, Poisson process, Birth Death Process. *Prerequisite, Mathematics 323. Offered in 1983-84 and alternate years.*

**336 Number Theory****3 credits**

An introduction to the theory of numbers. Divisibility, primes, unique factorization, congruences, Euler's phi-function, Fermat's and Wilson's Theorems, quadratic reciprocity, perfect numbers and applications to Diophantine equations. *Offered every third year.*

**353; 354; 453; 454 Special Studies in Mathematics****0 to 3 credits**

Directed study planned and conducted with reference to the needs of students who are candidates for departmental honors. Qualified students who are not candidates for such honors are admitted with the consent of the department.

**406 Abstract Algebra****3 credits**

A rigorous presentation of the theory of groups, rings, and fields through a study of selected topics, with emphasis on the study of groups, homomorphisms and isomorphisms of groups and rings, isomorphism theorems, Sylow theorems; ideals. *Prerequisite, Mathematics 221. Offered in 1983-84 and alternate years.*

**409 Topology****3 credits**

An introduction to the basic notions of topological spaces, which are the foundation for Analysis and Calculus. Basic Set Theory, the axioms and specific examples of topological spaces, connectedness and compactness, separation axioms, continuous functions, homotopy theory. *Offered every third year.*

**COMPUTER SCIENCE (19)**

Studies in theoretical computer science and general systems theory provide an introduction to the construction and use of automated information processing systems. Emphasis in theoretical computer science courses is on problem solving, algorithm design, and software coding and testing. Emphasis in general systems theory is on problem description, information systems analysis, and computer applications. Students who supplement their majors with these courses can qualify for positions as computer specialists and systems analysts for government agencies and private software companies. Students who complete the computer science concentration in the mathematics major can qualify for graduate study in computer science.

Students may have a minor in computer science. Students may also elect a computer science concentration within the following majors: business administration, economics, mathematics, and psychology. General systems theory is a track within the studies in communications major.

The academic computing facilities consist of a Prime 550-II minicomputer system supported by five languages. Three computer laboratories containing terminals and microcomputers are open for student use from 8 a.m. until midnight daily. Laboratory aides are available to provide assistance to users.

**Theoretical Courses****100 Introduction to Computers****1 credit**

This course is designed to introduce the student to the computing facilities at Western Maryland College. Primary emphasis focuses on the various capabilities of the college's system with hands-on experience in its use. The historical development of computers, computer terminology, the present state-of-the-art of hardware, and an introduction to program designs are discussed.

**106 Computer Programming I****3 credits**

An introduction to standard computer programming techniques including problem analysis, algorithm design, program coding, testing and documentation.

**107 Computer Programming II****3 credits**

A continuation of the development of discipline in program design begun in Computer Science 106. A study of the structured language PASCAL. Emphasis on debugging and testing of large programs. String processing, recursion, internal searches and sorts, and simple data structures are among the topics to be covered. *Prerequisite, Computer Science 106, or permission of the instructor.*

**210 Introduction to Numerical Methods****3 credits**

An introduction to numerical methods for solving problems from calculus and linear algebra including the solution of a single nonlinear equation, the solution of linear systems, interpolation and approximation, differentiation and integration, and the solution of eigenvalue problems. *Prerequisites, Computer Science 107 (formerly numbered 209) and Mathematics 218. Offered in 1983-84 and alternate years.*

**213 Data Structures****3 credits**

A study of the theory and application of computer data structures. Topics include stacks, queues, lists, trees and graphs; list processing techniques; sorting and searching; and dynamic storage allocation. *Prerequisite, Computer Science 107 (formerly numbered 209).*

**251; 252; 351; 352; 451; 452 Special Studies in Computer Science****0 to 3 credits**

Directed individual study of various advanced topics in Computer Science.

**301 Assembly Language Programming and Computer Organization****3 credits**

An introduction to the structure and organization of computers and to the use of machine language programming and assembly language programming. The Apple assembly language will be studied in detail; however, concepts and techniques applicable to other computers will be emphasized. Computer architecture, arithmetic and basic logic design will be studied. *Prerequisite, Computer Science 107 (formerly numbered 209). Offered in 1984-85 and alternate years.*

**309; 310 (Topics in Computer Science)****3, 3 credits**

Studies of advanced topics in computer science such as operating systems, data base management, automata theory, compilers, microprocessors, file processing, and data structures. Different topics are chosen each year based on students' interests and needs. *Prerequisite, permission of the instructor.*

**General Systems Theory****214 Introduction to General Systems Theory****3 credits**

An introduction to the theory of general systems with emphasis on problem description and analysis. Topics include the history and philosophy of General Systems Theory, the theory and practice of problem solving, data abstraction and modeling, and systems analysis techniques.

**216 Sophomore Seminar in Systems Analysis****1 credit**

A general review of the field of systems analysis. Assignments in English writing and computer programming ensure that students are acquainted with the levels of competency demanded of professionals in this discipline. *Prerequisite, Computer Science 106, or permission of the instructor.*

**303 Modeling and Simulation****3 credits**

A study of the theoretical foundations of discrete-event modeling and simulation. Topics include: data abstraction and analysis, event definition and representation, list manipulation, random number generation, algorithm development, result verification and simulation languages. Some computer programming will be required. *Prerequisites, Computer Science 106 and Statistics 216.*

**304 Junior Seminar in Systems Analysis****1 credit**

A review of the field of systems analysis with emphasis on current research and professional and graduate opportunities. Students will give presentations which describe their proposed Senior projects. *Prerequisite, Computer Science 216, or permission of the instructor.*







**401 Senior Project in Systems Analysis****1 credit**

Under the direction of the instructor, each student will undertake the analysis and solution of the problem he or she presented in Junior seminar. Work will begin in the fall term, and the final results will be presented during the spring term. *Prerequisite, Computer Science 304.*

**MILITARY SCIENCE (60)**

LTC Duvall; Majors Glass and Haker; Captain Martin

Since 1919 Western Maryland College has had a Reserve Officer Training Corps program. The program is classified as "Branch General," which makes it possible for those who are commissioned at graduation to serve in a branch of the Army related to their interest and educational background. The program allows the student to qualify for his or her academic objective while at the same time securing a commission as a regular army or reserve officer.

No major is offered in this field.

The basic course (first two years), open to all male and female students at Western Maryland College, incurs no military obligation except for ROTC scholarship recipients. The advanced course (final two years) is offered to those men and women who have completed either the basic course or basic summer camp (or received credit for them through active or reserve service in the Armed Forces). Advanced course applicants must be approved by the Military Science Department and must enter into a contract with the Government stating that, in return for a monthly subsistence allowance, they will complete the course in college, attend ROTC Advanced Camp, and accept a commission in the United States Army Reserve, if tendered. Transfer students interested in the advanced course should contact the Professor of Military Science during the spring semester if they plan to enroll in ROTC during the fall semester.

Air Force ROTC is available to students at Western Maryland College through an agreement with the University of Maryland at College Park. Air Force ROTC courses are scheduled so that students from Western Maryland College may complete all of their AFROTC requirements during one morning per week at the College Park campus. Upon graduation from Western Maryland College and completion of the AFROTC curriculum at the University of Maryland, the student will be commissioned a second lieutenant in the Air Force.

**105, 106 The Army As An Institution****1, 1 credit**

First semester: Basic orientation on the U.S. Army and ROTC and the opportunities offered by these institutions; small unit organization, the U.S. Armed Forces Officer, and weapons systems. Second Semester: Introduction to using a map and compass to navigate cross-country. *One class period and one practical leadership development period a week; voluntary adventure training, tactical field training, and weapons firing off campus each semester.*

*Note: Practical leadership development consists of Military Skills training e.g., Marksmanship; Dismounted Drill; Nuclear, Biological, and Chemical Defense; Radio Communications; Assembly/Disassembly of Small Arms; and Rappelling. Students choose two skills each semester.*

**209, 210 Military History and Science****2, 2 credits**

First semester: A study of American military history from the colonial wars of the eighteenth century to the Spanish-American War of the late nineteenth century. Concentration will be on the application of the principles of war, the strategy and tactics leading to victory or defeat, and the development of weapons and equipment and their impact upon warfare. The first half of this semester will include the study of small unit tactics: how infantry squads and platoons fight. Second semester: A continued study of American military history from the opening years of the twentieth century to the present. The military's role in support of national opportunities and a working knowledge of the general organizational status of the military will be emphasized. *Two class periods and one practical leadership development period per week. Voluntary adventure training, tactical field training and weapons firing off campus each semester.*

**307, 308 Applied Leadership****2, 2 credits**

Theory and principles of small unit leadership and practical application; principles of war; role of the non-commissioned officer; performance oriented training; advanced land navigation; small unit tactics; communications systems; physical and mental conditioning. These courses of instruction prepare the cadet for attendance at advanced camp and emphasize teamwork and mission accomplishment within the advanced camp evaluation model. *Two class periods and one practical application period per week. At least one weekend field training exercise each semester.*

**407, 408 Dynamics of the Military Team****2, 2 credits**

First semester: Command and staff organization and functions; written and oral communications; study of the various military teams; combat, combat support and combat service support operations; the Soviet army. Second semester: Ethics and professionalism; officer and enlisted relations; personnel management systems; military justice and leadership development. *Two class periods and one practical leadership period per week. At least one field training exercise (FTX) per semester.*

**MUSIC (63)**

Professors Cole and Heggemeier; Associate Professor Dietrich (Department Head); Assistant Professors Hering and Julia Hitchcock; Adjunct Instructors Allwine, Kyler Brengle, Margaret Brengle, Chenoweth, Kirkpatrick, Kreider, Roberts, Robinson, Spittell, and Weinberg.

*Areas of particular teaching interest:* Professor Cole: theory and organ; Professor Heggemeier: piano; Professor Dietrich: band and brass; Professor Hering: history and organ; Professor Julia Hitchcock: voice.

Students specializing in music may prepare for graduate study, for public school or private teaching, or for work in the allied fields of radio, television, artist management, or library. The basic preparation for a career in music of the church may also develop from a major in music.

*Students beginning a major in music should be able to play accompaniments of moderate difficulty.*

**Basic Major:****Required courses:**

Music 107, 108, 201, 202, 301, 302, 303, 304, 451, 452, twelve hours in applied music (eight hours keyboard, four hours elective).

All majors are required to participate throughout their Western Maryland College years in one of these ensembles: Band, Jazz Ensemble, Orchestra, Choristers, or Choir. Membership in additional ensembles is encouraged but does not fulfill the department's ensemble requirements.

All majors are required to take *one* of the following courses: Art 109, 113, 114; Studies in Communications 124; Dramatic Art 119; or other courses in the Fine Arts approved by the department.

**Other Educational Options in Music:**

Applied Music, Music History and Literature, Teacher Certification Vocal Secondary (5-12), Vocal (K-12), or Instrumental (5-12).

**Theoretical Courses****107, 108 Music Theory****3, 3 credits**

Basic knowledge of musical materials, written and keyboard harmony through the dominant seventh chord; sight singing, melodic and harmonic dictation. *Prerequisite, satisfying the requirements for taking piano for credit. Four periods a week.*

**201, 202 Music Theory****3, 3 credits**

The continuation of Music 107, 108 through altered chords and early 20th century techniques; advanced sight singing; harmonic, two- and three-part melodic dictation; original compositions utilizing these materials. *Four periods a week.*

**301 Counterpoint****3 credits**

The study of the combination of melodic lines in the Renaissance style; analysis, performance, and composition in two-, three-, and four-part forms in this style.

**302 Form and Analysis****3 credits**

The study of harmonic and contrapuntal forms with analysis of representative compositions.

**305 Orchestration****3 credits**

Practical experience in scoring for band and orchestra, including a study of transposition, instrumental combinations and tone colors. *Required of all Music Education majors.*

**351; 352; 451; 452 Special Studies in Music****0 to 3 credits**

Directed study planned and conducted with reference to the needs of those students who are

candidates for departmental honors in music. Qualified students who are not candidates for such honors but who desire to take the course are also admitted.

### **Applied Music - Private Lessons**

A minimum of sixteen semester hours for a major in piano, voice, organ, violin, or other instrument. Instruction in applied music is given in half-period and period length private lessons. An extra tuition charge of \$115.00 per semester is made for one period of private instruction a week, \$70.00 per semester for one half-period of private instruction a week. Music majors are normally expected to take one period of private instruction a week in each applied subject.

Admission to these courses and the amount of credit which may be earned each semester will be determined by the department of music. Credits may be distributed in any division of applied music as follows:

First and second years, one or two semester hours each semester.

Third and fourth years, one to three semester hours each semester.

*A student is expected to practice at least one hour a day for each semester hour of credit.*

In order to rank as a senior majoring in a division of applied music, the student must have completed at least ten semester hours in that division by the end of the junior year. A public recital must be given in the senior year. To major in any division of applied music, sixteen hours of credit are required.

#### **Piano**

Students are accepted in all stages of proficiency, but in order to receive credit toward the degree they must be sufficiently advanced to study Bach dance movements or two-part inventions and sonatas or sonatas by Haydn, Mozart, or Beethoven.

Students majoring in piano are required to study, in the junior and senior years, such compositions as the Bach Well-Tempered Clavier and sonatas and pieces of corresponding grade by composers of the pre-classic, classic, romantic, and modern schools.

#### **Voice**

Students are accepted in all stages of proficiency, but in order to receive credit toward the degree they should be sufficiently advanced to read music of moderate difficulty.

Advanced interpretation of song literature in the fields of art song, oratorio, and opera is required in the senior year of students majoring in voice.

Students majoring in voice are required to take six semesters of piano.

#### **Organ**

Ability to play piano music of moderate difficulty is required of students who wish to receive instruction in organ.

Students majoring in organ are required to study, in the junior and senior years, important works of Bach, Franck, Mendelssohn, and modern composers.

#### **Violin**

Students are accepted in all stages of proficiency, but in order to receive credit toward the degree they must be sufficiently advanced to study Progressive Violin Studies, Volume 1, by Gruenberg, and sonatas by Beethoven and a concerto, sonatas, and pieces of corresponding grade by composers of the pre-classic, classic, romantic, and modern schools.

Students majoring in violin are required to take six semester hours of piano.

#### **Other Instruments**

Students are accepted in all stages of proficiency for the study of other string, woodwind, and brass instruments as determined by the teaching staff.

Students majoring in these instruments are required to study advanced literature for the various instruments in the junior and senior years.

### **Applied Music - Class Instruction**

#### **111, 113 Piano Lab I, II**

**2, 2 credits**

First semester: basic keyboard skills with emphasis on reading, transposition, fundamentals of music theory, and the necessary physical skills to play simple pieces. Second semester: a continuation of the first semester.

#### **112, 114 Guitar Class Practicum I, II**

**1, 1 credits**

First semester: a study of performance and methods of playing the guitar. Second semester: a continuation of the first semester.

**115 Piano Lab III 2 credits**

A continuation of beginning and intermediate piano lab. *Prerequisite, Music 113, or permission of the instructor. Not open to music majors.*

**117 Piano Lab IV 2 credits**

A continuation of Piano Lab III. *Prerequisite, Music 115, or permission of the instructor. Not open to music majors.*

**121 Vocal Lab I 1 credit**

One semester: to discover singing ability; no prior experience necessary. Emphasis on vocal technique, reading music, and interpretation of simple songs. *Prerequisite, permission of the instructor. Not open to music majors.*

## Music History and Literature

**109 Introduction to Music 3 credits**

A study of music as an art through its elements; rhythms, melody, harmony, form, and timbre; a survey of the various musical styles. Increased listening perception in all types of music is the course goal. *The course is open to all students; no technical knowledge is required.*

**110 History of Jazz 3 credits**

A survey of the stylistic transformations that have taken place in jazz since 1900, with a study of the social and political conditions that have exerted a powerful influence on the jazz artists.

**214 (Masters in Music) 3 credits**

A study of one major composer's life and representative compositions. *Prerequisite, Music 109, or permission of the instructor. Alternates with Music 216. Offered in 1984-85.*

**215 Twentieth Century Music 3 credits**

A study of the trends in music since 1900 with emphasis on the works of the most important composers and their followers. *Prerequisite, Music 109, or permission of the instructor. Offered in 1983-84.*

**216 Opera 3 credits**

A survey of opera, from its beginnings to the present, studied in relation to its historical, literary, and cultural background. *Prerequisite, Music 109, or permission of the instructor. Alternates with Music 214. Offered in 1983-84.*

**303, 304 History of Music 3, 3 credits**

Development of music from early civilizations to the present; collateral readings, records, and scores illustrate the music of the different composers and periods.

**403 History and Literature of the Piano 2 credits**

A survey of literature for harpsichord, clavichord, and piano; a study of the development of these instruments and the history of piano technique and performance. *Prerequisite, Music 109, or permission of the instructor.*

## Music Education

The courses listed under this heading constitute the courses in special methods of teaching music; they do not count toward a major in music but are used to satisfy teaching certificate requirements.

A minimum of sixteen semester hours credit in applied music is required for a music education major.

**223, 224 Brass and Percussion Methods/Literature 2, 2 credits**

Instruction in methods of teaching and the literature for brass and percussion instruments. *Required of Instrumental Music Education majors. This course alternates with String and Woodwind Methods/Literature. Offered in 1983-84 and alternate years.*

**226 Brass and Percussion Methods/Literature 1 credit**

Instruction in methods of teaching and the literature for brass and percussion instruments. *Required of grades K-12 and Vocal Music Education majors. This course alternates with String and Woodwind Methods/Literature. Offered in 1983-84 and alternate years.*

**227, 228 Voice Class/Literature****1, 1 credit**

Instruction in and application of using the voice as a tool in teaching instrumental music. Basic vocal technique, acquaintance with various types of vocal literature. *Required of Instrumental Music Education majors.*

**235, 236 String and Woodwind Methods/Literature****2, 2 credits**

Instruction in methods of teaching and literature for string and woodwind instruments. *Required of Instrumental Music Education majors. This course alternates with Brass and Percussion Methods/Literature. Offered in 1984-85 and alternate years.*

**238 String and Woodwind Methods/Literature****1 credit**

Instruction in methods of teaching and the literature for string and woodwind instruments. *Required of grades K-12 and Vocal Music Education majors. This course alternates with Brass and Percussion Methods/Literature. Offered in 1984-85 and alternate years.*

**329 Teaching Classroom/Choral Music****2 credits**

A study of methods of teaching secondary school general music classes and vocal groups.

**333, 334 Methods of Teaching Piano****1, 1 credit**

Methods of teaching piano to beginners of all ages; a survey of suitable teaching materials for all grades, including discussion of the technical and musical problems involved. *Prerequisite, permission of the instructor. One class period and one period of supervised teaching a week.*

**339 Teaching Instrumental Music in the Secondary Schools****2 credits**

The methods of teaching various phases of instrumental music in the secondary schools.

**341 Elementary Choral/Classroom Music****3 credits**

The methods of teaching elementary school music classes and choral groups. *Required of grades K-12 Music Education majors. Offered in 1983-84 and alternate years.*

**343 Instrumental Materials/Conducting****2 credits**

Literature for and instruction in conducting of elementary, junior and senior high school bands and orchestras. *Required of Instrumental Music Education majors.*

**345 Choral Materials/Conducting in the Secondary Schools****2 credits**

Literature for and instruction in conducting of secondary school choral groups. *Required of Vocal and grades K-12 Music Education majors.*

**Musical Organizations**

Membership in the college band, choir, choristers, jazz ensemble, orchestra, or college singers is not limited to students majoring in music. *Members of the band, choir, jazz ensemble, or orchestra may receive one semester hour of credit each semester. This credit may not be applied toward a major; a maximum of eight semester hours credit thus gained may be applied toward the bachelor's degree.*

**Recitals**

During the year formal recitals are given by the music faculty, the students, and the musical organizations of the College. Informal recitals are given periodically. There are also opportunities to hear concerts by visiting artists and organizations. *Attendance at recitals is required for students majoring in music.*

**NON-WESTERN STUDIES (66)**

Professors David and Zepp; Assistant Professor Wu; and faculty members from the departments involved

No major is offered in this field.

**101, 102 Asian Civilization****3, 3 credits**

A general introduction to Asian civilization. The first semester's focus is on China, the second semester on India. Each semester deals with the heritage from ancient times to the present and includes a study of the history, religion, art, social conditions, politics, and economics of the area.

**106 World Religions: East**

See Religious Studies 106.

**113 Africa since 1800**

See History 113.

**119 East Asian Philosophy**

**3 credits**

A survey of the cultural heritage of China and Japan, with emphasis on the philosophical presuppositions concerning man and nature. Schools of thought which will receive special attention include Confucianism, Taoism, Yin and Yang, Neo-Confucianism, Zen, and Shintoism.

**120 Japan: The Land of Contrast**

**3 credits**

A study of Japan's synthesis of Eastern and Western cultures. The old and the new in philosophy, religion, literature, politics, and economics.

**207 Classical Indian Literature**

See Comparative Literature 207.

**221 Gandhi and Tagore: Their Impact on Twentieth Century India**

**3 credits**

The influence on modern India of the lives and thoughts of these two giants in politics and literature. Special attention is given to Gandhi's understanding of non-violence and to the vast and varied literary output of Rabindranath Tagore. A significant by-product may be a deeper understanding of the Hindu world-view.

**229 Non-Western Art I**

See Art 229.

**230 Survey of Non-Western Art II**

See Art 230.

**304 Government and Politics of the Middle East**

See Political Science 304.

**310 Politics of Developing Areas**

See Political Science 310.

**313 Political Institutions and Process of the People's Republic of China**

See Political Science 313.

**326 Economic Development**

See Economics 326.

## PHILOSOPHY AND RELIGIOUS STUDIES

Professors Hartman and Zepp; Assistant Professor Wu; Adjunct Assistant Professors Max, Wallace, and Charles Wolfe.

*Areas of particular teaching interest:* Professor Hartman: history of philosophy, existentialism, social and political philosophy, ethics; Professor Zepp: contemporary religious thought, phenomenological and comparative studies, religion and human justice; Professor Wu: contemporary philosophy, East Asian studies, philosophy of science.

Students may plan their program for general liberal education, for graduate study, or for special objectives in religious work including the ministry, religious social work, pastoral counseling, and related fields.

## PHILOSOPHY (69)

**Basic Major:**

**Required courses:**

At least twenty-four hours of philosophy, including 115, 205, or 210 or 316; Senior Seminar 402; and six hours of history of philosophy chosen from 113, 114, 116, 215, 220.

**Strongly recommended electives:**

A minimum of three hours in Non-Western Studies; Comparative Literature, six hours; British and/or American Literature, six hours; Political Science, three hours; History, six hours; Psychology or Sociology, six hours.



**Other Educational Options in Philosophy:**

Dual major in Philosophy and Mathematics, special programs combining Philosophy with other disciplines.

**111 Problems of Philosophy 3 credits**

An introduction to the chief problems with which philosophy is concerned, and a study of some of these from the viewpoints of the leading modern schools of philosophical thought.

**113 History of Ancient and Medieval Philosophy 3 credits**

An introduction to philosophy through a study of the systems from the Pre-Socratics through the Nominalists; particular emphasis on Plato, Aristotle, and major figures of the Middle Ages.

**114 History of Modern Philosophy 3 credits**

An introduction to modern philosophy through a study of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant, whose systems comprise classical rationalism and empiricism.

**115 Logic and Reflective Thinking 3 credits**

The general principles of inductive and deductive logic, and the use of these principles in the solution of problems in such fields as science, philosophy, and religion.

**116 Great American Thinkers 3 credits**

A study of the development of philosophy in the United States, with special attention to the lives and writings of selected leaders from Edwards to Dewey.

**119 East Asian Philosophy**

See Non-Western Studies 119.

**205 Ethics 3 credits**

A study of the leading types of ethical theory, the origins of morality, and the principles involved in moral action.

**209 Philosophy of Existence 3 credits**

A study of thinkers and schools that deal with the nature and meaning of human existence, the threat of modern anonymity and collectivism, and the search for freedom and value. After a brief historical background, the course will deal with recent figures such as Kierkegaard, Heidegger, Sartre, and Camus.

**210 Ethics and Business 3 credits**

A consideration of some of the major ethical issues involved in business: the profit motive and the public good, social responsibility of corporations, environmental concerns, consumer and employee relations, the role of the state, advertising practices, conflict of interest and of obligation, and hiring practices. *Offered in 1984-85 and alternate years.*

**215 Revolt and Revolution in the Nineteenth Century 3 credits**

A study of the major figures and the movements they initiated that brought about critical and radical changes in thinking about history, religion, morality, society, and the nature of human existence. The course will include such figures as Hegel, Feuerbach, Marx, Kierkegaard, Comte, Mill, Darwin, and Nietzsche. *Offered in alternate years.*

**220 Philosophy of the Twentieth Century 3 credits**

A study of contemporary schools, such as Naturalism (Dewey, Whitehead), Existentialism (Sartre, Heidegger, Jaspers), Positivism (Ayer, Schlick), Phenomenology (Husserl, Merleau-Ponty, Ricoeur), and Linguistic Analysis (Wittgenstein, Austin, Wisdom). *Prerequisite, at least three hours in Philosophy, preferably Philosophy 115. Offered in 1984-85 and alternate years.*

**221 Gandhi and Tagore**

See Non-Western Studies 221.

**222 Philosophy of Science 3 credits**

A critical study of the conceptual structures and methods used in scientific thinking, including the nature of causality, induction, prediction, the logical character of scientific laws, theories, and presuppositions. Major consideration is given to the claim of scientific objectivity. *Permission of the instructor is required for admission to this course. Prerequisite, at least three hours in Philosophy, preferably Philosophy 115.*



**226 Science and Human Values****3 credits**

A general introduction to the nature of science and the relationships between science, technology, and social conditions in the modern world.

**230 God, Human Suffering, and the Holocaust**

See Religious Studies 230.

**231 Philosophy in Literature****3 credits**

Interpretation and analysis of some literary works which successfully express philosophical ideas concerning man and the world in which he finds himself caught up. *Offered in 1984-85 and alternate years.*

**232 Mind-Body Problem****3 credits**

A philosophical examination of the nature of mind and body. Topics include the cognitive functions of mind, our knowledge of other minds, behaviorism, death, and immortality. *Prerequisite, at least three hours in Philosophy, preferably Philosophy 115. Offered in 1984-85 and alternate years.*

**310 Religion and Alienation in Twentieth-Century Culture**

See Religious Studies 310.

**316 A Philosophical Approach to Poverty and Economic Justice****3 credits**

A conceptual approach to the issues of poverty and the just society, examining various theories and models, developing fundamental principles, and attempting to formulate a coherent and workable theory with reference to a particular instance of poverty. The Appalachian region will be used as a test case. *Offered in 1983-84 and alternate years.*

**351; 352; 451; 452 Special Studies in Philosophy****0 to 3 credits**

Directed study planned and conducted with reference to the needs of students who are candidates for departmental honors. Qualified students who are not candidates for such honors are admitted with the consent of the department.

**402 Senior Seminar****3 credits**

A seminar required of all philosophy and religious studies majors as part of their graduation requirements. Each student is required to write a major paper on a topic within his/her major. A member of the department supervises the project.

**RELIGIOUS STUDIES (84)****Basic Major:****Required courses:**

At least twenty-four hours of Religious Studies including 101, 106, 320, and Senior Seminar 402; Comparative Literature, six hours; History, six hours; Psychology and/or Sociology, six hours.

**Strongly recommended electives:**

Comparative Literature 101, 201; Dramatic Art 225, 226; English 112, 231, 262, 285; History 105, 106, 213, 214, 235; Philosophy 113, 114, 310; Psychology 106, 204, 211; Sociology 108, 202.

**Other Educational Options in Religious Studies:**

Special programs combining Religious Studies with other disciplines.

**Phenomenology of Religion****101 Introduction to Religious Studies****3 credits**

The nature and meaning of religion as a mode of human expression, with special reference to the importance of myth, symbol, ritual, and the sacred. Historical, phenomenological, and comparative methods are used.

**201 Comparative Mythology**

See Comparative Literature 201.

**228 Mysticism: East and West****3 credits**

A study of the content and methodology of representative forms of mysticism from the following traditions: Zen (Buddhism), Yoga (Hinduism), Sufi (Islam), Hasidism (Judaism), Catholic and Protestant Christianity. *Prerequisite, one 100 level Religious Studies course. Offered in 1984-85 and alternate years.*

## Comparative Religion

### Western

#### 103 Hebraic Scriptures

3 credits

An introductory course treating the historical background and development of the Hebraic religion, and the composition of its primary documents, with particular emphasis upon its religious ideas.

#### 105 World Religions: West

3 credits

A study in some detail of the major western religions—Judaism, Christianity, and Islam. Attention focuses on origins, founders, scriptures, and institutions.

#### 110 Christian Scriptures

3 credits

An introductory course treating the historical backgrounds and development of the Christian movement, and the composition of its primary documents, with particular emphasis upon its religious ideas.

#### 208 The Bible as Literature

See Comparative Literature 208.

## Eastern

#### 106 World Religions: East

3 credits

A study in some detail of the major eastern religions—Hinduism, Buddhism, Confucianism, Taoism, Shintoism. Attention is paid to origins, founders, scriptures, and institutions.

#### 221 Gandhi and Tagore

See Non-Western Studies 221.

## American

#### 209 American Indian Religion

3 credits

An examination of the structure, motifs, and rituals of Native American religion, especially the Sioux, Navajo, and Pueblo. Such themes as the Trickster Figure, the Vision Quest, unity of secular and sacred, and Shamanism will be discussed. *Sociology 207 and Religious Studies 101 are recommended as prerequisites. Offered in 1983-84 and alternate years.*

#### 210 The American Religious Experience

3 credits

A survey of religion and its relationship to American society from the first old world exploration to the present. Critical discussion of such concepts as: "the chosen people" myth, the Americanization of European religion, immigration and the "melting pot," European response to Native American religion, Afro-American religion, "civil religion," religious pluralism and "post-Puritan" America. *Offered in 1984-85 and alternate years.*

#### 328. Liberation Movements and Human Freedom

See Sociology 328.

## Contemporary Religious Studies

#### 206 Religion and Society

See Sociology 206.

#### 218 Christian Approaches to Ethical Problems

3 credits

A review of various Christian ethical systems from a historical perspective with special interest in methodology and the application of ethical theories to social and personal issues such as war, sexuality, world hunger, and bio-medical issues. *Offered in 1984-85 and alternate years.*

#### 230 God, Human Suffering, and the Holocaust

3 credits

Why do innocent people suffer in a world governed by a good God? How can we talk of God after Auschwitz? These, and other questions related to the so-called "problem" of evil, will be examined. The course will focus on several forms of human suffering with particular attention to the Nazi Holocaust. *Offered in 1983-84 and alternate years.*

#### 234 (Studies in Contemporary Religious Thought)

3 credits

A study of a person, movement, or problem in modern religious interpretation. The subject for 1983 is Dietrich Bonhoeffer and Martin Luther King, Jr.: Religion and Resistance. *Offered in 1983-84 and alternate years.*

**304 Religion and Human Sexuality****3 credits**

The nature and meaning of human sexuality found in a comparative analysis of world's religions, especially Judaism and Christianity; an examination of the relation between the sacred and the sexual as well as the consideration of ethical implications, e.g., sexuality and social justice, sexual orientation, and sexual expression (marital and non-marital). *Prerequisite, one 100 level Religious Studies course. Offered in 1984-85 and alternate years.*

**310 Religion and Alienation in Twentieth Century Culture****3 credits**

A study of some of the intellectual expressions of alienation within and from religion from various perspectives: political, social, existential, and moral. *Offered in 1983-84 and alternate years.*

**320 Critical Issues in Religious Thought****3 credits**

An attempt to engage religious thought in an intellectual exchange with other world-views represented by psychoanalysis (Freud), biological science (Darwin), and social theory (Marx).

*Prerequisite, one 100 level Religious Studies course. Offered in 1984-85 and alternate years.*

**351; 352; 451; 452 Special Studies in Religious Studies****0 to 3 credits**

Historical studies—Reformation, nineteenth century, etc.; classical figures—Augustine, Aquinas, Tillich, etc.; phenomenological subjects—myth, ritual, the sacred, etc.; Scriptural studies—Koran, Bible, Gita, etc. Directed study planned and conducted with reference to the needs of students who are candidates for departmental honors. Qualified students who are not candidates for such honors are admitted with the consent of the department.

**402 Senior Seminar**

See Philosophy 402.

**PHYSICAL EDUCATION (72)**

Professors Clower and Case; Associate Professors Fritz and Ober; Assistant Professors Carpenter, Fern Hitchcock, and Weyers

*Areas of particular teaching interest:* Professor Clower: sport sociology and history; Professor Case: exercise physiology; Professor Fritz: teacher education; Professor Ober: kinesiology; Professor Carpenter: sport psychology; Professor Hitchcock: athletic training; Professor Weyers: racquet sports.

Beyond the basic physical education major, the department provides a variety of options for the physical education major, including teaching certification in secondary school physical education or in elementary-secondary school physical education, an aquatics emphasis, an athletic training emphasis, a coaching emphasis, and a graduate professional school emphasis such as physical education, physical therapy, recreation, and athletic training.

**Basic Major:****Required courses:**

Physical Education 182, 184, 207, 222, 224, and three hours of activity beyond basic liberal arts requirements; Biology 111, 211, 324; Chemistry 103, 104, or 105, 106; Psychology 106, Sociology 103.

**Other Educational Options in Physical Education:**

Athletic Training emphasis, Coaching emphasis, Aquatics emphasis, Teacher Certification Secondary (7-12) and Elementary and Secondary (K-12). Student-designed majors are available in sports communication, sports medicine, sports management, and outdoor education.

**Activity**

The basic college requirement is competence in three areas of activity—body movement activities (courses numbered 001-029; 101-129), team activities (courses numbered 030-059; 130-159), and lifetime sports activities (courses numbered 060-089; 160-189). This requirement may be satisfied by demonstration of competence or by completing courses chosen from the activity courses listed below.

Most of the courses listed below will be offered each semester. A list of specific courses to be offered in a particular semester is provided at the time of registration.

Students who satisfy all or part of the physical education requirement through testing or participation may not enroll in the beginning level of any activity in which proficiency has been demonstrated.

A student may not receive credit twice for the same activity. Some courses carry dual numbers indicating that they may satisfy either of two proficiency areas. The same course may not be used to satisfy more than one proficiency area requirement.

The college accepts no financial responsibility for injuries resulting from participation in physical education activities.

### 101; 102 Physical Education Activity

1, 1 credit

Instruction in the fundamental skills and basic knowledge of the activity named. *Each activity meets approximately fourteen hours. Two activities must be completed to receive credit for the course.*

#### Body Movements

002 Fencing I	033 Flag Football	069 Rifle
003 Judo	034 Rugby	070 Bowling
005 Wrestling	035 Soccer-Speedball	071 Archery II
006 Track and Field	036 Basketball	072 Badminton II
007 Synchronized Swimming	037 Lacrosse	073 Tennis II
008 Karate	038 Volleyball	074 Basic Canoeing
009 Rappelling	040 Team Handball	075 Golf II
012 Fencing II	041 Water Polo	076 Bicycling
013 Diving		077 Casting
015 Tumbling		078 Orienteering
016 Weight Training		079 Backpacking

#### Lifetime Activities

061 Archery I	080 Jogging
062 Badminton I	082 Racquetball
063 Tennis I	083 Kayaking
065 Golf I	084 Canoeing II
066 Skiing	
067 Riding	
068 Squash-Handball	

#### Team Sports

031 Field Hockey
032 Softball

*Each of the following activities meets approximately 28 hours per semester and carries one semester hour credit (except for 129; 179).*

105 Gymnastics	1 credit
106 Dance Improvization	1 credit
107 Folk, Square, Ballroom Dance	1 credit
108 Modern Dance	1 credit
110; 160 Basic Swimming	1 credit
113; 163 Marathonng	1 credit
116; 166 Life Saving	1 credit
118; 168 Scuba Diving	1 credit
119; 169 Swimming: Stroke Technique	1 credit
120 Modern Jazz I	1 credit
121 Ballet I	1 credit
123 Ballet II	1 credit
124 Tap Dance	1 credit
127 Modern Jazz II	1 credit
128 Rhythmic Dance	1 credit
129; 179 Water Safety	2 credits
161 Games	1 credit

### Theory

#### 182 Sport in American Society

3 credits

An examination of sport as a social phenomenon including the impact of sport upon the individual and upon social institutions, and its role in socio-cultural development and change. *Prerequisite, Sociology 103.*

#### 184 Psychological Aspects of Physical Activity and Sport

3 credits

The psychological aspects of participation and performance in physical activity and athletics.



Topics include motor learning, personality, motivation, aggression, response, arousal, transfer, and other perceptual-motor concepts. *Prerequisite, Psychology 106.*

**203 Principles and Problems of Coaching 3 credits**

Basic principles and theory of coaching interschool athletics including various administrative aspects. Topics considered include philosophy, personal relationships, organization and planning, contest management, evaluation of personnel, coaching ethics, finance and budget, equipment management, and legal considerations.

**207 History and Principles of Physical Education 3 credits**

The historical and philosophical development of physical education from early civilization to the present; examination of the purposes, scope, and interrelationships of physical education, health education, and recreation; and their application to the total education process.

**215 Adapted Physical Education 3 credits**

Organization of adapted and modified programs for atypical and handicapped children. General and special corrective movements, techniques of appraisal and correction of postural deviations and foot disabilities are considered.

**221 Medical Aspects of Physical Activity 3 credits**

Prevention and emergency care of injuries associated with physical activity. First aid care, medical and safety problems, nutrition, support methods, and conditioning exercises are studied.

**222 Physiology of Exercise 3 credits**

An examination of the basic physiological principles governing motor activity. Energy sources, training and conditioning, ergogenic aids, diet, and other pertinent topics are considered. *Prerequisite, Biology 211 or 316.*

**224 Kinesiology 3 credits**

The mechanical and anatomical principles underlying body movement. Movement and skill analysis, flexibility, neuro-muscular development, balance, and motor efficiency are examined.

**228 Personal and School Health**

Consideration of factors for protecting and improving the health of the individual through the development of desirable health knowledge, attitudes, and practices; examination and analysis of various aspects of school health problems.

**230 Elementary School Physical Education 3 credits**

Functional programs of physical education for elementary school children, combining newer elements and approaches with more established concepts. Specific attention is given to the objectives and goals, methodology, curriculum progression by grade and activity, perceptual-motor concepts, and instructional materials.

**221-239 Sports Coaching**

Theory and techniques of coaching the sport listed. *Prerequisite, Physical Education 203 (this course may be taken concurrently).*

**231 Basketball 1 credit**

**232 Field Hockey 1 credit**

**233 Football 1 credit**

**234 Lacrosse 1 credit**

**235 Soccer 1 credit**

**236 Softball 1 credit**

**237 Track 1 credit**

**238 Volleyball 1 credit**

**239 Wrestling 1 credit**

**303 Administration and Evaluation of Physical Education 3 credits**

The administration of physical education in school, including organization of programs and evaluation of individuals and programs. Objectives, scheduling, policies, and other administrative procedures, along with evaluative devices and techniques are stressed.

**306 Advanced Athletic Training****3 credits**

Analysis of incidence of athletic injuries; preventive measures in sports medicine; use of therapeutic modalities, policies, and medical referral; practical therapeutics; training room organization and administration. *Prerequisite, Physical Education 221.*

**307 Practicum in Athletic Training****3 credits**

Practical experience and extensive field work in athletic training. *Prerequisite, Physical Education 221 (this course may be taken concurrently).*

**308 Aquatics Management****3 credits**

Administration and organization of swimming pools and aquatics programs. Standards of health; supervision, maintenance, and operation of pools; personnel training; facility and program planning for schools, camps, and recreation centers are among the topics considered.

**329, 330 (Internship in Selected Topics I,II)****3, 3 credits**

Supervised field experiences in appropriate agencies designed to assist students in acquiring and using skills and relationships unique to the selected topic. Placement may include the several news media, schools and colleges, health agencies, or community recreation departments.

**351; 352; 451; 452 Special Studies in Physical Education****0 to 3 credits**

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in physical education. Qualified students who are not candidates for such honors but who desire to undertake special work in the department may also be admitted.

**PHYSICS (75)**

Professors Achor and Yedinak; Instructor Makosky

*Areas of particular teaching interest:* Professor Achor: acoustics, community noise, physics of music, electronics, low-energy nuclear physics, laboratory instruction; Professor Yedinak: mathematical physics, solid-state physics, computers, meteorology, automotive systems; Instructor Makosky: astronomy, optics, energy, agriculture.

Physics deals with the most basic aspects of the natural world, and is characterized by its emphasis upon the analysis and solution of those problems that the study of nature presents.

The Physics major is designed to provide students with knowledge of and experience in the basic concepts and methods used in physics. This background is appropriate for further study in a variety of areas, including law, medicine, teaching, the social sciences, engineering, mathematics, computer science, and the natural sciences (astronomy, biology, chemistry, geology, meteorology, oceanography, as well as physics itself). By a judicious choice of electives, the student with an undergraduate major in physics can prepare for entry into graduate and professional study in any of these fields.

**Basic Major:****Required courses:**

Physics 101, 102 (calculus section preferred), 204, 211, 212, 311, and either 309 or 312; Chemistry 103, 104; Mathematics 117, 118; and three hours chosen from Computer Science 100, 106, Mathematics 119, 218, 304.

**Other Educational Options in Physics:**

Dual major with Mathematics, Pre-Engineering, Professional major, Teacher Certification Secondary (5-12).

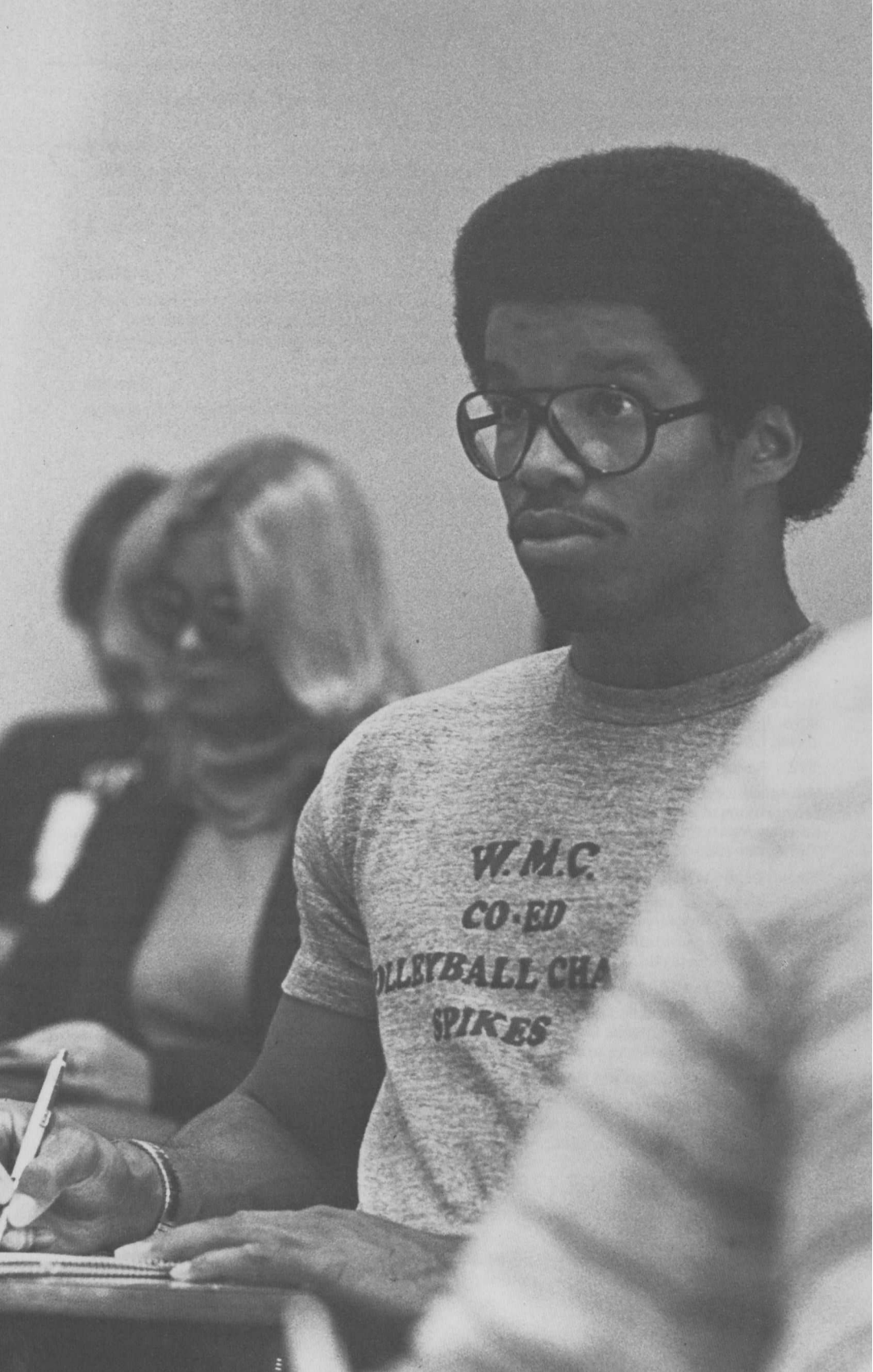
*Physics 101, 102 is prerequisite to all other courses in physics.*

**101, 102 General Physics****4, 4 credits**

An introduction to the fundamental phenomena, concepts, and theories of physics. The first semester deals with mechanics, special relativity, and heat. The second semester deals with electricity and magnetism, wave phenomena, and quantum physics. *Prerequisites, for the non-calculus section—high school algebra, geometry, and trigonometry; for the calculus section—Mathematics 117 or the equivalent. Three class periods and one three-hour laboratory period a week.*

**204 Introduction to Modern Physics****4 credits**

Quantization, wave and particle aspects of matter, elementary quantum mechanics, atomic and



molecular structures, solids, and nuclei. *Three class periods and one four-hour laboratory period per week. Offered in 1983-84 and alternate years.*

### **208 Electronics**

**4 credits**

An introduction to electronics emphasizing digital and linear integrated circuits. Topics considered include linear and nonlinear operation of transistors, combinational and sequential digital circuits, and operational amplifier circuits. Circuit theory is presented as needed. *Prerequisite, Mathematics 117. Three class periods and one four-hour laboratory period a week. Offered in 1984-85 and alternate years.*

### **209 Optics and Waves**

**4 credits**

Geometrical and physical optics, with emphasis upon the latter; study of wave phenomena such as polarization, interference, diffraction, and scattering; comparison of electromagnetic and mechanical waves. *Prerequisite, Mathematics 118. Three class periods and one four-hour laboratory period a week. Offered in 1984-85 and alternate years.*

### **211 Mathematical Physics**

**3 credits**

The application of mathematics to physical systems. Topics studied are techniques of integration, vector calculus, Fourier analysis, complex algebra, and some matrix methods. *Prerequisite, Mathematics 118.*

### **212 Intermediate Mechanics**

**4 credits**

Newtonian mechanics applied to the motion of particles and systems, conservation laws, motion of rigid bodies, central force problems. *Prerequisite 211. Three class periods and one four-hour laboratory period a week.*

### **309 (Topics in Quantum Physics)**

**3 credits**

Intensive study of one or two areas of contemporary physics such as atomic physics, elementary particle physics, molecular physics, nuclear physics, quantum statistical mechanics, and solid-state physics. *Prerequisite, Physics 204. Offered in 1984-85 and alternate years.*

### **311 Intermediate Electricity and Magnetism**

**4 credits**

Electrostatics in free space and in dielectric media, magnetostatics in free space and in magnetic media, scalar and vector potentials, electromagnetic induction, introduction to Maxwell's equations. *Prerequisite, Physics 211. Three class periods and one four-hour laboratory period a week. Offered in 1983-84 and alternate years.*

### **312 Advanced Classical Physics**

**3 credits**

Advanced topics in mechanics, and in electricity and magnetism. Lagrangean and Hamiltonian formulations of mechanics, Maxwell's equations, electromagnetic waves, relativistic dynamics; other topics chosen to meet the needs of the students enrolled. *Prerequisites, Physics 212, 311. Offered in 1983-84 and alternate years.*

### **341; 342; 441; 442 Physics Seminar**

**1, 1, 1, 1 credit**

Study of advanced topics in physics, emphasizing each semester one matter of particular importance to contemporary physics. Students are required to present material relevant to the topic. *Prerequisite, a minimum of six semester hours of physics beyond the introductory level. One and one-half class periods a week. Offered on demand.*

### **351; 352; 451; 452 Special Studies in Physics**

**0 to 3 credits**

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in physics. Qualified students who are not candidates for such honors but who desire to undertake such work also are admitted.

### **402 Introductory Quantum Mechanics**

**3 credits**

Origins of quantum theory, the Schrodinger equation, physical meaning of quantum mechanics, solutions of one- and three-dimensional problems. *Prerequisite, Physics 204, or permission of the instructor. Offered on demand.*

## **POLITICAL SCIENCE (78)**

Professor David; Associate Professors Herbert Smith and Weber (Department Head); Assistant Professor Neal

*Areas of particular teaching interest:* Professor David: Soviet Union, China, Indian Subcontinent, Constitutional Law; Professor Smith: state and local governments, public administration, organi-

ization analysis and behavior, American elections and campaigns, Maryland General Assembly, Baltimore City Council, Maryland campaigns and elections; Professor Weber: International Law, American Foreign Policy, political gaming and simulation; Professor Neal: judicial process, political theory, American political process, American political behavior.

The curriculum in political science is directed towards an understanding of national and international affairs with particular emphasis on preparing students for the study of law, for graduate school, and for responsibilities in political, administrative, educational, and social fields.

Opportunity is afforded to a limited number of students to participate in off-campus programs—the Drew University Semester at the United Nations or in Brussels, the Washington Semester at The American University.

Political Science 103 is strongly recommended as background for advanced United States courses.

Political Science 104 is strongly recommended as background for international and comparative courses.

### **Basic Major:**

#### **Required courses:**

Political Science 103, 104, 321 or 322, 401 or 402; six hours from 202, 211, 216, 217\*, 219, 308; six hours from 203, 213, 304, 309, 310, 313; six hours from 207, 217\*, 305, 307, 320; \*(217, although listed as an option after two of the six hour groups, may only be used once); Statistics 215; one hour of computer science; and nine hours chosen from the related fields of Economics, History, Psychology, or Sociology (not necessarily distributed over three of these disciplines).

#### **Desirable electives:**

Additional political science, psychology, philosophy, American literature, computer science.

#### **Other Educational Options in Political Science:**

Dual majors with Economics, English, a Foreign Language, History, or a Social Work emphasis; Pre-Legal; Teacher Certification Secondary (7-12) Social Studies.

### **103 American National Government 3 credits**

National political institutions; particular attention to the principles, processes, structure, and functions of the federal government.

### **104 World Politics 3 credits**

An examination of major factors which condition international politics, with emphasis on national, imperialistic, and ideological factors involved.

### **202 State and Local Government 3 credits**

Analysis of state, county, and urban politics and administration with emphasis on the evolving federal relationship, the development of strong governors and the emergence of complex state bureaucratic organizations. Special attention is given to problems, prospects, and dynamics of Maryland.

### **203 International Law and Organization 3 credits**

The study of international law in an organizing world. Special attention is given to new areas of the law, with emphasis on international organizations, individuals, space and environment.

### **207 American Public Policy 3 credits**

An examination of the major theoretical, conceptual, and practical issues in the study of public policy and the policy process, with examples drawn from current issues in American public policy. This may include education, civil liberties, political economy, welfare, and energy.

### **211 Political Parties 3 credits**

The nature and function of political parties, political campaigns, and elections.

### **213 Comparative Government 3 credits**

Analysis and comparison of the political institutions and practices of selected western countries.

### **216 Political Participation and Public Opinion 3 credits**

An examination of concepts and methods employed by analysis of political opinion with emphasis on the cultural and historical factors that influence the broad parameters of mass opinion. The various types of participation, the models used to explain participation in general, and the role played by parties, candidates, issues, and personal characteristics will also be discussed.

**217 Political Analysis****3 credits**

An examination of the scope and methods of political science with emphasis on approaches derived from political philosophy, and small-group, personality, role, power and socialization theory. The substantive focus is on contemporary research on political attitudes, behavior, leadership character, and political psychology.

**219 Civil Liberties****3 credits**

A study of the First Amendment to the Constitution with an emphasis on the major Supreme Court decisions on Freedom of Speech, Press, and Assembly.

**304 Government and Politics of the Middle East****3 credits**

A study of the major governments, institutions, transnational movements, functional problems and foreign policies of the Middle East. Special emphasis will be placed on the post World War II period. *Offered in 1983-84 and alternate years.*

**305 Public Administration****3 credits**

An examination of the nature and development of public administration in the United States with attention to policies of organization, management, personnel, budgeting, forms of administrative responsibility, and governmental services.

**307 United States Foreign Policy Process****3 credits**

A study of the process by which the foreign policy of the United States is formulated. Special reference is given to the domestic decision-making process and its relation to substantive foreign policy alternatives.

**308 Constitutional Law****3 credits**

Introduction to the study of the principles of constitutional law as related to the changing political, social, and economic problems of the United States; the role of the Supreme Court in the political process.

**309 Political Institutions of the Soviet Union****3 credits**

Ideology, government, and party in the Soviet Union; Soviet foreign policy and relations; survey of recent Russian history. *Offered in 1984-85 and alternate years.*

**310 Politics of Developing Areas****3 credits**

An examination of forces shaping the new nations and their problems of transition. *Offered in 1984-85 and alternate years.*

**313 Political Institutions and Process of the People's Republic of China****3 credits**

The social background, ideology, government, party, and the decision-making process in the People's Republic of China. *Offered in 1983-84 and alternate years.*

**320 Organizational Behavior****3 credits**

An exploration of individual and group behavior in the bureaucratic environment, focusing on the characteristics of bureaucracy and their linkages with human demands, needs, and goals. The dynamics of organizational socialization, management, communications group formation, and change are considered. *Offered in 1983-84 and alternate years.*

**321 Classical Political Thought****3 credits**

A survey of the ideas of the great political thinkers from Machiavelli to the present. The course will examine the political ideas embodied in liberalism, the reformation, conservatism, and various contemporary ideologies.

**322 Modern Political Thought****3 credits**

A survey of the ideas of the great political thinkers from Machiavelli to the present. The course will examine the political ideas embodied in liberalism, the reformation, conservatism, and various contemporary ideologies.

**351; 352; 451; 452 Special Studies in Political Science****0 to 3 credits**

Directed individual study.

**353 Directed Reading****1 credit**

A program of directed independent reading of a number of major modern political writings. *This reading is ordinarily completed in the summer and tested by examination. Open only to political science majors.*



**401; 402 Contemporary Political Problems****3, 3 credits**

An analysis of various topical or recurring problems in the area either of domestic or international politics. This course serves as a focal point for an integration of methodology, theory, and substantive problem areas.

**403 Internship in State and Municipal Government****3 credits**

A supervised work-study program in a state or local government unit with direct participating involvement in the administrative, legislative, or judicial process. Directed readings and seminar sessions provide integration of the respective agency experiments.

**453 Independent Study in Political Science****3 credits**

An independent research paper for students who are candidates for departmental honors.

**Off Campus Programs****Washington Semester Program**

To enable students to spend one term in specialized study of public affairs in the nation's capital, Western Maryland College participates in the Washington Semester Program sponsored and administered by The American University. Each semester students may study the American Government, the formulation of American foreign policy, the District of Columbia as an urban area, the administration of justice, problems of international development, or economic policy formulation, engaging in research projects, seminars, internships, and other formal courses at The American University. Credit earned becomes a part of the Western Maryland College record.

**The United Nations Semester**

A limited number of students have an opportunity to broaden their liberal arts study by participation in the Drew University semester at the United Nations. The students engage in observation and analysis of the United Nations on the scene in New York. In addition to a seminar and a research paper, participants may enroll in six to nine semester hours in the regular Drew University program. Students must be recommended by the Campus Coordinator. Credit earned becomes a part of the Western Maryland College record.

**Drew Semester in Brussels**

This program focuses on the politics of the European Community.

Students interested in any of the above off campus programs should contact the Political Science Department.

**PRE-PROFESSIONAL COURSES*****Pre-Engineering***

Students interested in becoming engineers can do so by first completing three years at Western Maryland College, and then completing an engineering program in two years at the University of Maryland (College Park), Washington University (St. Louis, MO), or another accredited engineering school. Successful completion of this program qualifies students to receive the B.A. degree from Western Maryland College and the B.S. degree in engineering from the engineering school.

***Pre-Forestry***

The Western Maryland College pre-forestry program is designed to allow students to prepare for study at the Duke University School of Forestry and Environmental Studies. The program prepares students to enter Duke University either after three years of undergraduate study or after completion of the baccalaureate degree. Students who wish to enter Duke University after only three years at Western Maryland College must meet the requirements of the "3-2 curriculum." Those who major in biology, chemistry, physics, economics, or business administration are well-prepared for the program.

***Pre-Legal***

Law schools give preference to students with high grades and backgrounds of a broadly cultural and social education. A student may major in any department, but the most useful courses are those offering training in writing and speaking, literature of all kinds, history, economics, and political science.

The Law School Admission Test Council and the Council of the Section of Legal Education and Admissions of the American Bar Association both advise against taking courses on a "credit/no credit" basis by students intending to go to law school.

**Pre-Ministerial**

A pre-ministerial student may major in any one of several departments: English, History, Philosophy and Religious Studies, Psychology, Sociology, for instance. The student should prepare a four-year program with the assistance of an appointed adviser and the advisory officer of the department in which the major work will be done.

**Pre-Professional Curriculum for the Health Sciences**

*Pre-Dental, Pre-Medical, Pre-Optometric, Pre-Podiatry, Pre-Veterinary*

Admission standards of health professional schools in general are very similar to the graduation requirements of Western Maryland College. Professional schools either require or encourage entering students to have fulfilled the requirements of an academic major and to have studied a wide range of subjects including non-science courses. In addition, professional schools require that students achieve well above average grades in their studies and, usually, that students sit for an entrance examination.

Some medical, nursing, and veterinary schools, however, require additional courses in science and non-science areas. The student should become familiar with the requirements of specific schools early either through consultation with an academic adviser, the pre-medical adviser, or with the current edition of (1) "Medical School Admissions Requirements—U.S.A. and Canada" published by the Association of American Medical Colleges, (2) "Admission Requirements of U.S. and Canadian Dental Schools" published by the American Association of Dental Schools.

**Pre-Nursing**

Western Maryland College offers a cooperative program with the Nell Hodgson Woodruff School of Nursing of Emory University, Atlanta, Georgia, leading to the degree of Bachelor of Science in nursing. Students may apply to Emory after two years of undergraduate study at Western Maryland College.

**PSYCHOBIOLOGY (80)**

Associate Professors Colyer and Orenstein (Advisers)

Recognizing that psychobiology has evolved as a focal point for theorizing and research, this major is designed to train the individual to investigate the linkages between psychological, physiological, and biochemical processes. Students majoring in psychobiology may prepare themselves for graduate study in psychology, biopsychology/psychobiology, animal behavior processes, neuropsychology, and for paraprofessional research positions in laboratories.

This program is administered by the Psychology Department.

**Basic Major:****Required courses:**

Biology 111, 112, 203, 316; Chemistry 103, 104; Psychology 106, 216, 228, 329, and six additional approved hours in Psychology; Statistics 215.

**Desirable electives:**

Biology 323; Chemistry 217, 218; Computer Science 106; Psychology 201; 332; Statistics 216.

**PSYCHOLOGY (81)**

Professors Miller and Vernon; Associate Professors Colyer (Department Head) and Orenstein; Adjunct Assistant Professor Whitehouse

*Areas of particular teaching interest:* Professor Miller: adulthood and aging, psychotherapy, and clinical neuropsychology; Professor Vernon: deafness, disability, psychodiagnostics, behavioral genetics; Professor Colyer: learning, comparative, and developmental psychology; Professor Orenstein: human memory, biofeedback, and perceptual learning.

Psychology is a pluralistic discipline with alliances in the natural sciences, the social sciences, and the humanities. This department reflects the diversity in the field. The course offerings focus on behavior in the broadest sense and are intended to provide the background for students electing a major to qualify for graduate study in psychology and related disciplines, to work in human service agencies (day care centers, rehabilitation departments, mental health clinics, youth service agencies, etc.), to prepare for social work through certification in social work, or to teach via certification in Elementary Education.

The department urges all interested and qualified students to pursue Departmental Honors via Special Studies in Psychology. This program encourages independent study and research.

**Basic Major:**

**Required Courses:**

Psychology 106, 201, 211, 216, 218 and at least twelve additional hours; Biology 111 or 113 or 118; Sociology 103, 108; Statistics 215.

**Desirable electives:**

Computer Science 106, Philosophy 222, Statistics 216.

**Other Educational Options in Psychology:**

Computer Science concentration, Manual Communication/Interpreting for the Hearing Impaired, Rehabilitation Counseling concentration, Social Work Certification, Teacher Certification Elementary (1-6).

*Psychology 106 is prerequisite to all other courses in psychology.*

**106 Contemporary Psychology**

**3 credits**

An introductory course designed to develop an understanding of the basic principles governing behavior, with emphasis on the scientific method of studying behavior. Intelligence, motivation, emotion, perception, learning, personality, and social factors that influence the individual are among the topics considered.

**201 Psychology of Learning**

**4 credits**

Overview of the fundamental principles of learning and the implications of these principles for the understanding of behavior. Empirical and theoretical issues are examined. Students conduct laboratory experiments designed to illustrate principles and issues. *Three class periods and one three-hour laboratory period a week. Laboratory work may extend beyond the allotted three-hour period.*

**202 Behavior Modification**

**3 credits**

A study of the basic principles governing human learning, with emphasis placed on procedures for eliminating undesirable and acquiring desirable behaviors in the classroom, in social situations, and in clinical settings. Special emphasis is placed on vicarious symbolic and self-regulatory processes. An evaluation is made of various change techniques. *Three class periods a week and practicum in the field.*

**204 Social Psychology**

**3 credits**

Analysis of the behavior of the individual as a member of social groups; focus on the areas of collective behavior, roles, symbolic interactionism, personality development, and small group research. *Prerequisites, Psychology 106 and Sociology 103, or permission of the instructor.*

**207 Child Development**

**3 credits**

Critical survey of research problems and theories pertaining to child behavior; review and application of principles of learning in early childhood. *Three class periods a week and directed observation in the field.*

**211 Psychology of Abnormal Behavior**

**3 credits**

The incidence, causes, treatment and prevention of disorganized behavior of persons. *Three class periods a week and directed observation in mental hospitals and related agencies.*

**216 Psychological Research**

**4 credits**

A current treatment of the philosophy and methodology of the scientific method. Topics include all phases of design and analysis of research. The laboratory is designed to acquaint each student with procedures, techniques, and apparatus used in psychological investigations. *Three class periods and one three-hour laboratory period a week. Laboratory work may extend beyond the allotted three-hour period. Prerequisite, Statistics 215, or permission of the instructor.*

**218 Psychological Assessment**

**3 credits**

An introductory course in testing; a study of the construction, administration, interpretation, and use of tests of intelligence, aptitude, interests, and personality. *Three class periods a week and practicum in the field. Prerequisite, Statistics 215, or permission of the instructor.*

- 228 Animal Behavior** 3 credits  
A study of animal behavior in the context of evolution and ecology with emphasis on epigenetic and ethological approaches as they relate to the development of reproductive, feeding, and aggressive behaviors and sensory processes.
- 303 Theories of Personality** 3 credits  
An overview of the major contemporary theories of personality. Emphasis on the normal personality.
- 306 Adolescent Development and Behavior** 3 credits  
Critical survey of research problems and theories pertaining to adolescent development; review and application of principles of learning to adolescent behavior.
- 307 Psychology of the Exceptional Child** 3 credits  
An overview of the psychological effects of major exceptionalities including giftedness, deafness, blindness, mental retardation, brain injury, speech defectiveness, mental illness, and orthopedic problems, with the emphasis upon children and on the treatment, rehabilitation, and educational techniques available to serve persons with these exceptionalities. *Three class periods a week and directed observation in the field.*
- 308 Adulthood and Aging** 3 credits  
Psychological and personality changes from young adulthood through old age; adult socialization and the age status system; changing concomitants of family relationships, employment, leisure, and retirement; life review, reconciliation, and termination. *Offered in 1984-85 and alternate years.*
- 310 Vocational Psychology** 3 credits  
A study of vocational behavior and development with emphasis on vocational choice and adjustment; includes topics on assessment, counseling, and placement of the vocationally handicapped. *Three class periods a week and practicum in the field.*
- 311 Psychology of Deafness and Profound Hearing Loss** 3 credits  
An examination of the effects of a lack of hearing on personality and behavior. The literature in this and related fields is interpreted in terms of its theoretical and practical meaning for persons with hearing losses and for professionals who serve in their habilitation and education. Through an understanding of the effect of auditory deprivation, the course offers insight into the role of hearing in the psychological development of those with normal hearing.
- 319 Psycho-Social Aspects of Disability** 3 credits  
A study of the behavioral implications of disability; selected review of the literature related to physical impairment, personality and social adjustment, and vocational rehabilitation. *Three class periods a week and directed observation in the field. Offered in 1983-84 and alternate years.*
- 329 Physiological Psychology** 3 credits  
An analysis of the basic physiological mechanisms underlying human behavior with emphasis on the brain and central nervous system. Topics include genetics, behavioral development, emotion, learning, and memory.
- 332 Perception and Cognition** 3 credits  
An information-processing approach to perception and cognition which includes intensive analysis of normalities and abnormalities in decision making, color vision, memory, reading, motion, and space perception.
- 335 Helping Relationships** 3 credits  
An overview and synthesis of the theories and techniques of psychological counseling with emphasis on the development of skills that facilitate the helping and habilitative process. *Prerequisites, Psychology 211 and permission of the instructor.*
- 336 Practicum in Human Service Agencies** 3 credits  
Supervised experience in an agency including seminar sessions designed to help students achieve a fuller understanding of their placement experience and of human service institutions, with emphasis on utilization of skills and relationships unique to the helping professions. Placement may include youth service agencies, community mental health agencies, etc. *Prerequisites, Psychology 335 and permission of the instructor.*

**340 Neuropsychological Assessment****3 credits**

A study of the behavioral correlates of brain dysfunction in humans with focus on neuropsychological assessment. *Three class periods a week and laboratory/practicum. Prerequisites, Psychology 218, Statistics 215, and permission of the instructor. Psychology 329 is highly recommended.*

**351; 352; 451; 452 Special Studies in Psychology****0 to 3 credits**

Directed individual study; open to advanced students in psychology who are candidates for departmental honors. Other qualified students may be admitted with the consent of the department.

**RELIGIOUS STUDIES (84)**

See Philosophy and Religious Studies.

**RESERVE OFFICERS TRAINING CORPS PROGRAM (86)**

See Military Science.

**RUSSIAN (87)**

See Foreign Languages.

**SOCIOLOGY AND SOCIAL WORK**

Professors Griswold and Ashburn; Associate Professors Elwell, Rees, and Tait; Assistant Professor Herrman; Adjunct Assistant Professor Pats

*Areas of particular teaching interest:* Professor Griswold: anthropology; Professor Ashburn: criminology, law enforcement; Professor Elwell: social welfare policy and organizations; Professor Rees: social work methods, human behavior; Professor Tait: juvenile delinquency, social research; Professor Herrman: social theory and stratification.

Students majoring in sociology may prepare for graduate study in criminal justice, liberal arts, management, social work, or theology as well as in sociology.

The social work program prepares students for the practice of social work. This program is accredited by the Council on Social Work Education as meeting the standards for undergraduate social work programs preparing for practice. Graduates of this program can move directly into social work positions or may enter some graduate schools of social work with advanced standing.

A limited number of students qualify to participate in an off-campus program in Appalachia.

**SOCIOLOGY (90)**

**Basic Major:**

**Required courses:**

Sociology 103, 351, and at least eighteen additional hours, including twelve hours chosen from 108, 203, 212, 316, 319; Social Work 214 or Psychology 204; Economics 101 or 203; Political Science 103; Psychology 106; Statistics 215; Computer Science 100.

**Other Educational Options in Sociology:**

Criminal Justice, Management, Teacher Certification (K-6), Pre-Theology.

*Sociology 103 is prerequisite to all other courses in sociology.*

**103 Introductory Sociology****3 credits**

The analysis of social organization, the nature of culture, personality, groups and associations; sociological definitions, concepts and usages are emphasized as basic to a sound sociological perspective.

**104 Issues and Trends in American Society****3 credits**

The study of development, enforcement, and violation of societal norms. Use is made of recent theoretical perspectives relative to the concept of deviance.

- 108 Cultural Anthropology** 3 credits  
A study of culture, with material drawn from both primitive and complex societies.
- 202 The Family** 3 credits  
A study of the contemporary American family; its variety of patterns; its reaction to stress; and its function in a rapidly changing society.
- 203 Urban Sociology** 3 credits  
The study of the differentiation of social structures and functions within urban communities; ecological processes involved in the growth of cities and metropolitan areas; an analysis of urbanism as a way of life.
- 204 Social Psychology**  
See Psychology 204.
- 205 Criminology** 3 credits  
Theoretical aspects of criminal behavior as well as the justice system itself are examined in detail.
- 206 Religion and Society** 3 credits  
An investigation of the varieties of religious belief and practice; religious institutions and their effect upon the individual; how a society affects its religious institutions and how religious institutions affect society. *Offered in 1984-85 and alternate years.*
- 207 Ethnography of The American Indian** 3 credits  
An archaeological and ethnological analysis of Indian cultures in the Americas from the early hunters to the high cultures of Maya, Inca, and Aztec. *Offered in 1983-84 and alternate years.*
- 209 American Indian Religion**  
See Religious Studies 209.
- 210 Population** 3 credits  
The composition, growth, distribution, and changes in population of the United States and other areas of the world. *Offered in 1984-1985 and alternate years.*
- 212 Social Stratification and Inequality** 3 credits  
A survey of classical and contemporary theories and research dealing with the development and consequences of inequality in small groups and large societies. Topics include the emergence of hierarchies in groups, distributive justice and status consistency, class conflict, social mobility, and the relations between status and conformity deviance. *Offered in 1984-85 and alternate years.*
- 308 Adulthood and Aging**  
See Psychology 308.
- 309 Penology and Correction** 3 credits  
A study of the historical development of punishment and correction, with material drawn from ancient to present day practice. *Prerequisite, Sociology 205.*
- 310 Juvenile Delinquency** 3 credits  
A study of the causal conditions, prevention, and treatment of delinquency. Several field trips are made to local agencies to investigate ways in which society is dealing with the problem.
- 314 Law Enforcement and Criminal Justice** 3 credits  
The organization and function of law enforcement agencies; an analysis of the most effective organized approaches to social control; an overview of law enforcement and the prosecutors' function within the criminal justice system; comparison between democratic and totalitarian systems of law enforcement. *Prerequisite, Sociology 205.*
- 316 Complex Organizations** 3 credits  
A study of complex business, industrial, and governmental organizations as operating social systems; emphasis upon patterns of relationships within these organizations and the nature of relationships between large scale organizations and society.
- 319 The Development of Sociological Theory** 3 credits  
The development of social theory with major emphasis on the contribution of the eighteenth and nineteenth centuries to the understanding of current concepts and systems of sociological



thought. *Prerequisite, twelve semester hours of sociology. Offered in 1983-84 and alternate years.*

### **325 Human Relations in Management**

**3 credits**

Provides the student with basic skills designed to manage people effectively. Emphasis is on developing effective communication and motivation techniques and applying skills in various management situations. The team approach to management is introduced and methods to develop a more effective leadership base within the group process are illustrated.

### **328 Liberation Movements and Human Freedom**

**3 credits**

The contribution to the current Native American, Black, Chicano, Gay, and Women's movements to an understanding of human liberation, viewed from the perspective of Paulo Freire's typology of oppression, with special reference to the social, political, and religious forces making for oppression and for liberation.

### **351 Methods of Social Research**

**3 credits**

The application of the basic techniques of social research to the study of various sociological phenomena. The emphasis is upon the student designing and completing a research project. *This course is required of all junior sociology majors.*

### **352; 451; 452 Special Studies in Sociology**

**0 to 3 credits**

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in sociology. Qualified students who are not candidates for such honors but who desire to undertake special work in the department are also admitted.

## **SOCIAL WORK (91)**

Basic Major:

### ***Required courses:***

Sociology 103, 108, 203, 328; Social Work 214, 217, 218, 322, 349, 409, 415, 416, 417, 418; Biology 111 or 113 or 118; Economics 101 or 203; Political Science 103; Psychology 106, three hours from 202, 207, 211, 303, 306, 307, 308, 311; Statistics 215.

### ***Desirable elective:***

Social Work 102.

### **102 Introduction to Social Work**

**1 credit**

An overview of the function of social work in the social welfare service system. Emphasis on characteristics of social work as a helping profession and the expectations of persons trained in this field.

### **214 Patterns of Socialization**

**3 credits**

Interaction of persons and society as seen against the background of varied societal opportunities and expectations; integration of related social science knowledge with specific application to social work practice.

### **217, 218 Social Welfare as a Social Institution**

**3, 3 credits**

Social welfare in modern America; historical development and current institutional nature; aspects of social agencies and social work as functioning in this system; consideration of programs designed to meet specific needs and problems; evaluation of the effectiveness of current programs; evaluation of social welfare and its future direction. *Prerequisite, six semester hours of sociology or permission of the instructor.*

### **318 Social Work in Special Practice Fields**

**3 credits**

An in-depth study of programs and policies in a specialized area of social service. Unique needs of the service population and appropriate interventive techniques are emphasized. *Offered every third year.*

### **322, 409 Social Work Methods I, II**

**3, 3 credits**

The theory and application of the principles underlying social work methods of intervention and treatment in social welfare agencies and organizations. *Prerequisite, Social Work 217.*

**349 Methods of Social Work Research****3 credits**

The application of the basic techniques of social research to the study of social work problems and programs. Research projects for community social agencies are conducted by students.  
*Prerequisite, Social Work 217.*

**415, 416 Field Work Seminar in Social Work I, II****2, 2 credits**

Weekly seminar session focusing on theoretical concepts and analysis of field experience. Material draws directly on student's agency practice. *To be taken concurrently with Field Work in Social Work I, II.*

**417, 418 Field Work in Social Work I, II****4, 4 credits**

Supervised experience in methods of social work in a community social welfare agency with direct involvement in delivery of service. A variety of agencies and methods are used, with each student assigned to a specific agency. *Sixteen hours of field work per week. To be taken concurrently with Field Work Seminar in Social Work. Prerequisite, permission of the department. Extra tuition fee, \$80.00 each semester.*

**453; 454 Special Studies in Social Work****0 to 3 credits**

Directed study planned and conducted with reference to the needs of those students who are candidates for honors in Social Work. Qualified students who are not candidates for such honors but who desire to undertake special work in the department are also admitted.

**Off Campus Program****The Appalachian Semester**

Western Maryland College participates in a specialized program of study at Union College in Kentucky. The Appalachian Semester offers mature students a unique educational opportunity to devote their full time to studying the Appalachian region—its strengths, its problems, and its challenges.

**SPANISH (93)**

See Foreign Languages.

**STATISTICS (96)**

Professor Law; Associate Professors Olsh and Seidel; Assistant Professor Claycombe, Adjunct Instructor Dawkins

No major is offered in this field.

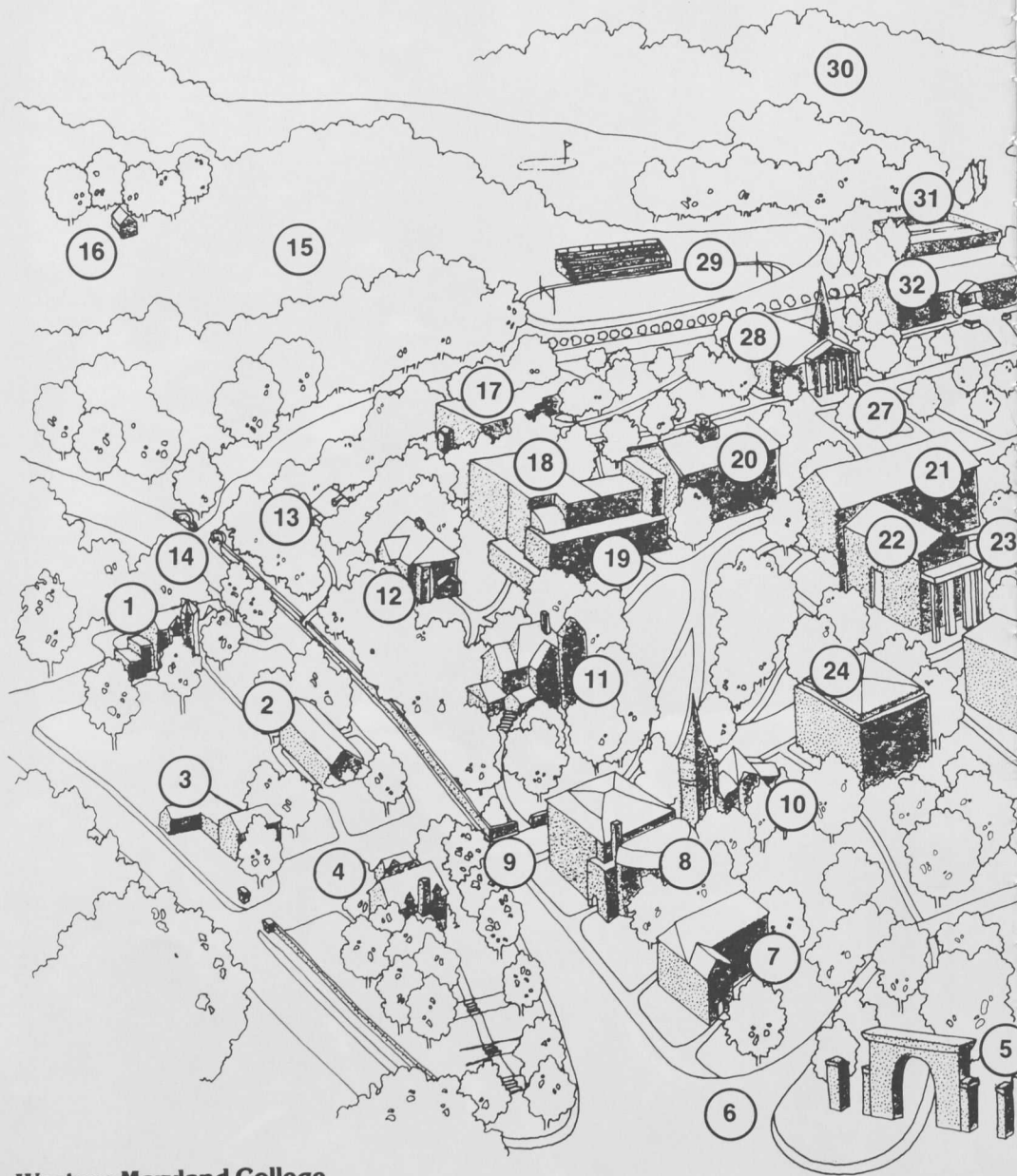
**215 Elementary Statistics for Social Science****3 credits**

Basic statistical principles and techniques; summarizing and presenting data; measuring central tendency and dispersion in data; basic concepts of probability and probability distributions; estimation of parameters and testing of hypotheses through statistical inference; linear regression and simple correlation. Examples are used from all of the social sciences. *Not open to students who have completed Mathematics 324.*

**216 Statistical Methods****3 credits**

Emphasis on underlying assumptions, limitations, and practical applications of modern statistical methods. Specific statistical techniques such as time series analysis, analysis of variance, chi-square and non-parametric techniques, regression and correlation, multiple regression and correlation, index numbers, and decision theory; introduction of application of the computer to statistical analysis. *Prerequisite, Statistics 215 or Mathematics 324.*



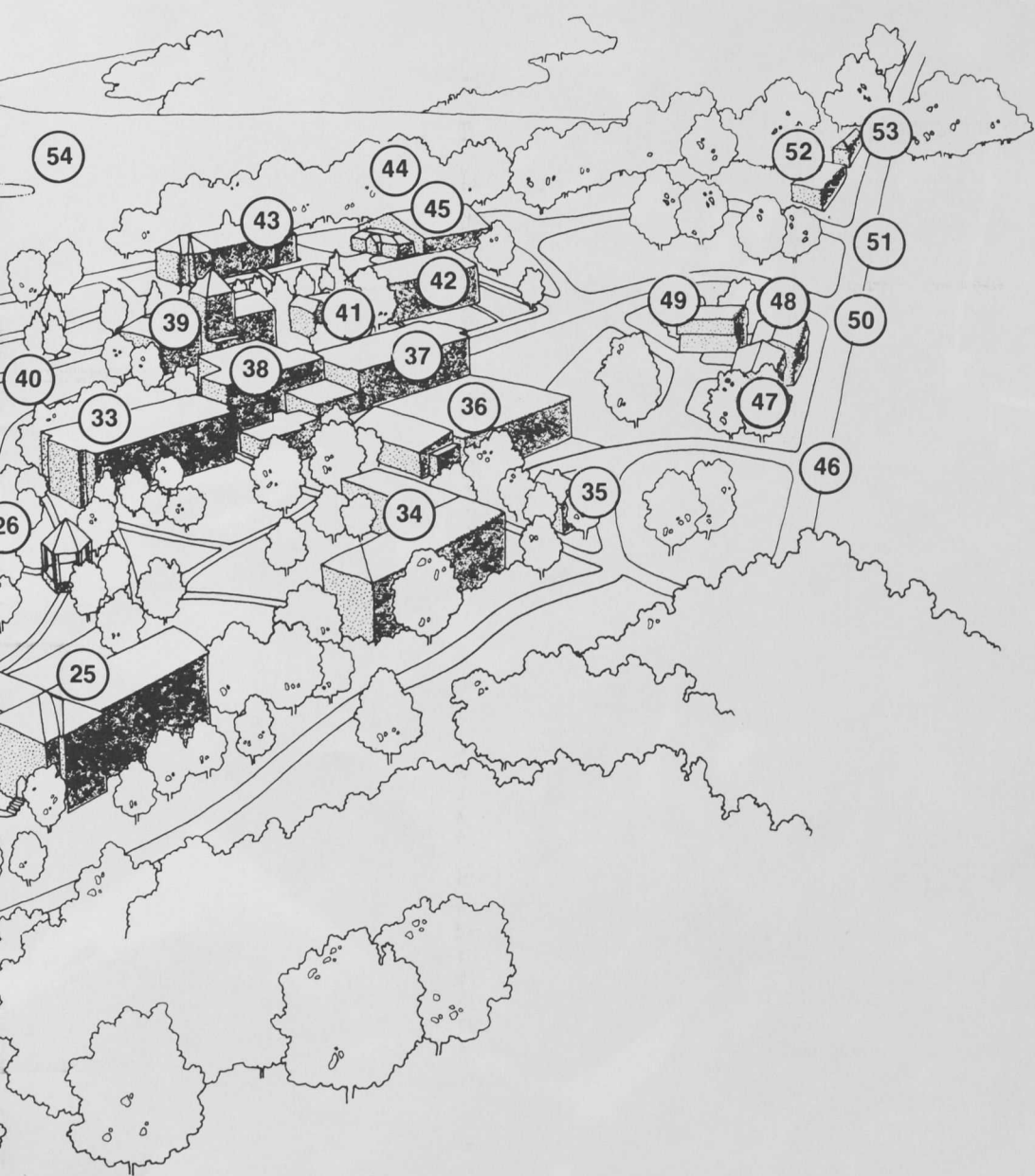


## Western Maryland College

1. Harrison House
2. Thompson Infirmary
3. Service Building
4. Carroll Hall—Graduate Office
5. Ward Memorial Arch
6. South Entrance
7. Levine Hall
8. Alumni Hall
9. Visitor Entrance
10. Baker Chapel
11. President's Home
12. McDaniel House

13. Dean's Cottage
14. West Entrance
15. Athletic Fields
16. Spring House
17. Winslow Center
18. Lewis Hall of Science
19. Decker Auditorium
20. Lewis Recitation Hall
21. McDaniel Hall—Residence Hall
22. McDaniel Lounge
23. Robinson Garden

24. Fine Arts Building
25. Blanche Ward Hall—Residence Hall and Gymnasium
26. Carpe Diem
27. Ensor Plaza
28. Baker Memorial Chapel
29. Scott S. Bair Stadium
30. Harvey Stone Park
31. Frank B. Hurt Tennis Courts
32. Hoover Library
33. Memorial Hall
34. Whiteford Hall—Residence Hall



- 35. Smith House—Residence Hall
- 36. Englar Dining Hall—Harlow Swimming Pool
- 37. Rouzer Hall—Residence Hall
- 38. Decker College Center (Information)—President's Office, Lounge area, Post Office, College store
- 39. Elderdice Hall—Administration offices, Admissions Office

- 40. Visitor Parking
- 41. Forlines House—ROTC
- 42. Daniel MacLea Hall—Residence Hall
- 43. Albert Norman Ward Hall—Residence Hall
- 44. Physical Education Learning Center, Completion 1984
- 45. Gill Gymnasium

- 46. East Entrance
- 47. Avenue Apartments
- 48. Frederick Hall
- 49. Whipp Hall
- 50. North Entrance
- 51. Gill Gym Entrance
- 52. Maintenance Building
- 53. Golf Club House
- 54. Golf Course





# Calendar

## First Semester

Registration of Freshmen and transfer students—9 a.m.— 12 noon .....	
Registration all other students 1-5 p.m. ....	
Daily class schedule begins 7:50 a.m. ....	
Last date for course changes and Credit/No Credit applications—4:30 p.m. ....	
Mid-semester grades due in the Registrar's Office— 12 noon .....	
No classes .....	
Last date for withdrawal from courses with "W" grade—4:30 p.m. ....	
Thanksgiving recess begins—7 p.m. ....	
Classes resume—7:50 a.m. ....	
First semester classes end .....	
Examinations begin .....	
First semester ends .....	
Final grades due in Registrar's Office 10 a.m. ....	

1983

1984

Fri. Sept. 9 .....	Fri. Sept. 7
Sun. Sept. 11 .....	Sun. Sept. 9
Mon. Sept. 12 .....	Mon. Sept. 10
Mon. Sept. 26 .....	Mon. Sept. 24
Fri. Oct. 21 .....	Fri. Oct. 19
Mon. & Tues. Oct. 24 & 25 .....	Mon. & Tues. Oct. 22 & 23
Tues. Nov. 1 .....	Tues. Oct. 30
Tues. Nov. 22 .....	Tues. Nov. 20
Mon. Nov. 28 .....	Mon. Nov. 26
Fri. Dec. 9 .....	Fri. Dec. 7
Mon. Dec. 12 .....	Mon. Dec. 10
Fri. Dec. 16 .....	Fri. Dec. 14
Tues. Dec. 20 .....	Tues. Dec. 18

## January Term

January Term begins—10 a.m. ....	
Last day for course changes—4:30 p.m. ....	
Last day for withdrawal with "W" grade 4:30 p.m. ....	
January Term ends; winter recess begins .....	

1984

1985

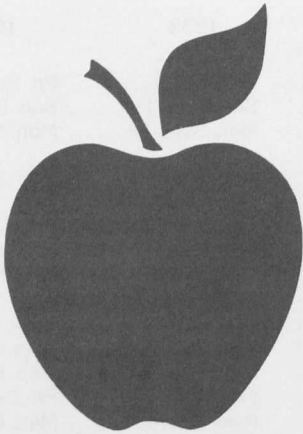
Mon. Jan. 9 .....	Mon. Jan. 7
Tues. Jan. 10 .....	Tues. Jan. 8
Fri., Jan. 13 .....	Fri., Jan. 11
Wed. Feb. 1 .....	Wed. Jan. 30

## Second Semester

Registration for all students—1-5 p.m. ....	
Second semester classes begin—8 a.m. ....	
January Term final grades due in Registrar's Office—10 a.m. ...	
Last date for course changes and Credit/No Credit applications—4:30 p.m. ....	
Mid-semester grades due in the Registrar's Office—12 noon ....	
Spring recess begins—7 p.m. ....	
Classes resume—8 a.m. ....	
Last date for withdrawal from courses with "W" grade—4:30 p.m. ....	
Honors and Investiture Convocation 7 p.m. ....	
Second semester classes end .....	
Senior final examinations begin .....	
Underclass examinations begin .....	
Senior examinations end .....	
Senior final grades due in Registrar's Office—12 noon .....	
Underclass examinations end .....	
Commencement .....	
Final underclass grades due in the Registrar's Office—10 a.m. ....	

Sun. Feb. 5 .....	Sun. Feb. 3
Mon. Feb. 6 .....	Mon. Feb. 4
Fri. Feb. 10 .....	Fri. Feb. 8
Mon. Feb. 20 .....	Mon. Feb. 18
Fri. Mar. 23 .....	Fri. Mar. 22
Fri. Mar. 23 .....	Fri. Mar. 22
Mon. Apr. 2 .....	Mon. Apr. 1
Fri. Apr. 6 .....	Fri. Apr. 5
Sun. May 6 .....	Sun. May 5
Fri. May 18 .....	Fri. May 17
Sat. May 19 .....	Sat. May 18
Mon. May 21 .....	Mon. May 20
Tues. May 22 .....	Tues. May 21
Wed. May 23 .....	Wed. May 22
Fri. May 25 .....	Fri. May 24
Sat. May 26 .....	Sat. May 25
Wed. May 30 .....	Wed. May 29

# O College Organization



## Presidents

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 Ralph Candler John, B.A., S.T.B., S.T.M., Ph.D.,  
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 Elias Oliver Grimes, Esq. \_\_\_\_\_ 1919-1922

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 Brigadier General Robert Joshua Gill, LL.B.,  
 LL.D. \_\_\_\_\_ 1963-1968  
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Date in parentheses indicates year of election to the Board of Trustees.

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Towson, Maryland

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**Executive Committee:** Chairman: Mr. Bricker; Secretary: Mr. K. Mathias; Assistant Secretary: Ms. Beard; Messrs. Carman, Clarke, Dulany, Ellingsworth, Gill, Hall, Hoover, John, Keigler, Kiefer, Kimball, Kline, K. Mathias, R. Mathias, Mund, Preston, Ransom, Resnick, Schools, Ms. Snyder, Mr. Swank; *Alumni Visitor:* Ms. Payne

**Finance Committee:** Chairman: Mr. Swank; Secretary: Mr. Kimball; Messrs. Bennett, Carman, Ellingsworth, Faw, Fenwick, Fisher, Hayes, Keigler, A. Mathias, Miles, Myers, Schaefer, Simms, Urquhart; *Alumni Visitor:* Mr. Thompson; *Faculty Visitor:* Ms. Coley; *Student Visitor:* to be appointed; *ex officio:* Messrs. Bricker and John

**Committee on Academic Affairs:** Chairman: Mr. Clarke; Mr. Blount, Ms. Bryson, Messrs. Clarke, Denton, Kiefer, R. Mathias, Olfson, Ms. Peterson, Mr. Resnick, Ms. Tereshinski; *Alumni Visitors:* Mr. Elseroad, Ms. Meiklejohn; *Faculty Visitors:* Mr. Cipolla, Ms. Mangan; *Student Visitor:* Ms. Guenther; *ex officio:* Messrs. Bricker, John, and Palmer

**Buildings and Grounds Committee:** Chairman: Mr. Dulany; Ms. Bryson, Messrs. K. Mathias, Schools, Ms. Taylor; Mr. Thomas; *Alumni*

*Visitor:* Ms. McWilliams; *Faculty Visitor:* Ms. Coley; *Student Visitor:* to be appointed; *ex officio:* Messrs. Bricker, John, and Kimball

**Development Committee:** Chairman: Mr. Carman; Messrs. Austin, Dulany, Eaton, Fenwick, Harmon, Harrison, Hayes, Kline, Malkus, Mansberger, K. Mathias, R. Mathias, Mund, Ms. Peterson, Messrs. Resnick, Rice, Robey; *Alumni Visitors:* Mmes. Flavin, McWilliams; *Faculty Visitors:* Mr. Cipolla, Ms. Mangan; *Student Visitors:* Mmes. Guenther, Siegenthaler; *ex officio:* Messrs. Bricker, John, and Ridenour

**Student Affairs Committee:** Chairman: Ms. Snyder; Messrs. Dorsey, Holmes, Mmes. Kiddoo, Love, Mr. Myers, Mmes. Smith, Voss; *Faculty/Staff:* Mr. Cipolla, Mmes. Higbee, Mangan, Mr. Mowbray; *Alumni Visitors:* Mr. Gebelein, Ms. Meiklejohn; *Student Visitors:* Mmes. Guenther, Siegenthaler, to be appointed; *Students:* Mmes. Barnes, Siegenthaler for (*ex officio*), to be appointed; *ex officio:* Messrs. Bricker and John

**Long Range Planning Committee:** Chairman: Mr. Hall; *Trustees:* Messrs. Carman, Clarke, Kiefer, Ms. Love, Messrs. Olfson, Preston, Schools, Ms. Snyder; *Faculty:* Ms. Coley, Messrs. Palmer, Rosenzweig; *Administration:* Messrs. Bowlsbey, Kimball, Mowbray, Ms. Muller, Mr. Palmer, Mr. Ridenour; *Students:* Mmes. Guenther, Siegenthaler, to be appointed; *Alumni:* Ms. McWilliams, Mr. Thompson; *ex officio:* Messrs. Bricker and John

## Alumni Visitors to the Board

*Ex officio, President, Alumni Association,* Eloise C. Payne, ('38), Towson, Md.; *President-Elect,* Jerome P. Baroch, ('64), Potomac, Md.; *Executive Secretary:* Donna D. Sellman, ('48), Westminster, Md.

*Term expires June, 1984:* Jeanie Eckhardt McWilliams, ('44), Reisterstown, Md.; Joseph M. Thompson, Jr., ('48), Cockeysville, Md.

*Term expires June, 1985:* Homer O. Elseroad, ('40), Ijamsville, Md.; Dorothy McC. Flavin, ('50), Lutherville, Md.

*Term expires June, 1986:* George A. Gebelein ('64), Severna Park, Md.; Carole Ensor Meiklejohn ('71), Woodbine, Md.

## Faculty Visitors to the Board

William F. Cipolla, Professor of Foreign Languages; Joan D. Coley, Professor of Education; Kathy S. Mangan, Assistant Professor of English

## Student Visitors to the Board

Elisabeth Siegenthaler, ('84), Adelphi, Md.; Anne C. Guenther, ('85), Belle Mead, N.J.; to be appointed, ('86).

## ADMINISTRATION

### Office of the President

Ralph Candler John, B.A., S.T.B., S.T.M., Ph.D., L.H.D., Litt. D., *President*  
Bernice Talbott Beard, B.A., M.L.A., *Executive Assistant*

### Office of Academic Affairs

Melvin Delmar Palmer, B.A., M.A., Ph.D., *Vice President: Dean of Academic Affairs*  
Alice Carole Arrieta, B.A., *Administrative Assistant*  
Esther Mildred Iglich, B.A., M.S., Ph.D., *Associate Dean of Academic Affairs*  
Joan Develin Coley, A.B., M.Ed., Ph.D., *Associate Dean for Continuing Education*

### Graduate Studies

Leonard Stanley Bowlsbey, Jr., B.A., M.Ed., Ph.D., *Associate Dean for Graduate Studies*  
Nancy Lawton Clingan, *Executive Secretary*  
Jeanette Kay Witt, *Administrative Assistant*  
Hugh Tarply Prickett, Jr., B.C.E., M.A., Ed.D., *Director, Education of the Deaf Program*  
Susan Underwood-Leahy, B.S., M.Ed., *Administrative Assistant and Lecturer in Interpreting Services*

### Registrar

Hilbert Hughlett Dawkins, Jr., B.A., M.Ed., *Registrar: Director of Records and Institutional Information*  
Pamela Jane Roland, B.S., M.Ed., *Associate Registrar*  
Toni Ann Edwards, B.A., *Assistant to the Registrar*

### Library

George Theodore Bachmann, Jr., B.A., A.M., M.S.L.S., *Librarian*  
Eleanor Nace Richwine, B.S.Ed., M.S., *Associate Librarian*  
Carol Jean Quinn, B.A., M.A. in L.S., M.A., *Associate Librarian*  
Katherine Loose Falconer, B.A., M.L.A., *Staff*  
Jane Flickinger Sharpe, B.S., M.L.A., *Staff*

### Admissions and Financial Aid

Martha E. Gagnon, B.S., M.Ed., *Dean of Admissions and Financial Aid*  
Joan Collisson Murr, *Associate Director of Admissions*  
Lawrence Leslie Bennett, Jr., B.A., M.S., *Director of Financial Aid*  
Kevin F. Gallagher, A.B., M.A., *Associate Director of Financial Aid*  
Mark A. Gay, B.A., M.Ed., *Admissions Counselor*  
George DeMaris Gressman, III, B.A., *Admissions Counselor*  
Brenda J. Weber, B.A., *Admissions Counselor*

### Office of Student Affairs

Calvin Wray Mowbray, Jr., B.A., M.A., *Vice President: Dean of Student Affairs*  
Jeanne Louise Higbee, B.S., M.S., Ph.D., *Associate Dean of Students*  
Georgia Marie Royalty, B.S., M.A., Ph.D., *Director of Counseling and Career Services*  
Thomas Francis Richards, B.A., M.S., Ph.D., *Counselor, Counseling and Career Services*  
Kathleen A. Kilroy, B.A., M.S., *Director of College Activities*  
Mitchell Keith Alexander, B.A., *Assistant to the Director of College Activities*

### Infirmary

Daniel Welliver, B.A., M.D., *Consulting Physician*  
Elinor Collum Dollenger, R.N., *Nurse*  
Lucille Ann Frebertshauser, R.N., B.A., *Nurse*

### Office of Business Affairs

H. Thomas Kimball, Jr., B.S., *Vice President for Business Affairs and Treasurer*  
M. Elaine Simpson, *Executive Secretary*  
Jack Allison Morris, B.S., M.B.A., *Business Manager*  
Kathleen Easley Donofrio, B.A., M.L.A., *Director of Personnel and Office Services*  
Brenda Joyce Selby, *Assistant to the Director of the Physical Plant*



John Matthew Jarkowicz, *Manager of the College Store*  
 Ernest Larry Ogle, *Computer Operations Manager*  
 Charles David Sheely, *Data Systems Manager*  
 Belle Irene Young, *Postmaster*  
 Susan Lynn Schmidt, B.S., *Accounting Supervisor*  
 Joan Frances Hoff, *Payroll Accounting Supervisor*

#### Office of Development

James Franklin Ridenour, B.S., M.S., *Vice President for Development*  
 Joyce Loretta Eyler, *Executive Secretary*  
 Donna DuVall Sellman, B.A., M.A., *Director of Alumni Affairs*  
 Gary Neal Smallwood, B.A., M.A., *Director of Annual Funds*  
 Virginia Dawn Vlcek, B.A., *Director of Planned Giving*

#### Office of Public Information

Joyce Davis Muller, B.S., *Director of Public Information*  
 Carol Ann Smith, B.A., *Assistant Director of Public Information*  
 Steven Foster Ulrich, B.A., *Sports Information Assistant and Staff Writer*

#### Office of Director of Athletics

Richard Allen Clower, B.A., M.S., Ed.D., *Director of Athletics*  
 Carol Ann Fritz, B.S., M.Ed., Ed.D., *Associate Director of Athletics*

## EMERITI

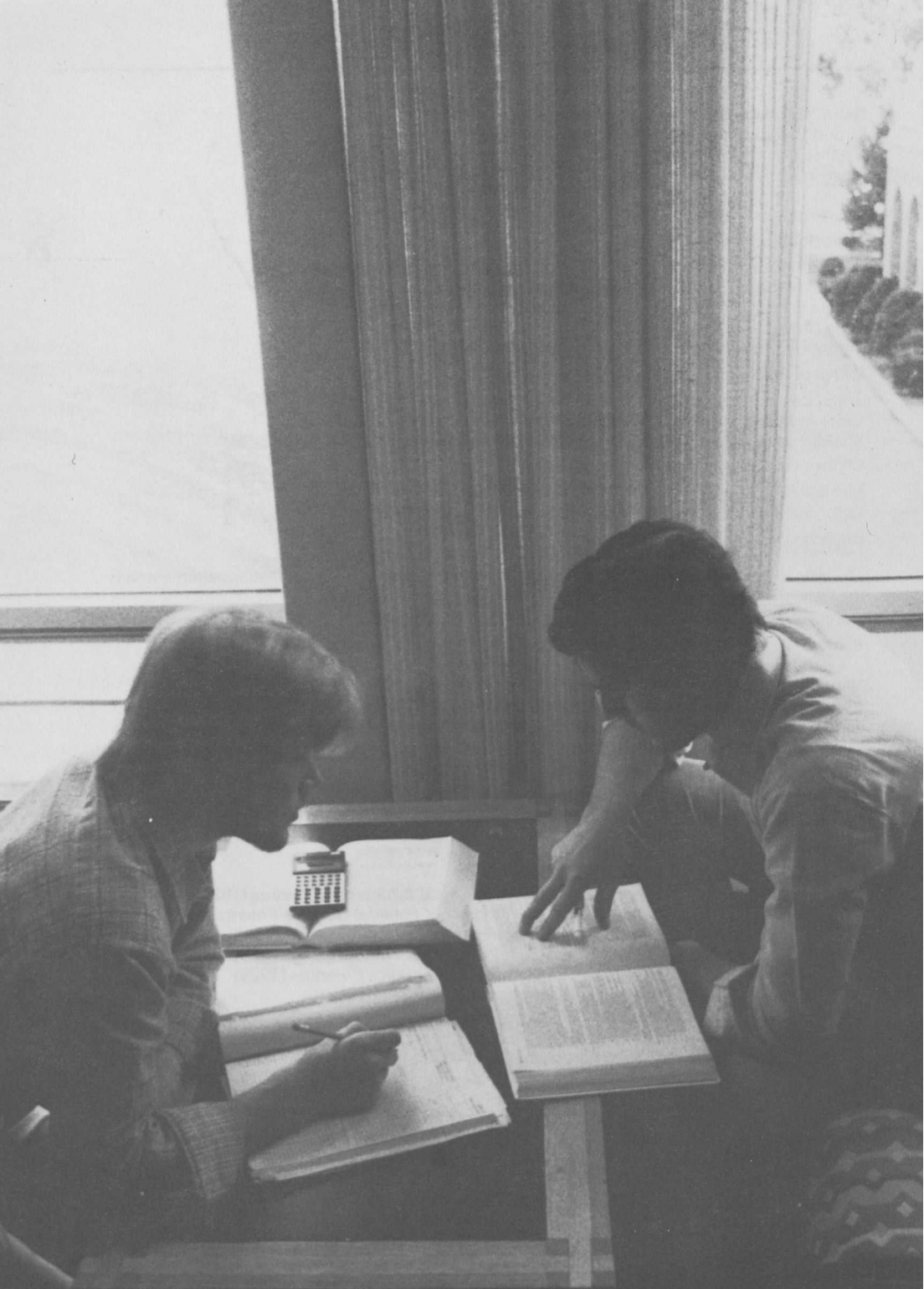
The date in parentheses following the listing of each person is the date of first appointment with the College. Persons are listed in order of retirement from the College.

#### Administration

Samuel Biggs Schofield, A.B., A.M., Sc.D., LL.D., *Dean of Administration and Professor of Chemistry Emeritus; Archivist Emeritus* (1919)  
 Martha Eliza Manahan, A.B., *Registrar Emeritus* (1938)  
 Elizabeth Simkins, A.B., B.S.L.S., A.M.L.S., *Librarian and Professor Emeritus* (1946)  
 John Donald Makosky, A.B., A. M., Ed.D., Litt.D., *Dean of the Faculty and Professor of English Emeritus* (1934)  
 Cora Virginia Perry, B.A., M.L.A., *Registrar Emeritus* (1936)  
 Philip Elwood Uhrig, B.A., M.Ed., *Director of Alumni Affairs Emeritus* (1949)  
 Philip Blettner Schaeffer, B.A., *Vice President for Business Affairs and Treasurer Emeritus* (1959)

#### Faculty

Maude Gesner, *Professor of Music Emeritus* (1917)  
 Marie Parker, B.S., A.M., *Associate Professor of Physical Education Emeritus* (1929)  
 Frank Benjamin Hurt, A.B., A.M., *Associate Professor of Political Science Emeritus* (1930)  
 Joseph William Hendren, A.B., A.M., Ph.D., *Professor of English Emeritus* (1947)  
 Joseph Clemens Willen, A.B., A.M., *Associate Professor of Modern Languages Emeritus* (1933)  
 Clyde Allen Spicer, A.B., A.M., Ph.D., *Professor of Mathematics Emeritus* (1929)  
 Alfred Winfield de Long, *Associate Professor of Music Emeritus* (1936)  
 Kathryn Belle Hildebran, A.B., A.M., Ph.D., *Professor of Modern Languages Emeritus* (1940)  
 Evelyn Wingate Wenner, A.B., A.M., Ph.D., *Professor of English Emeritus* (1931)  
 Esther Smith, D.F.A., *Professor of Dramatic Art Emeritus* (1926)  
 Ervin Lajos Szilagyi, LL.B., B.S., Jur.D., B.F.A., *Assistant Professor of the History of Art Emeritus* (1957)  
 Mary Louise Shipley, A.B., *Associate Professor of Art Emeritus* (1938)  
 Theodore Marshall Whitfield, A.B., Ph.D., *Professor of History Emeritus* (1929)  
 James Pearsall Earp, B.S., A.M., Ph.D., *Professor of Sociology Emeritus* (1938)  
 William Robbins Ridington, A.B., A.M., Ph.D., *Professor of Classics Emeritus* (1938)  
 Oliver Kingsley Spangler, A.B., B.Mus., B.S. in P.S.M., M.Mus., *Professor of Music Emeritus* (1938)  
 Harwell Presley Sturdivant, B.S., A.M., Ph.D., *Professor of Biology Emeritus* (1948)  
 Reuben Simon Henry Holthaus, A.B., A.M., S.T.B., Ph.D., *Professor of Philosophy Emeritus* (1946)  
 Ralph Bevere Price, B.A., M.A., Ph.D., *Professor of Economics Emeritus* (1954)  
 Charles Edward Crain, B.A., B.D., Ph.D., *Professor of Religion Emeritus* (1949)  
 Isabel Isanogle Royer, B.A., B.E., M.A., Ph.D., *Professor of Biology Emeritus* (1942)  
 Jean Kerschner, A.B., Ph.D., *Professor of Biology Emeritus* (1952)



## FACULTY

- William Thomas Achor, *Professor of Physics*  
B.S., Auburn University; M.S., Ph.D., Vanderbilt University. (1965)
- George Samuel Alspach, Jr., *Associate Professor of Biology*  
A.B., Antioch College; M.S., Ph.D., Oregon State University. (1969)
- Franklin Glendon Ashburn, *Professor of Sociology*  
B.A., Western Maryland College; M.S., University of North Carolina at Raleigh; Ph.D., The Florida State University. (1971)
- George Theodore Bachmann, Jr., *Librarian, Associate Professor of Library Science*  
B.A., M.A., University of Maryland; M.S.L.S., The Catholic University of America. (1970)
- Julie Oeming Badiee, *Assistant Professor of Art History*  
B.A., M.A., Ph.D., University of Michigan. (1978)
- Robert Philip Boner, *Professor of Mathematics*  
(On sabbatical leave, first semester, 1983-84)  
A.B., Rockhurst College; A.M., Indiana University, Ph.D., University of Notre Dame. (1970)
- Leonard Stanley Bowsbey, Jr., *Associate Dean for Graduate Studies and Professor of Education*  
B.A., M.Ed., Western Maryland College; Ph.D., The University of Iowa. (1969)
- Michael Mathison Brown, *Professor of Biology*  
B.S., Lebanon Valley College; Ph.D., University of Delaware. (1968)
- Hans-Peter F. G. Büttner, *Assistant Professor of Foreign Languages*  
B.A., Grove City College; M.S., Georgetown University. (1968)
- James Richard Carpenter, Jr., *Assistant Professor of Physical Education*  
B.S., West Virginia Wesleyan College; M.Ed., Western Maryland College; Ed.D., West Virginia University. (1969)
- Howard Samuel Case, *Professor of Physical Education*  
B.S., M.Ed., Western Maryland College; Ph.D., The Ohio State University. (1965)
- William Clinton Chase, *Assistant Professor of History*  
A.B., Dartmouth College; J.D., Harvard Law School; Ph.D., Harvard University. (1981)
- William Francis Cipolla, *Professor of Foreign Languages*  
A.B., University of Pennsylvania; A.M., Ph.D., The Johns Hopkins University. (1969)
- Jack E. Clark, *Associate Professor of Mathematics*  
B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University. (1978)
- Richard J. Claycombe, *Assistant Professor of Economics and Business Administration*  
B.A., DePauw University; M.Phil., Ph.D., George Washington University. (1981)
- Richard Allen Clower, *Professor of Physical Education*  
B.A., Western Maryland College; M.S., Springfield College; Ed.D., West Virginia University. (1956)
- Eulalia Benejam Cobb, *Associate Professor of Foreign Languages*  
B.A., Birmingham-Southern College; M.A., University of North Carolina; Ph.D., University of Alabama. (1974)
- Gerald Edward Cole, *Professor of Music*  
B.Mus., University of Kansas; M.Mus., Oberlin College. (1955)
- Joan Develin Coley, *Associate Dean for Continuing Education and Professor of Education*  
A.B., Albright College; M.Ed., Ph.D., University of Maryland. (1973)
- Stephen Wheeler Colyer, *Associate Professor of Psychology*  
A.B., Gettysburg College; M.A., Ph.D., Temple University. (1970)
- David Ralston Cross, *Professor of Chemistry*  
B.A., M.A., Wesleyan University; Ph.D., Syracuse University. (1964)
- Cornelius Paul Darcy, *Professor of History*  
B.A., Bowdoin College; M.A., Harvard University; Ph.D., Columbia University. (1963)
- William Morris David, Jr., *Professor of Political Science*  
A.B., Dartmouth College; M.A., Ph.D., Columbia University. (1952)

- Margaret Woods Denman-West, *Associate Professor of Education*  
B.A., University of Oklahoma; M.S.Ed., Central Missouri State University; Ph.D., Texas Woman's University. (1977)
- Thomas George Deveny, *Assistant Professor of Foreign Languages*  
B.A., State University of New York; M.A., University of Florida; Ph.D., University of North Carolina. (1978)
- Carl Leo Dietrich, *Associate Professor of Music*  
B.Mus., M.Mus., Peabody Conservatory of Music. (1967)
- Richard W. Dillman, *Assistant Professor of Computer Science*  
B.E.S., The Johns Hopkins University; M.S., Elmira College. (1981)
- Max Wesner Dixon, *Associate Professor of Dramatic Art*  
B.A., DePauw University; M.A., University of Colorado. (1969)
- Ira Domser, *Assistant Professor of Dramatic Art*  
B.A., Utica College of Syracuse University; M.F.A., Boston University. (1981)
- Julius Dean Duvall, *Lieutenant Colonel, Infantry, Professor of Military Science*  
B.A., Columbus College; M.S., Kansas State University; M.S., Kansas Wesleyan University. (1981)
- Mary Ellen Elwell, *Associate Professor of Sociology and Social Work*  
B.A., Western Maryland College; M.S.W., University of Pennsylvania. (1969)
- Linda Ruth Eshleman, *Associate Professor of Mathematics and Computer Science*  
B.S., Florida State University; M.A., Bowdoin College; Ph.D., University of Maryland. (1969)
- James David Essig, *Assistant Professor of History*  
B.A., Bucknell University; M.A., M.Phil, Ph.D., Yale University. (1980)
- Theodore Evergates, *Associate Professor of History*  
A.B., Brown University; Ph.D., The Johns Hopkins University. (1973)
- Charles Roy Fender, *Associate Professor of Art*  
B.A., Colorado State University; M.A., M.F.A., The Ohio State University. (1971)
- Francis Michael Fennell, *Associate Professor of Education*  
B.S., Lock Haven State College; M.Ed., Bloomsburg State College; Ph.D., The Pennsylvania State University. (1976)
- Carol Ann Fritz, *Associate Professor of Physical Education*  
B.S., West Chester State College; M.Ed., Western Maryland College; Ed.D., George Washington University. (1967)
- Patrick R. Glass, *Major, Corps of Engineers, Assistant Professor of Military Science*  
B.A., Wichita State University; M.A., Webster College. (1983)
- Dianne Henney Greyerbiehl, *Assistant Professor of Education*  
B.A., M.A., Ph.D., University of Maryland. (1981)
- Leonard Earl Griswold, *Professor of Sociology*  
(On sabbatical leave, first semester, 1983-84)  
B.A., The Johns Hopkins University; M.A., Ph.D., University of Kentucky. (1956)
- John W. Haker, *Major, Infantry, Assistant Professor of Military Science*  
B.A., Western Maryland College; M.S.B.A., Boston University. (1983)
- Robert Hill Hartman, *Professor of Philosophy and Religious Studies*  
(On sabbatical leave, first semester, 1983-84)  
A.B., Oberlin College; S.T.B., Boston University; Ph.D., Northwestern University. (1969)
- Arleen Heggemeier, *Professor of Music*  
B.Mus., Oberlin Conservatory; Teacher's Certificate, Diller-Quaille School of Music; M.Mus., Oberlin Conservatory; D.Mus., Northwestern University. (1950)
- Evelyn Smith Hering, *Assistant Professor of Music*  
(On sabbatical leave, first semester, 1983-84)  
B.Mus., Wesleyan College; M.Mus., Eastman School of Music. (1951)
- David Webb Herlocker, *Professor of Chemistry*  
B.A., Knox College; M.S., Ph.D., University of Illinois. (1966)

- Charles Chapman Herrman, Jr., *Assistant Professor of Sociology*  
B.I.E., Georgia Institute of Technology; B.D., Emory University; M.A., Ph.D., University of Virginia. (1974)
- Fern Rudolph Hitchcock, Jr., *Assistant Professor of Physical Education*  
B.A., Western Maryland College; M.Ed., University of Maryland. (1962)
- Julia Taylor Hitchcock, *Assistant Professor of Music*  
B.Mus.Ed., B.Mus., Oberlin Conservatory. (1960)
- Esther Mildred Iglich, *Associate Dean of Academic Affairs and Assistant Professor of Biology*  
B.A., Queens College; M.S., Ph.D., University of Georgia. (1979)
- Donald Eugene Jones, *Professor of Chemistry*  
A.B., Manchester College; Ph.D., Purdue University. (1963)
- Alton Dennis Law, *Professor of Economics*  
B.S., M.S., West Virginia University; Ph.D., Rutgers University. (1966)
- James Edward Lightner, *Director of Mathematics Proficiency Program and Professor of Mathematics and Education* B.A., Western Maryland College; A.M., Northwestern University; Ph.D., The Ohio State University. (1962)
- Wilbur Lee Long, *Associate Professor of Biology*  
B.S., Towson State University; Ph.D., Dartmouth College. (1973)
- Edmund Eugene Makosky, *Instructor in Physics*  
B.A., Western Maryland College; A.M., University of Delaware. (1965)
- Kathy Steele Mangan, *Assistant Professor of English*  
B.A., Denison University; M.A., Ph.D., Ohio University. (1978)
- James K. Martin, *Captain, Field Artillery, Assistant Professor of Military Science*  
B.S., Virginia Military Institute. (1982)
- William Gene Miller, *Professor of Psychology*  
A.B., West Virginia Wesleyan College; M.Div., Wesley Theological Seminary; Ph.D., Boston University. (1962)
- Charles Edward Neal, *Assistant Professor of Political Science*  
B.A., Luther College; M.A., Iowa State University; Ph.D., University of Minnesota. (1978)
- Alexander George Ober, *Associate Professor of Physical Education*  
(On sabbatical leave, first semester, 1983-84)  
B.A., M.Ed., Western Maryland College; Ph.D., University of Maryland. (1969)
- John Lindsay Olsh, *Associate Professor of Economics*  
B.A., Western Maryland College; M.A., Ph.D., University of California, Davis. (1980)
- Howard Bernard Orenstein, *Associate Professor of Psychology*  
B.A., Hunter College of CUNY; M.A., Ph.D., University of Cincinnati. (1971)
- Wasyl Palijczuk, *Professor of Art*  
(On sabbatical leave, second semester, 1983-84)  
B.A., M.A., University of Maryland; M.F.A., The Maryland Institute College of Art. (1967)
- Melvin Delmar Palmer, *Vice President: Dean of Academic Affairs and Professor of Comparative Literature*  
B.A., M.A., Ph.D., University of Maryland. (1965)
- LeRoy Lad Panek, *Professor of English*  
B.A., Marietta College; M.A., Lehigh University; Ph.D., Kent State University. (1968)
- Louise Anne Paquin, *Assistant Professor of Biology*  
B.A., Trinity College; Ph.D., Georgetown University. (1980)
- Raymond Clarence Phillips, Jr., *Professor of English*  
A.B., Dickinson College; M.A., Columbia University; Ph.D., University of Pennsylvania. (1963)
- Hugh Tarply Prickett, Jr., *Associate Professor of Education appointed to The Joseph D. Baker Fund, Inc., Chair in Deafness*  
(On sabbatical leave, first semester, 1983-84)  
B.C.E., Auburn University; M.A., Appalachian State University; Ed.D., University of Georgia. (1974)

Carol Jean Quinn, *Associate Librarian, Instructor*

B.A., University of Florida; M.A. in L.S., University of Minnesota; M.A., University of Florida. (1972)

Donald Robert Rabush, *Associate Professor of Education*

B.A., M.Ed., Western Maryland College; Ed.D., University of Denver. (1973)

Daniel K. Rees, *Associate Professor of Sociology and Social Work*

B.A., Ohio University; M.S.W., Ohio State University; Ph.D., The Catholic University of America. (1975)

Eleanor Nace Richwine, *Associate Librarian, Instructor*

B.S.Ed., Shippensburg State College; M.S., Simmons College, School of Library Science. (1970)

Keith Norton Richwine, *Professor of English*

(On sabbatical leave, first semester, 1983-84)

B.S.Ed., Shippensburg State College; M.A., Pennsylvania State University; Ph.D., University of Pennsylvania. (1962)

Harry Lewis Rosenzweig, *Professor of Mathematics*

B.S., Massachusetts Institute of Technology; M.S., University of Arizona; Ph.D., University of Virginia. (1971)

Robert William Sapora, *Associate Professor of English*

B.A., University of Illinois; M.A., Ph.D., University of Connecticut. (1971)

Ethan Abba Seidel, *Associate Professor of Economics and Business Administration*

B.A., The Johns Hopkins University; M.B.A., Wharton Graduate School, University of Pennsylvania; Ph.D., The Johns Hopkins University. (1969)

Diana Sue Singer, *Instructor in Business Administration*

B.S., Towson State University; M.B.A., Loyola College. (1983)

Herbert Charles Smith, *Associate Professor of Political Science*

B.A., Ursinus College; M.A., Ph.D., The Johns Hopkins University. (1973)

Richard Hilton Smith, Jr., *Associate Professor of Chemistry*

B.S., Washington College; Ph.D., University of Virginia. (1971)

Harold Ray Stevens, *Professor of English*

B.A., Western Maryland College; Ph.D., University of Pennsylvania. (1966)

Ronald Keith Tait, *Associate Professor of Sociology*

B.A., M.A., University of Delaware; Ph.D., University of Maryland. (1968)

McCay Vernon, *Professor of Psychology*

B.A., University of Florida; M.S., Gallaudet College; M.A., Florida State University; Ph.D., Claremont Graduate School; Litt.D., Gallaudet College. (1969)

Robert Joseph Weber, *Associate Professor of Political Science*

B.S., University of Wisconsin-Milwaukee; M.A., Ph.D., University of Maryland. (1969)

Tim Weinfeld, *Associate Professor of Dramatic Art*

A.B., Miami University; A.M., Indiana University. (1970)

Joan Rita Weyers, *Assistant Professor of Physical Education*

(On sabbatical leave, 1983-84)

B.S., Wisconsin State College at La Crosse; Ed.M., University of North Carolina at Greensboro. (1963)

Daniel Anthony Williams, *Associate Professor of Foreign Languages*

B.A., University of Maryland; M.A., Ph.D., The Johns Hopkins University. (1972)

Helen Bickel Wolfe, *Assistant Professor of Education*

B.S., State University of New York, Buffalo; M.S., Cornell University; Ed.D., State University of New York at Albany. (1980)

Laurence Ching-Fang Wu, *Assistant Professor of Philosophy*

B.A., National Taiwan University; M.A., University of Minnesota; Ph.D. University of Texas at Austin. (1976)

Peter Demerton Yedinak, *Professor of Physics*

B.S., Union College; A.M., Ph.D., Clark University. (1967)



Donald Richard Zauche, *Assistant Professor of Foreign Languages*  
B.A., Western Maryland College; M.A., Northwestern University. (1965)

Ira Gilbert Zepp, Jr., *Professor of Religious Studies*  
(On sabbatical leave, second semester, 1983-84)  
B.A., Western Maryland College; B.D., Drew Theological Seminary; Ph.D., St. Mary's Seminary and University. (1963)

## ADJUNCT FACULTY

Joretta Allwine, *Adjunct Instructor in Education*  
B.S., Towson State University; M.L.A., Western Maryland College.

Frank J. Batavick, *Adjunct Instructor in Communications*  
B.A., LaSalle College; M.A., University of Maryland.

Kyler D. Brengle, *Adjunct Instructor in Music*  
B.S., University of Maryland.

Margaret L. Brengle, *Adjunct Instructor in Music*  
B.Mus., Maryville College; M.Mus., University of Tennessee.

John B. Chenoweth, *Adjunct Instructor in Music*  
B.A., Western Maryland College.

Malcolm Davies, *Adjunct Associate Professor of Education*  
B.S., Towson State University; M.Ed., The Johns Hopkins University; Ed.D., Columbia University.

Hilbert Hughlett Dawkins, Jr., *Adjunct Instructor in Statistics*  
B.A., M.Ed., Western Maryland College.

Donna M. Evergates, *Adjunct Assistant Professor in Comparative Literature, Foreign Languages, History*  
B.A., Goucher College; Ph.D., The Johns Hopkins University.

Barbara W. Fick, *Adjunct Assistant Professor of Spanish*  
Licentiate, University of Chile; M.A., Ph.D., University of Maryland.

Janet Halman, *Adjunct Instructor in Education*  
B.A., West Liberty State College; M.Art Ed., Towson State University.

John M. Johnston, *Adjunct Associate Professor of Interdisciplinary Studies*  
B.A., Florida State University; M.A., University of Maryland.

Margaret Mack Jones, *Adjunct Instructor in Education*  
B.S., Towson State University; M.Ed., Western Maryland College.

Linda Kirkpatrick, *Adjunct Instructor in Music*  
B.M., M.M., North Texas State University.

David Kreider, *Adjunct Instructor in Music*  
B.Mus., M.Mus., Peabody Conservatory of Music.

Brian L. Lockard, *Adjunct Instructor in Education*  
B.S., Frostburg State College; M.Ed., Western Maryland College.

Medora E. Lynn, *Adjunct Instructor in Physical Education*  
Certificate, Cecchetti Council.

Jane Brady Matanzo, *Adjunct Associate Professor of Education*  
B.S., Ball State University; M.A., Ohio State University; Ph.D., University of Maryland.

Jacob A. Max, *Adjunct Assistant Professor of Religious Studies*  
B.S., M.A., The Johns Hopkins University.

Donna McPartland, *Adjunct Instructor in Education*  
B.S., Towson State University; M.Ed., Western Maryland College.

Gerard L. Miller, *Adjunct Instructor in Music*  
B.A., Western Maryland College.

J. Stephen Newmann, *Adjunct Instructor in English*  
B.A., M.A., Western State College of Colorado.

Nancy Baugh Palmer, *Adjunct Instructor in English and Comparative Literature*  
B.S., Western Kentucky University; M.A., University of Maryland.

Susan Phoebeus Panek, *Adjunct Instructor in English*  
B.A., Western Maryland College; M.A., University of Pennsylvania

Nadja D. Pats, *Adjunct Assistant Professor of Sociology & Social Work*  
B.S., University of Maryland; M.S.W., Bryn Mawr College.

Marcia Irene Roberts, *Adjunct Instructor in Music*  
B.S., Carson Newman College.

David Albert Robinson, *Adjunct Instructor in Music*  
B.Mu., Heidelberg College; Ed.M., University of Maryland.

Pamela Jane Roland, *Adjunct Instructor in Mathematics and Computer Science*  
B.S., Towson State University; M.Ed., Western Maryland College.

Belen E. Schettini, *Adjunct Instructor in Spanish*  
B.A., Havana Institute; M.Mus., Conservatory of Music, Havana, Cuba; M.A., The Catholic University of America.

Mary Lee Younger Schmall, *Adjunct Laboratory Instructor*  
B.A., Western Maryland College.

James B. Slingsluff, *Adjunct Instructor in Sociology*  
B.A., University of Pittsburgh; M.Div., Lutheran Theological Seminary of Philadelphia; M.S.W., University of Maryland.

Richard Louis Spittel, *Adjunct Instructor in Music*  
B.S., Towson State University.

Gala Stern, *Adjunct Instructor in French*  
B.A., Russell Sage College; M.A., Cornell University.

Carolyn Ruby Thacker, *Adjunct Instructor in Education*  
B.A., Bridgewater College.

Isabel Valiela, *Adjunct Assistant Professor of Spanish*  
B.A., State University of New York at Albany; M.A., New York University; Ph.D., Duke University.

Craig Randolph Vasey, *Adjunct Assistant Professor of French*  
B.A., Towson State University; M.A., Université de Paris-Sorbonne; M.A., Brown University; Doctorate, Université de Paris-Nanterre.

Charles I. Wallace, *Adjunct Assistant Professor of Philosophy and Religious Studies*  
B.A., Bowdoin College; B.D., Yale Divinity School; Ph.D., Duke University.

Lloyd Weinberg, *Adjunct Instructor in Music*  
B.S., M.Mus. Ed., University of Maryland.

Rachael Ann Wentz, *Adjunct Instructor in Education*  
B.A., Western Maryland College; M.A., Wake Forest University.

Catherine Campbell Whitehouse, *Adjunct Assistant Professor of Psychology*  
B.A., Western Maryland College; M.A., Ph.D., The Johns Hopkins University.

John T. Willis, *Adjunct Assistant Professor of Business Administration*  
B.A., Bucknell University; J.D., Harvard Law School.

Carol Lynn Magladry Wilson, *Adjunct Instructor in Physical Education*  
B.A., University of Maryland.

Charles E. Wolfe, *Adjunct Assistant Professor of Philosophy and Religious Studies*  
B.A., Northern Iowa University; B.D., Austin Presbyterian Theological Seminary; D.Min., Wesley Theological Seminary.



## ENDOWMENT

Over the years a number of alumni and friends of Western Maryland College have presented gifts that have been placed in the endowment. The college uses income from these invested funds, many of which are memorial gifts, in various ways.

### Endowed Scholarships

The following endowed scholarships are designed to assist the financial needs of students enrolled at Western Maryland. Full information is available at the Financial Aid Office.

**The William G. Baker, Jr., Scholarship Fund:** Established as a memorial to Mr. William G. Baker, Jr., for many years a devoted trustee of the college.

**The Barnes Scholarship Fund:** Established in 1981 by the will of Vivian Englar Barnes, Class of 1921, to provide scholarships for students to learn how to teach the deaf.

**The Wilmer V. Bell Memorial Scholarship Fund:** Established in memory of Wilmer V. Bell, Class of 1930, former Alumni Association President, winner of the Alumnus of the Year Award in 1970, and outstanding educator in the Baltimore area.

**The Margaret A. Bowers Scholarship Fund:** Established in 1980 in memory of Margaret Anne Bowers, Class of 1926, to assist deserving women students.

**The Bessie C. Branin Music Scholarship Fund:** Established in 1982 by the will of Bessie C. Branin, Class of 1924, for scholarship aid to a music major.

**The William W. Chase Scholarship:** Established by the late William W. Chase, M.D., of the Class of 1923.

**The Dorothy Elderdice International Student Scholarship Fund:** Established in 1979 by the friends of Dorothy Elderdice, Class of 1911, in recognition of her long devotion to the college and to her loving interest in the many foreign students who attended Western Maryland College. The scholarship is awarded annually to a worthy student from a foreign country.

**The Joseph Englar Scholarship Fund:** Established under a bequest of the late Joseph Englar, a trustee of the college from 1897 until his death in 1924. The income from this fund is to be used to assist needy students in pursuing their education.

**The Charles "Rip" and Mary Broughton Engle Scholarship Fund:** This fund was begun in 1974 as an annuity to assist a worthy student in attending Western Maryland. Both Charles and Mary Engle are of the Class of 1930.

**The Lowell S. Ensor Scholarship Fund:** Established by faculty, students, alumni, and friends to honor Dr. Ensor at the time of his retirement in 1972 as president of the college.

**The Page Etchison Memorial Scholarship:** Established by the Organized Bible Class Association, of Washington, in memory of Mr. Page McKendree Etchison.

**The Gaither Lee Fischbach, Jr., Memorial Scholarship Fund:** Established by the friends and fellow-students of Gaither Lee Fischbach, Jr., who died during his freshman year at Western Maryland College. This scholarship assists a student to prepare for the Christian ministry.

**The Richard C. Flavin, Jr., Memorial Scholarship Fund:** Established in 1981 by the friends and family of Richard C. Flavin, Jr., Class of 1950, an active member of the Board of Governors of the Alumni Association at the time of his passing.

**The Benjamin E. Fleagle Memorial Scholarship Fund:** Established by Rena F. Kennedy in 1975 in recognition of her brother, an alumnus of the Class of 1904.

**The Arthur Pue and Amanda Clark Forsyth Memorial Scholarship Fund:** Established by M.J. Grove in memory of the parents of his mother, a member of the Class of 1897.

**The Eleanor B. Gaither Memorial Scholarship Fund:** Established under the wills of Mr. and Mrs. James H. Gaither in memory of their daughter who was a member of the Class of 1940.

**The Arnold W. Garrett Memorial Scholarship Fund:** Established in 1980 by his friends and family in memory of Arnold W. Garrett, Class of 1949.

**The Hering Leister Giggard Educational Fund:** Established by Gertrude Giggard in recognition of her brother to provide scholarships to the handicapped not otherwise able to obtain a college education.

**The Reverend Frank W. Grippin Memorial Scholarship Fund:** Established in 1981 in memory of The Reverend Frank W. Grippin, Class of 1926, by his wife.

**The Anna Forsyth Grove Memorial Scholarship Fund:** Established by M. J. Grove in memory of his mother who was a member of the Class of 1897.

**The Mark Helfrich Scholarship Fund:** Established by the friends and family of Mark J. Helfrich, Class of 1980, who died in 1979 while a student at Western Maryland. The scholarship will be awarded annually to a student majoring in art.

**The James R. Hendon Memorial Scholarship Fund:** Established by the friends and family of James R. Hendon, Class of 1981, who died in 1978 while a student at Western Maryland. Because he was involved in music and varsity wrestling, preference will be given to a person involved in one or both of these activities.

**The Dorothy McDaniel Herr Memorial Scholarship Fund:** Established in memory of Mrs. Herr, an alumna of the Class of 1918 and long-time trustee of the college.

**The Hines Scholarship Fund:** Established by George Millard Hines, Class of 1925, in memory of his mother, Class of 1897, and other members of his family who attended Western Maryland College.

**The Abbie White Holland Memorial Scholarship Fund:** Established in 1981 by the family of Sarah "Abbie" White Holland, a member of the Class of 1902. The scholarship is awarded annually to a member of the senior class.

**The Alvey Michael Isanogle Scholarship:** To a student with a true interest in academic pursuits as witnessed by both attitude and scholastic achievement. Created in memory of Dr. Isanogle, long-time Dean of the School of Education.

**The Dr. and Mrs. Edgar B. Jenkins Student Loan Fund:** Established by Dr. and Mrs. Jenkins, former faculty members, to assist capable students in receiving an education.

**The Philip J. and Doris L. Jenkins Scholarship Fund:** Established by Mr. and Mrs. Jenkins in 1974, this fund provides scholarship assistance for five to ten students each year.

**The Florence Johnson Memorial Fund:** Established by Mrs. George S. Johnson in memory of her daughter of the Class of 1921. The income is used annually to provide assistance to a student preparing for full-time Christian service in music.

**The Harry C. Jones Scholarship Fund:** Established by the bequest of Prof. Harry C. Jones, a scholarship is awarded to two seniors, one in the Chemistry Department and one in the Physics Department.

**The Emma Bowen Kistler Scholarship Fund:** Established by her sister in memory of Emma Bowen Kistler of the Class of 1897.

**The Leon F. Lamb Memorial Scholarship Fund:** Established by the friends of Mr. Lamb, long-time Washington, D.C. resident, as a tribute to friendship and to assist a worthy student in completing an education.

**The Jeanine Lave Memorial Scholarship Fund:** Established in memory of Miss Lave, who was a junior at the college at the time of her death in 1974. The scholarship is awarded annually to a student majoring in art.

**The Lee Scholarship Fund:** Through a bequest of Miss Grace Lee.

**The Eva L. Lewis Memorial Fund:** Established under the will of Dr. E. Ralph Lewis, awarded to a pre-ministerial student for the junior and senior years. The award is made by the college on the basis of academic ability, qualification for the Christian ministry, and financial need.

**The Frank C. Marino Scholarship:** Under the provisions of this contribution \$250.00 is available annually to give scholarship aid to needy and deserving students. No discrimination is to be made against any person because of religious faith.

**The Mund Scholarship:** Established by Dr. and Mrs. Allan W. Mund. Dr. Mund was acting president of Western Maryland during 1970.

**The Nichols Scholarship Fund:** Established by Mrs. Laura Wilson Nichols as a memorial to her husband, The Rev. James L. Nichols, of the Class of 1925, and a former pastor of the Westminster Methodist Protestant Church. The fund has been augmented by their children to include a memorial to the sons, James H. Nichols, of the Class of 1927, and John Wilson Nichols, of the Class of 1948. The scholarship is to be used to assist a worthy student prepare for a full-time career in Christian service.

**The R.Y. Nicholson Scholarship Fund:** Established by Mrs. Altie B. Nicholson in memory of her husband, The Rev. Dr. Reuben Y. Nicholson, who was a trustee of the college from 1929 to 1947.

**The Helen E. Porter Scholarship Fund:** Established in 1983 by the will of Helen E. Porter, Class of 1917. Awarded annually to students from Wicomico County.

**The Queen Anne County Scholarship:** Established in 1975 by Julia Thomas Burleigh for residents of Queen Anne County, Maryland.

**The Lewis C. Radford Memorial Scholarship Fund:** Established in memory of Dr. Lewis C. Radford, of the Class of 1916, by his friends, family, and classmates.

**The Anne Dexter Randle Memorial Scholarship Fund:** Established by family and friends in memory of Anne Dexter Randle, Class of 1941.

**The Ridgaway-Knott Scholarship Fund:** A gift by Ethel Grace Ridgaway, who created this fund in 1978 for a deserving pre-ministerial student, in consideration of the wishes of her nephew, Clarence Knott.

**The Reverend Russell Wells Sapp Memorial Scholarship Fund:** Established in 1979 by the family and friends of Russell Wells Sapp, Class of 1923. Ordained a minister in the Methodist Protestant Church in 1925, he served a number of churches until his retirement in 1961.

**The Agnes B. and Robert D. Schreck Memorial Scholarship:** Established by family and friends in 1969.

**The Stone Scholarships:** The will of Harvey A. Stone provides that the income from the property he bequeathed to the college shall be applied to the education of male students at Western Maryland who may be pursuing a course preliminary to entering upon a theological course.

**The Bishop James H. Straughn Scholarship Fund:** Established in memory of Bishop Straughn, an alumnus of the Class of 1899, active trustee, and President of the Board from 1929 to 1949.

**The George M. Sullivan Scholarship Fund:** Established by his wife, Elna R. Sullivan, in honor of her husband, a member of the Class of 1927.

**The Surdna Foundation Scholarship Fund**

**The Dr. Charles Roberts Thomas Scholarship Fund:** This fund, established in 1968, provides scholarship assistance to needy students at the discretion of the Board of Trustees of Western Maryland. Dr. Thomas was a member of the Class of 1911.

**The G. Frank Thomas Scholarship Fund:** In memory of Mr. Thomas who graduated from Western Maryland in 1908 and was a trustee from 1951-1965. Awarded annually to residents of Frederick County.

**The Theron Barker Thompson Memorial Scholarship Fund:** Given in memory of his father by Ernest Thompson, award-winning playwright, to support scholarships for students from Carroll County pursuing studies in the field of the fine or performing arts. Dr. Thompson was a member of the faculty of the college for 13 years, 1961-1974. He retired in 1974, after a distinguished career in education in New England and at Western Maryland.

**The Metro J. Truly, Jr., Memorial Scholarship Fund:** Established in 1983 by the family and friends of Metro J. Truly, Jr., Class of 1979.

**The Maud Brown Uhrig Memorial Scholarship Fund:** Established in 1980 in memory of Maud Brown Uhrig, Class of 1927, by her family and friends.

**The Maurice S. H. Unger Memorial Fund:** Established by the will of Miss Eleanor DeForest Boteler of Baltimore, as a tribute to a prominent Carroll Countian, Maurice S. H. Unger, who was a Carroll County Educator and Superintendent for 19 years. The scholarship is awarded to Carroll County residents who have a financial need and demonstrate a strong moral character.

**The Margaret Wappler Memorial Scholarship for Applied Music:** Established by the Omicron Eta Chapter of Delta Omicron, this scholarship of \$175.00 is awarded annually to an upper-class music major making a significant contribution to music on the Hill.

**The W. Edwin Warfield Memorial Scholarship:** Provided by the Lions Club of Silver Spring, Maryland, in memory of W. Edwin Warfield, a member of the club and an alumnus of Western Maryland who died in action during World War II.

**The Roger H. Willard Memorial Scholarship Fund:** Established in 1982 by the family of Roger H. Willard, Class of 1930. The scholarship is awarded annually to a WMC student from Frederick County.

**The W. Wilson Wingate Memorial Scholarship Fund:** Established in 1981 by his sister, Carolyn, in honor of his self-sacrificing devotion to his family and his concern for and support of all young



athletes in Maryland colleges, particularly those in football, basketball, and lacrosse in Western Maryland College.

**The William R. Winslow Scholarship Fund:** The income from this fund provides three full tuition scholarships. It is the further stipulation of the donor that the recipient of the scholarship must be willing to earn money to pay for his room and board.

### **Endowed Annual Awards**

Each year the college honors outstanding students. The following endowed awards are presented during the Honors Convocation, Commencement, or on other special occasions.

**The John A. Alexander Medal:** Endowed by the Class of 1917 in memory of John A. Alexander, '17, awarded to the member of the graduating class with the best record in athletics.

**The David Brian Cross Memorial Award for Achievement in Mathematics:** The award, established in 1983, is based on performance in the William Lowell Putnam Mathematical Competition. The award, established in 1983, is given in memory of Davey Cross, Class of 1981, whose academic achievements serve as a model of excellence.

**The Lowell Skinner Ensor Memorial Award for Graduate or Professional Study:** Presented annually to that member of the graduating class whose excellence while at Western Maryland College best predicts success in attaining a graduate or professional degree. Excellence shall be based on scholarship, character, and contributions to the life of the college. Nominations for the award shall be submitted each spring by Department Chairpersons with final selection by the College Awards Committee. This award was established by family and friends in memory of Lowell Skinner Ensor, fifth President of Western Maryland College.

**The Lynn F. Gruber Medal:** Endowed by the Black and White Club (now Phi Delta Theta fraternity) as a memorial to Lynn F. Gruber, '26 given for proficiency in extracurricular activities.

**The Makosky Award for Excellence in English:** Created in 1981 by the members of the English Department to honor John D. Makosky, Dean of Faculty Emeritus. This award is given each year to an outstanding graduating senior.

**The James B. Moore Memorial Award:** To that member of the sophomore class who during his freshman year showed superior qualities of character and leadership in all phases of campus life and activity including ROTC. The award was established by the family, classmates, and friends of Lt. Col. James B. Moore, '53, who in 1967 gave his life for his country in Vietnam and who, during his student days and as an officer in the United States Army, demonstrated in an unusual fashion these same qualities of character and leadership.

**The Felix Woodbridge Morley Memorial Award:** To that member of the freshman class who by his or her development on the Hill has most happily justified admission to the college community. The award was established in 1952 by Mr. and Mrs. Felix Morley in memory of their son, who was a freshman at the college during the academic year 1951-1952.

**The Philip and Azalea Myers Award for Creativity in English:** Created in 1979 by Philip Myers in loving memory of his wife Azalea (Sally) Myers, Class of 1914, to an outstanding senior in the English Department.

**The John D. Nawrocki Memorial Award:** Established in 1979 by his teammates, fraternity brothers, and friends in honor of John D. Nawrocki, Class of 1977.

**The Western Maryland Norman E. Sartorius Gift and Citation:** Established in 1982 by the will of Dr. Norman E. Sartorius, Class of 1900. To be awarded every other year to a student who has contributed the most toward the moral and spiritual uplift of the Western Maryland student body.

**The M. Louise Shipley Art Award of Excellence:** Given to the outstanding graduating senior art major, the award recognizes the services of the long-time chairman of the Art Department.

**The Esther Smith Award:** Given annually to a graduating senior who during four years at W.M.C. has displayed a high degree of creativity in the arts (drama, music, or art) and who also is respected by both faculty and students for his or her contribution to the human welfare of the college. This combination of qualities was uniquely characteristic of Esther Smith and endeared her to the entire college community during her 44 years as a member of the Dramatic Art Department.

**The Hugh Barnette Speir, Jr., Prize:** Given to the student showing greatest excellence in European History. It was established by the parents of Hugh Barnette Speir, Jr., of the Class of 1945, who was killed in World War II while serving with the armed forces in Germany.

**The James Stephens Memorial Award:** Income from the fund is to provide a trophy to the outstanding football player as voted by his teammates. Named in honor of James C. Stephens, Class of 1964.

**The H.P. Sturdivant Biology Award:** Established in 1973 at the retirement of Dr. Sturdivant as chairman of the Biology Department. Awarded to the senior biology major who displays the following qualities: academic excellence, dedication to the liberal arts philosophy, and unselfish service.

**The United States History Award:** Established through a bequest of Mr. H. Peyton Gorsuch for students excelling in United States history.

**The Michael L. Waghelstein Memorial Award:** To that male member of the graduating class who demonstrated to the greatest extent the following attributes: military proficiency and leadership potential; athletic ability; sincerity; zest for living; and loyalty to country, college, and friends. The award was established in 1970 by the family, classmates, and friends of Captain Michael L. Waghelstein, '67, who during his student days and as a Regular Army officer, demonstrated and was recognized for these characteristics.

**The Barry A. Winkelman Memorial Award:** Granted to a male student beginning his junior year who has been accepted for advanced ROTC, has evidenced academic and athletic ability, and exhibits certain characteristics reminiscent of Captain Winkelman, '55, who was an Army pilot at the time of his death.

**The Bates Prize:** In memory of The Rev. Laurence Webster Bates, D.D., a gold medal is awarded to the member of the graduating class who has made the best record during the undergraduate course as a college man.

**The Mary Ward Lewis Prize:** Founded in 1920 by the Browning Literary Society in honor of the wife of the second president of the college, a gold medal is awarded to the member of the graduating class who has made the best record during her undergraduate course as a college woman.



## **Other Endowed Funds**

Within the endowment of Western Maryland College are a number of funds donated by alumni and friends to support the financial strength of the college. Such contributions provide library acquisitions, student loans, and various discretionary funds.

**The F. Murray Benson Memorial Fund**

**The Dunning Memorial Fund**

**The John T. Birdie S. Ensor Memorial Fund**

**The Eileen C. Henze Memorial Fund:** Established in 1981 by the will of Eileen C. Henze, Class of 1938, in support of the English Department.

**The Margaret Reisler Kishbaugh Memorial Fund**

**The Makosky Book Collection Fund:** Created in 1976 by alumni and friends of John D. Makosky, Academic Dean Emeritus. This fund is used each year to purchase books selected by the English Department for Hoover Library.

**The Sally Bridges Meyls Memorial Fund**

**The Oscar Lafayette Morris Library Memorial Fund:** By the will of Oscar Lafayette Morris, the college came into possession of a bequest which has been set apart as a special endowment for the library.

**The Col. Harry A. Patterson Memorial Fund**

**The Duane L. Peterson Memorial Fund**

**The William Ridington Library Fund**

**The E. McClure Rouzer Memorial Fund:** Established by E. McClure Rouzer, a member of the Class of 1907 and longtime benefactor and trustee of Western Maryland College.

**The Frank E. Shipley Memorial Fund**

**The Laura F. Stainaker Scholarship Loan Fund:** Established in memory of Miss Laura F. Stainaker of the Class of 1881. Loans from this fund are available to worthy students on a non-interest bearing basis and are repayable within a ten-year period after graduation.

**The Grace T. Stewart Memorial Fund**

**The James Thompson Memorial Fund:** Through a gift made by Dr. and Mrs. William J. Thompson in memory of Dr. Thompson's father. The Rev. James Thompson of the Maryland Conference of the former Methodist Protestant Church. The income from this endowment is used for the purchase of books for the Departments of Psychology and Philosophy and Religious Studies.

**The Joseph S. Whiteford Fund:** This fund has furnished and endowed a suite of rooms in Albert Norman Ward Hall to be occupied by two worthy young men without charge.

**The Whitfield History Scholarship Fund**

**The Jacob O. Williams Memorial Fund**

**The Mr. and Mrs. William R. Woodfield, Sr., Fund**

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Western Maryland College admits students of any race, color, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, religion, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other college-administered programs.

Western Maryland College does not discriminate on the basis of sex in the educational programs or activities which it operates and is required by Title IX of the Education Amendments of 1972 and regulations of the Office of Civil Rights of the Department of Education not to discriminate in such a manner. The requirement not to discriminate extends to employment at Western Maryland College. Inquiries concerning Title IX can be referred to the Title IX coordinator, Western Maryland College.

Western Maryland College does not discriminate on the basis of handicap in admission or access to the college, in treatment or employment, or in the educational programs or activities which it operates, in compliance with the Section 504 of the Rehabilitation Act of 1973. Inquiries concerning this section can be referred to the Section 504 coordinator, Western Maryland College.

# Western Maryland College

Westminster,  
Maryland  
21157

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