Annual Report 2011-2012
Executive Summary
School of Humanities and Social Sciences

The largest of the College’s six schools, the School of Humanities and Social Sciences, encompasses eight different departments (communication, English, history, philosophy, political science, psychology, religious studies, and sociology/anthropology) and offers majors in urban studies and women’s and gender studies, and 18 interdisciplinary minors.

HSS is the College’s interdisciplinary keystone because its reach is so wide in its contributions to the Honors Program, First-Year Experience, and study abroad, to name a few. This executive summary provides a look at the School of Humanities and Social Sciences today, including highlights of this year’s faculty accomplishments in teaching, publishing, as well as student achievements in research and awards. For more detailed descriptions of departmental contributions to each College initiative, please refer to the respective department reports in the attached addenda.

HSS: BY THE NUMBERS

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>167</td>
<td>HSS Roster Faculty in 2011-2012</td>
</tr>
<tr>
<td>89,682</td>
<td>Number of Credit Hours Generated in HSS</td>
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<tr>
<td>730</td>
<td>Number of Majors Graduated in HSS</td>
</tr>
<tr>
<td>2,412</td>
<td>Declared Majors in HSS</td>
</tr>
<tr>
<td>56</td>
<td>Number of Graduate Students Graduated in HSS</td>
</tr>
<tr>
<td>297</td>
<td>Declared Graduate Students in HSS</td>
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School of Humanities and Social Sciences
2011-2012 Roster Faculty By Department

2011-2012 Credit Hours Distribution
2011-2012 Declared Undergraduate Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
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<tbody>
<tr>
<td>ANTH</td>
<td>125</td>
<td>35</td>
</tr>
<tr>
<td>COMM</td>
<td>739</td>
<td>200</td>
</tr>
<tr>
<td>ENGL</td>
<td>225</td>
<td>67</td>
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<tr>
<td>HIST</td>
<td>174</td>
<td>56</td>
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<tr>
<td>PHIL</td>
<td>46</td>
<td>21</td>
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<tr>
<td>POLS</td>
<td>327</td>
<td>107</td>
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<tr>
<td>PSYC</td>
<td>518</td>
<td>163</td>
</tr>
<tr>
<td>RELS</td>
<td>39</td>
<td>156</td>
</tr>
<tr>
<td>SOCY</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>URST</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>WGST</td>
<td>38</td>
<td>12</td>
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2011-2012 Graduates by Major

- ANTH, 35
- COMM, 200
- ENGL, 67
- HIST, 56
- PHIL, 21
- POLS, 107
- PSYC, 163
- RELS, 15
- SOCY, 42
- URST, 12
- WGST, 12
2011-2012 Graduate Students Declared

2011-2012 Graduates by Major
School of Humanities and Social Sciences  
Three Year History of External Grants Awarded

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Communication</td>
<td>0</td>
<td>4,000</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>4,400</td>
<td>0</td>
<td>11,500</td>
</tr>
<tr>
<td>History</td>
<td>8,124</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Philosophy</td>
<td>185,553</td>
<td>25,000</td>
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<tr>
<td>Political Science</td>
<td>75,641</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Psychology</td>
<td>430,423</td>
<td>1,468,140</td>
<td>105,000</td>
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<tr>
<td>Riley Center</td>
<td>112,064</td>
<td>16,176</td>
<td>22,967</td>
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<tr>
<td>Sociology &amp; Anthropology</td>
<td>1,500</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total Humanities &amp; Social Sciences</strong></td>
<td><strong>817,705</strong></td>
<td><strong>1,513,316</strong></td>
<td><strong>139,467</strong></td>
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### 2011-2012 Proposals Submitted

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<tr>
<th>Department</th>
<th>Principal Investigator</th>
<th>Project Title</th>
<th>Requested Amount</th>
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<tbody>
<tr>
<td>English</td>
<td>Francis, Consuela</td>
<td>African American History and Culture Book Discussion Series: An NCBS Community Education and Civic</td>
<td>$4,400</td>
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<tr>
<td></td>
<td></td>
<td>Engagement Grants Program Proposal</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Akin, Yigit</td>
<td>WWI in Middle East Summer Institute Stipend</td>
<td>$1,924</td>
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<tr>
<td>History</td>
<td>Coy, Jason</td>
<td>English Diaspora Project</td>
<td>$12,400</td>
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<tr>
<td>Philosophy</td>
<td>Nadelhoffer, Thomas</td>
<td>The Psychology of Free Will: Beliefs About Free Will and Behavioral Effects of Altering Those Beliefs</td>
<td>$26,622</td>
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<tr>
<td>Political Science</td>
<td>Delfeld, Helen</td>
<td>Savages, Victims, Saviors, and Their Engagement in the Neoliberal Processes</td>
<td>$30,969</td>
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<tr>
<td>Political Science</td>
<td>Watson, Annette</td>
<td>CAREER: Hunting Where the Ducks Are: First World Political Ecology and its Place-Based Subsistence</td>
<td>$524,594</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practices, Values, and Environmental Knowledges</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>Watson, Annette</td>
<td>Teaching to Monitor, Learning Environmental Justice: Water Quality Impacts on the Gullah-Geechee</td>
<td>$60,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subsistence Fishery</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>Watson, Annette</td>
<td>Traditional Ecological Knowledge of Moose, Other Wildlife Species, and Climate Change in Allakaket/Alatna</td>
<td>$41,854</td>
</tr>
<tr>
<td>Psychology</td>
<td>May, Cynthia</td>
<td>REACH Student Scholarships</td>
<td>$12,000</td>
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<tr>
<td>Psychology</td>
<td>Swickert, Rhonda</td>
<td>RUI: Personality, Social Integration, and Positive Well-being in a class of Entering Freshmen</td>
<td>$361,751</td>
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<tr>
<td>Religious Studies</td>
<td>Irwin, Lee</td>
<td>The History of Reincarnation Theories in Metaphysical America</td>
<td>$21,000</td>
</tr>
<tr>
<td>Riley Center</td>
<td>Key, Janet</td>
<td>KICA Election Ballot for 2012 Annual Meeting</td>
<td>$7,665</td>
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<tr>
<td>Riley Center</td>
<td>Stewart, Kendra</td>
<td>Collaborative Evaluation of Know-Z Project in Cherokee County</td>
<td>$40,000</td>
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<tr>
<td>Sociology &amp; Anthropology</td>
<td>Burkett, Tracy</td>
<td>From Farm to Table: Forging Partnerships and Practices for Sustainable Agricultural Distribution</td>
<td>$33,341</td>
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<tr>
<td></td>
<td></td>
<td>and Consumption in South Carolina</td>
<td></td>
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<tr>
<td><strong>Total HSS</strong></td>
<td></td>
<td></td>
<td><strong>$1,178,520</strong></td>
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HSS FACULTY AWARD-WINNERS

HSS faculty are standouts at the College, in their profession, and they achieve national and international recognition. And, they’re successful at securing grants. One department, for example: In 2011 the grant dollars awarded to projects involving Psychology Department faculty was $1,468,140. This amount was the third highest of any academic department and represented 97% of the grant awards to HSS.

Below are highlights of our outstanding HSS faculty:

COLLEGE-WIDE AWARDS

• Moore Quinn (Anthropology): Outstanding Library Liaison Award at the College

• Joe Kelly (English): The President Leo I. Higdon Outstanding Leadership Award

• Scott Peeples (English): Distinguished Advising Award

• Annette Watson (Political Science): Nominated for the Diversity Woman of the Year Award by the Office of Diversity

• Tracy Burkett (Sociology): Distinguished Teaching Award

• The 2012 Excellence in Collegiate Education and Leadership (ExCEL) award-winners:

  Faculty of the Year
  • Von Bakanic, a professor of Sociology
  • Doug Ferguson, a professor of Communication (M.A. program)

• Kevin Keenan (Political Science): Advisor of the Year Award by the S.A.L.A. (Student Activism & Leadership Achievement) Awards Selection Committee. This Award “recognizes a faculty or staff advisor who has consistently demonstrated a commitment to student development and leadership practice while fostering such growth in students.”

PROFESSIONAL AWARDS

• Moore Quinn (Anthropology) Nominated for the South Carolina African American Commission’s Preserving Our Place in History Project Award, South Carolina African American Commission (SCAAC).

• Michael Lee (Communication) awarded the Top Competitive Paper, National Communication Association.
• Emily Rosko (English) received the University of Akron Award for Prop Rockery.

• Myra Seaman (English) received the PROSE Award (The American Publishers Awards for Professional and Scholarly Excellence) for Best New Journal in Humanities and Social Sciences, to postmedieval, 2011.

• Scott Poole (History) published Monsters in America with Baylor University Press. It has subsequently won the John G. Cawelti award from the Popular Culture Association and been named to the “Best of the Best” list. This is a list of the 15 of the best books published by University presses compiled by the American Association of University Presses and discussed at the annual American Library Association meeting.

• Hollis France (Political Science) received a $3,216 Research and Faculty Development Award to conduct a biodiversity research in Guyana: “Sustainable Livelihoods: Cassava Income Generating Enterprises.”

• Kevin Keenan (Political Science) received a $1,500 grant for the GIS Learning Community that he is designing with Deborah Auriffeille (Sociology and Urban Studies). The grant will support additional training in GIS to respond to student research interests as those interests develop in the class.

• Alex Sanders (Political Science) received the Commitment to Justice Award from the Center for Heirs Property, an organization that serves, supports and empowers heirs property that was either purchased or deeded to African Americans following the Civil War.

• Tom Ross (Psychology) Nominated for President of the Southeastern Psychological Association.

NATIONAL RECOGNITION

• Yigit Akin (History) earned a yearlong fellowship at the Wissenschaftskolleg zu Berlin. In addition, he participated in this summer’s NEH Seminar, World War One in the Middle East.

• Helen Delfeld (Political Science) received a $32,790 AsiaNetwork grant.

• Jordan Ragusa (Political Science) received a $2,000 Congressional Research Award (The Dirksen Center).

• Annette Watson (Political Science) received a $106,000 federal grant administered by the South Carolina Sea Grant Consortium.

• Mark Hurd and Susan Simonian (Neuroscience, Psychology) wrote and submitted a Neuroscience proposal which won a national award from the American Psychological Association’s Board of Educational Affairs. The award recognizes education and training programs that are advancing interdisciplinary, multidisciplinary or interprofessional teaching, research or practice in psychology. The College was one of only two undergraduate education
programs in the United States to be honored by the APA.

HSS RESEARCH AND DEVELOPMENT

Below are highlights of faculty accomplishments in the areas of scholarship, pedagogical innovation, and service to the College. Gathered at the end of the School of Humanities and Social Sciences “Executive Report” is the impressive list of extensive scholarship of HSS faculty.

HSS PUBLICATIONS AND SCHOLARSHIP BY THE NUMBERS

HSS faculty continue to produce publications and scholarship of the highest quality and in numbers that defy the relatively heavy teachings loads most faculty carry. Last year, faculty produced the following:

- 8 Books published
- 81 Refereed articles
- 147 Conference presentations
- 132 Editorial
- 80 Other

Below are the titles of the 8 books published by HSS faculty this year:

**Douglas A. Ferguson**

**Lynne E. Ford**

**Chris J. Lamb**

**June E. McDaniel**

**Emily Rosko**

**Michael Stern**
Stern, M. A Multidimensional Examination of Contemporary Social Issues, (Cognella).

**Kendra B. Stewart**
Here are some highlights from the 81 refereed articles published this year:

**Anthony J. Bishara**


**Timothy J. Coates**

**Margaret J. Cormack**

**William F. Danaher**

**Bonnie D. Devet**

**George E. Dickinson**

**Adam Doughty**

**Douglas A. Ferguson**

**Merissa Ferrara**

**P. Brian Fisher**

**Chad M. Galuska**

**Jim B. Hittner**
Rhonda S. Hittner

Brad R. Huber

Mark W. Hurd

Kevin Keenan

Jenifer Kopfman

Michael J. Lee

Nam-Jin Lee

Simon K. Lewis

Kim O. May

Amy T. McCandless

June E. McDaniel

Leigh M. Moscovitz

Alison Piepmeier
Kathleen B. Rogers
Rogers, K. B. “A kind of necessary inhumanity”: cultivating negative capability through the clinical gaze., *Studies in the Humanities*.

Emily Rosko


Lisa T. Ross

Tom P. Ross

Brenda S. Sanders

Barry L. Stiefel

Catherine E. Thomas

John J. Widholm

Jen Wright

Here are some highlights from the 147 conference presentations and invited lectures made by HSS faculty this year:

**John E. Bruns**

**Margaret J. Cormack**
Margaret J. Cormack, Missionaries, Saints and the Christianisation of Europe in the Middle Ages, “Saints, Missionaries, and Icelandic Christian Identity,” CREDO, Paderborn, Germany. (March 2012).

**Claire P. Curtis**
Claire P. Curtis, Society for Utopian Studies Annual Meeting, “Accommodating Utopia: Finding a Place at the
Table in “Antonia’s Line,” Society for Utopian Studies, State College, PA. (October 2011).

**George E. Dickinson**

**Louise M. Doire**

**Edmund L. Drago**

**Douglas A. Ferguson**
Douglas A. Ferguson, A Salute to Student Affairs, “Connecting with Students on Other Emerging Social Networks,” Student Affairs COFC, Stern Center. (May 2012).

**Todd Grantham**
Todd Grantham, Workshop on Integration in Biology, “Is Integration a Regulative Ideal?,” SSHRC (Social Sciences and Humanities Research Council of Canada), University of Minnesota. (November 2011).

**Ned C. Hettinger**

**Katie M. Hladky**
Kathleen M. Hladky, Florida State University Graduate Symposium, “Respondant,” Tallahassee, Florida. (February 2012).

**Heath C. Hoffmann**

**Lee Irwin**
Lee Irwin, The Cry of Humanity, Seven Pillars House of Wisdom, Ney York City. (February 2012).

**Kevin Keenan**
Kevin Keenan, Pedagogy talk, “Listening to our students: Understanding how they learn research methods in geography,” Department of Political Science, College of Charleston. (March 2012).

**Joe P. Kelly**

**Amy Kolak**

**Chris J. Lamb**
Amy T. McCandless

June E. McDaniel

Jonathan A. Neufeld

Alison Piepmeier

Moore M. Quinn

Jordan M. Ragusa

John H. Rashford

Elijah T. Siegler

Kendra B. Stewart
Kendra B. Stewart, Rural Leadership Institute, “The Power of Ideas,” Francis Marion University, Florence, SC. (November 2011).

Catherine E. Thomas

Idee C. Winfield


Von Y. Bakanic

Vince L. Benigni
Vincent L. Benigni, NCAA Faculty Athletics Representatives Institute, National Collegiate Athletic Association, Indianapolis, IN. (May 2012).
Anthony J. Bishara

Tracy L. Burkett

Timothy D. Carmichael

Chih-Yun Chiang

Julie A. Davis

Bonnie D. Devet

Mike Duvall

Mia Fischer

P. Brian Fisher

Dan L. Greenberg

Maureen A. Hays

Tom E. Heeney

John R. Huddlestun
John R. Huddlestun, Jewish Studies Brown Bag, “‘Balaam the Diviner: The Defection of a Prophetic Hired Gun’,”
Jewish Studies Program, College of Charleston. (November 2011).

**Jenifer Kopfman**

**Celeste C. Lacroix**

**Michael J. Lee**

**Glenn Lesses**
Glenn S. Lesses, Sabbatical Lecture, “‘Austere Affections’.” (March 2012).

**Guoli Liu**

**David M. Moscowitz**
David M. Moscowitz, 50 Years: Still Setting the Pace (year-long series), “Screening and Discussion of Primary Colors,” University of South Carolina Aiken 50th Anniversary, Aiken, SC. (March 2012).

**Scott Peeples**

**Hector N. Qirko**

**Michael E. Reardon**
Michael E. Reardon, Nikki C. Townsley, Annual Meeting, “Gender Bending and Bending Gender: (Re)Creating Aesthetic Realities of Organizational Practice,” National Communication Association, Atlanta, GA.

**Sarah M. C. Robertson**

**Kathleen B. Rogers**

**Emily Rosko**

**Amanda Ruth-McSwain**
Amanda Ruth-McSwain, Mia Fischer, 2011 NCA 97th Annual Convention, “‘Tell Me What Company Thou Keepst,”

Brenda S. Sanders
Brenda S. Sanders, South Carolina Activity Professionals Association, “Gerontology 101,” SCAPA, Charleston SC.

Myra J. Seaman

Michael Stern

Barry L. Stiefel

Elena C. Strauman

Anthony Varallo
Anthony Varallo, Associated Writing Programs Conference, “Presenter,” Associated Writing Programs, Austin, TX.

Chris Warnick

Robert G. Westerfelhaus

Claire B. Wofford

Below are some of the 132 editorial positions held by HSS faculty last year:

Von Y. Bakanic

Jennifer A. Baker

Vince L. Benigni

Anthony J. Bishara

John E. Bruns

Timothy D. Carmichael
Editor, “H-AFRICA,” H-NET.

Chih-Yun Chiang

Timothy J. Coates
Associate Editor, “Portuguese Studies Review.” (January 1997 - Present).

Margaret J. Cormack

Claire P. Curtis
Invited Manuscript Reviewer or Referee, Continuum Publisher. (September 2011 - October 2011).

George E. Dickinson
Douglas A. Ferguson


P. Brian Fisher


Chad M. Galuska


Beth C. Goodier


Todd Grantham

Dan L. Greenberg

Jim B. Hittner

Rhonda S. Hittner

Sheridan L. Hough

Brad R. Huber
Grant Reviewer—Ad Hoc, Cultural Anthropology Program, National Science Foundation. (November 2011 - December 2011).


Lee Irwin
Kevin Keenan


Amy Kolak


Editorial Board Member, “Family Relations.” (August 2008 - December 2012).


Jenifer Kopfman

Chris J. Lamb


Michael J. Lee


Glenn Lesses
Invited Manuscript Reviewer or Referee, “Ancient Philosophy.”

Guoli Liu

Cindi P. May

Editorial Board Member, “Psychology and Aging,” APA. (January 2006 - Present).

June E. McDaniel

Other, “Tenure review, Dept. of Religious Studies,” University of Virginia. (July 2011).
David M. Moscowitz

Invited Manuscript Reviewer or Referee, “Communication, Culture and Critique.” (January 2012).

Jonathan A. Neufeld

Richard Nunan

Scott S. Peeples
Editor, “Literary Criticism in Perspective (Book Series),” Camden House, an imprint of Boydell and Brewer. (August 2003 - Present).

Scott Peeples


Alison Piepmeier


William S. Poole

Hector N. Qirko
Invited Manuscript Reviewer or Referee, “ms entitled Grandparent Sexual Abstinence: Culture, Fertility Control and Evolution,” Medical Anthropology Quarterly. (July 2011).

Jordan M. Ragusa


John H. Rashford

Amanda Ruth-McSwain

Myra J. Seaman

Elijah T. Siegler

**Elena C. Strauman**

**Robert G. Westerfelhaus**


**Idee C. Winfield**
Invited Manuscript Reviewer or Referee, “Gender & Society.” (July 2011).

Below are some of the 80 book chapters, book reviews, poems, short stories, performances, etc., by HSS faculty last year:

**Timothy J. Coates**
Coates, T. J. Beyond “The Church Militant” and “Portuguese Society in the Tropics” to the misericórdia, câmara and other Institutions Awaiting Scrutiny. In Stuart Schwartz and Eric Myrup, Brasil e o império Português (São Paulo, SP: EDUSC), 393-408.


**Margaret J. Cormack**


**Jason P. Coy**

**William F. Danaher**


**Bonnie D. Devet**
*Online Publication*

**George E. Dickinson**
*Anthology*

**Edmund L. Drago**
Online Publication

Arthur A. Felts
Journal Article, Academic Journal

Douglas A. Ferguson

Hollis M. France
Journal Article, Academic Journal

Valerie D. Frazier
Encyclopedia Entry
Frazier, V. D. Maud Martha. In Mathew J. Bruccoli, Judith S. Baughman, and Charles Brower, Encyclopedia of Great American Characters (Manly, Inc.).

Chad M. Galuska
Instructor’s Manual

Beth C. Goodier

Maureen A. Hays

Ned C. Hettinger

Mark W. Hurd
Journal Article, Academic Journal

Lee Irwin
Online Publication

Jenifer Kopfman

Chris J. Lamb
Newspaper

Newspaper

Nam-Jin Lee

Simon K. Lewis

Mark Long
Translation

Kim O. May
Journal Article, Academic Journal

Journal Article, Academic Journal
May, K. O. Symptom Exaggeration by College Adults in Attention-Deficit Hyperactivity Disorder and Learning Disorder Assessments.

June E. McDaniel


David Parisi

Alison Piepmeier

Hector N. Qirko

Moore M. Quinn
Magazine/Trade Publication

Performance/Exhibition

John H. Rashford

Kathleen B. Rogers
Rogers, K. B. Review, Daybooks of Discovery: Nature Diaries in Britain, 1770-1870.. In, Eighteenth Century Critical Biography.

Amanda Ruth-McSwain

Myra J. Seaman

Elijah T. Siegler

Barry L. Stiefel

Robert G. Westerfelhaus

Jen Wright

HSS SERVICE AND OUTREACH
HSS faculty have long been the workhorses of the College’s shared governance system, taking on time-consuming but essential duties in service to their colleagues and the institution. Below are some highlights of that service:

SERVICE TO THE COLLEGE

• Maureen Hays (Anthropology): Served on the Dixie Plantation Strategic Planning Committee, Archaeology Minor Steering Committee, and Committee on First Year Experience.
• Hector Qirko (Anthropology): Honor Board advisor

• Lynn Cherry (Communication): Faculty Speaker, E-Portfolio Task Force Committee, Students of Concern Committee, Faculty Marshal (Fall 2011)

• Tom Heeney (Communication): American Studies (Director), AAUP (President, College of Charleston Chapter), NEH Summer Stipend Competition (reviewer for internal competition)

• Jenifer Kopfman (Communication): Committee to create major in Public Health (co-chair), IRB Committee (Vice Chair), Committee on Student Affairs and Athletics, Assistant Faculty Marshal, Undergraduate Research and Creative Activities Grant Review Committee, Zeta Tau Alpha Faculty Advisor

• Celeste Lacroix (Communication): Office of International Education and Programs – Scholarship Committee Member, Women’s & Gender Studies Steering Committee, Study Abroad Director, Faculty Advisory Committee to the President

• David Moscowitz (Communication): Safe Zone Faculty Ally, Jewish Studies Advisory Committee, Film Studies Steering Committee, Women’s and Gender Studies Curriculum Committee (chair), Women’s and Gender Studies Executive Committee, African-American Steering Committee, Film Club Faculty Advisor, Film Studies Interim Director

• Leigh Moscowitz (Communication): Learning Spaces Task Force, Gay-Straight Alliance Faculty Advisor, Women’s and Gender Studies Faculty Affiliate

• Amanda Ruth-McSwain (Communication): Bully Pulpit Series (Director), Faculty Welfare Committee, Dean’s Search Committee for North Campus, Public Relations Student Society of America Faculty Advisor, Faculty Welfare Committee

• Christophe Boucher (History): Assistant Faculty Marshal, Editorial Board, Chrestomathy: Annual Review of Undergraduate Research at the College of Charleston

• Jason Coy (History): Campus Graduate Council, Tenure and Promotion Advisory Committee (Chair)

• Gao Bei (History): Faculty Senator, College Library Committee, Asian Studies Steering Committee

• Assan Sarr (History): Organizing committee for the African Literature Association (Annual Conference to be hosted by the College of Charleston in fall, 2012)

• Todd Grantham (Philosophy): Dean’s Search Committees for School of Humanities and Social Sciences

• Larry Krasnoff (Philosophy): Jewish Studies Program (Associate Director), Pre-law Advisor

• Claire Curtis (Political Science): General Education Committee (chair), and served on the HSS Search Committee, the Ad Hoc Committee on Degree Completion, the Women and Gender Studies Executive Committee, and served in the Faculty Senate.
• **John Creed (Political Science)**: made presentations to the Center for Creative Retirement, Americans for Informed Democracy, the Unitarian Church, Lowcountry Senior Scholars, Campus AID, and the Honor’s College Aiken fellows. He also served on the Honors Committee and on the Honor’s Dean Search Committee.

• **Jo Ann Ewalt (Political Science, MPA)**: worked with Charleston County School District on “Achieve Classroom Excellence” (ACE), a grant funded educator evaluation program. She also serves as the community representative for the Buist Academy School Improvement Council. She also served on the HSS Dean search committee.

• **Hollis France (Political Science)**: served on the African-American Studies Steering Committee, the Women and Gender Studies Steering Committee and Latin American and Caribbean Studies Steering Committee. She also served as advisor to the Black Student Union and ONE.Org. In the fall she became the Chair of the faculty and staff Labor Day Celebration Committee.

• **Alex Sanders (Political Science)**: serves on the Boards of Project SEED, the Nature Conservancy, the Harry Lightsey Society, the SC Higher Education Foundation, the Donald W. Reynolds National Center for Courts and media, the Lowcountry Initiative for the Literary Arts, the Death Penalty Research and Defense Center, and the SC Library.

• **Kendra Stewart (Political Science, Riley Center)**: served on the Faculty Senate Budget Committee, the Provost’s Academic Advisory Council, the Board of Trustees Finance Committee, the Provost’s task force on degree completion. She has also served as a SURF grant reviewer, a Truman Award selection panel member, a McNair Scholars presenter, a PMI applicant screener and advisor to the MPA Student Association, the ADPi sorority and SAE fraternity.

• **Dan L. Greenberg (Psychology)**: served on the Faculty Curriculum Committee (chair), and the Faculty Committee on Academic Standards.

• **Amy Kolak (Psychology)**: served on the Institutional Review Board, Assessment and Institutional Effectiveness Committee, and as an internal grant proposal reviewer for SURF Grants.

• **John Huddlestun (Religious Studies)**: Faculty senator, and served on the HSS Dean’s Executive Committee, and is contributor to Brown Bag lunches in Jewish Studies.

• **Katie Hladky and Todd LeVasseur (Religious Studies)**: During the fall 2011 “Diversity Week”, they hosted a film series on “Queering and Querying Religion. This is the department’s second consecutive year participating in the Diversity Week outreach program.

• **Deborah Auriffeille (Sociology, Urban Studies)**: Urban Studies program (director); served on the Environmental Studies Minor Committee, Committee for Re-envisioning the Riley Center.

• **Tracy Burkett (Sociology)**: Served on the Honors Program Advisory Board (advisor), College Retention Committee (Data Group), and Sustainability and Recycling Committee.
SERVICE TO THE COMMUNITY

• **Beth Goodier (Communication):** Capital Campaign Committee Member (Communication & Outreach) Charleston Catholic School

• **Chris Lamb (Communication):** Mentor, Senior Thesis, Academic Magnet

• **David Moscowitz (Communication):** Film Studies Facilitator for *Tracing History*

• **Elena Strauman (Communication):** Speak Up for Horses (Communication Consultant), Alternative Options for Horses (Internet Board Administrator)

• **Bernard Powers (History):** Member of the following public committees:
  - Historic Charleston Foundation, Aiken Rhett House Committee
  - City of Charleston Commission on Tourism
  - Fort Sumter-Fort Moultrie Trust Sesquicentennial Committee
  - South Carolina Hall of Fame Board of Trustees

• **Jen Baker (Philosophy):** Serves on three different committees at the Medical University

• **Marguerite Archie Hudson (Political Science):** Member of the Board of Directors of the Coastal Community Foundation and the N.E.W. Fund Committee (seeks funding for community projects in low-income rural communities); SC Chapter of the Links, Inc. (chair); policy advisor to the Jenesse Center, an organization providing support and advocacy for victims of domestic violence.

• **Michael M. Marcell (Psychology):** Martin Luther King Day Challenge (faculty facilitator since 2006), and led a team of students in building a wheelchair ramp at Wadmalaw Island.

• **John Rashford (Sociology):** Charleston Museum (President of the Board)

OUTREACH

Read below to discover a sampling of the different types of outreach our HSS majors feature in their programs:

**Communication**

**Bully Pulpit:** The Bully Pulpit series kicked into full gear in Fall 2011 with campus visits by former Governor Buddy Roemer and Senator John Huntsman. We were pleased to partner with Representative Tim Scott to sponsor the Fox News special. Later that same week, the Bully Pulpit series facilitated several CNN Broadcasts from campus including Anderson Cooper Live and TITLE with Erin Burnett. Days later, we welcomed Senator Ron Paul and comedian Stephen Colbert for his “campaign” with runningmate Herman Cain.

**Majors Meetings & Chat with the Chair:** We host majors meetings once per semester and monthly “Chat with the Chair” sessions to facilitate open communication with current and
prospective majors. This spring, we also instituted mandatory advising for all majors to ensure a smooth transition from the old to the new curriculum.

English
- Carol Ann Davis’ work organizing poetry writing groups at Burke High School and her sponsorship of Poetry Out Loud
- Kathy Beres Rogers’ work with the Medical Humanities Reading Group at MUSC
- Simon Lewis’ work with the Rice Project, the Jubilee Project, and Campus Bamboozle
- Joe Kelly’s work on the Diversity Commission
- Amy Mecklenburg-Faenger’s work with the Trident Literacy Council
- Alison Piepmeier’s involvement with REACH
- Meg Scott Copses teaching of the Clemente Course

History
Christophe Boucher (History): Guest speaker, “Realities, Misconceptions, and Stereotypes about Native Americans”, organized by the Army Corps of Engineers, 69A Hagood Avenue, December 2, 2011

Bernard Powers (History): Delivered the following public presentations:
- “Charleston and the Trans-Atlantic Slave Trade” The Old Exchange Building, February.
- “The Truth About the Civil War” an NAACP “Teach In” College of Charleston, April
- “An Uneven path to Segregation: Aftermath of the War in Charleston” Furman University-The Riley Institute Program on the Legacy of the Civil War and the Long Road to Civil Rights, August.

Political Science
Our faculty is engaged with the College and Lowcountry community in a myriad of ways.
- Jordan Ragusa and Kendra Stewart are regular contacts for local media.
- Marguerite Archie Hudson serves on a wide range of service and advocacy organizations in the area.
- Graduates of our Master of Public Administration and Master of Environmental Studies programs occupy key positions in government and nonprofit agencies throughout the area.
- Annette Watson’s research is conducting unprecedented field research among often neglected or stereotyped coastal residents and communities.
- Kevin Keenan, Annette Watson, and Hollis France lead students on field trips throughout the Lowcountry in ways that link global trends to local economies and ways of life.

Psychology
The Psychology Department engages in community outreach initiatives through a variety of direct/formal and informal means. For example, our internship training program has established
formal relationships with organizations that serve special populations and underserved populations (e.g., SC Department of Disabilities – Autism Division, the WINGS for Kids program at Meminger Elementary, and the National Crime Victims Research and Treatment Center). In addition, Psychology faculty members (e.g., Cindi May) have placed instrumental roles in developing campus programs this past year that include significant outreach and community integration objectives (e.g., REACH). Our student organizations (e.g., the Psychology Club and Psi Chi Chapter) routinely undertake service projects that benefit the community (e.g., fund raisers for Low Country Crisis Ministries, My Sister’s House, and the Low Country Children’s Orphanage).

Religious Studies

- The department maintains contact with its alumni by producing an annual newsletter, which it sends to its alumni and post on its Alumni webpage.

- In spring 2013 we will host an Alumni Reunion at the regional meeting of the Southeastern Conference on the Study of Religion Conference, which will take place from March in Greenville SC. Current Religious Studies students will also be invited to attend this regional conference and they will have an opportunity to meet with alumni and hear how they have used their RELS degree to pursue further education and career opportunities.

ADDITIONAL INSTRUCTIONAL CONTRIBUTIONS

The following are only highlights of HSS faculty participation in College-wide and strategic initiatives.

- **Philosophy and Political Science:**
  
  **New PPLW Concentration.** A new concentration in “Politics, Philosophy, and the Law” (jointly sponsored by Political Science) was approved this year. This concentration will allow students to explore a cluster of theoretical issues about the law in a more coherent, sustained, and interdisciplinary way. This concentration will:
  
  - encourage deeper study of legal issues,
  - attract pre-law students to the PHIL major, and
  - facilitate interaction between PHIL, POLS, and the broader legal community in Charleston, including the Charleston School of Law.

- **Political Science:** Our efforts to increase enrollments in the Geography minor were extremely successful, we doubled the number of minors, from 11 last year to 22 this year.

- The number of declared majors and minors in Psychology has risen substantially since 2007. Most recently (i.e., S12) the number of Declared Psychology majors was 564, which represents a 40% increase from 404 in 2008. Additionally, It is noteworthy that Psychology faculty members contribute heavily to the Neuroscience minor program which has grown substantially to 74 in S12 (up 164% from 28 declared minors in 2008).
**HONORS**

- **Communication** contributed to Honors coursework through two sections of HONS 120: Western Civilization (including Discussion Sections) and supervised six Bachelor’s Essays this year. Not including supervised individual enrollments, the Department of Communication contributed 120 student credit hours in HONS in AY 2011-2012.

- **English** continues to contribute regularly to Honors by offering sections of Honors 110 (a learning community linked to BGS), by participating in HONS 120 and 130, and by offering team-taught courses. In the spring, for example, Joe Kelly and Rich Bodek reprised their “Marooned” course.

- **Political Science** offered 2 courses:
  - HONS 166 Honors World Politics (*John Creed*, Fall 2011)
  - HONS 382 Introduction to Human Rights (*Helen Delfeld*, Spring 2011)

- The **Psychology** Department contributed to the Honor’s College Coursework (e.g., HON 163 – Introduction to Psychological Science) and Faculty Supervised HONS 398, PSYC/HONS 399, and 499 projects totaling 72 SHCs.

- Each semester **Religious Studies** faculty teach courses in the HONS program and in 2011-12 we offered HONS 175 “Approaches to Religion and Ethics” in the fall, followed by HONS 381 “American Evangelicalism” in the spring.

- **Sociology/Anthropology** offered 3 courses:
  - HONS 282: Introduction to Archaeology
  - HONS 382: Honors Death and Dying
  - HONS 282: Honors Introduction to Sociology

**FIRST YEAR EXPERIENCE**

- Four faculty in the Department of **Communication** contributed five course sections generating 458 student credit hours for the first year experience and learning communities program this year (excluding summer).

- **English** faculty also offered First-Year seminars and Learning Communities. Kathleen Beres Rogers’ Learning Community with Sylvia Hanna (Psychology) included a service learning component requiring students to interact with residents at local nursing homes.

- The **Psychology** Department contributed to the First Year Experience Program in 2011-12 by offering Learning Community and FYSM Courses totaling 972 school credit hours.

- In **Religious Studies**, a First Year Seminar course on “Maidens, Mothers, Mystics, and Martyrs” was delivered to 20 first year women, who were introduced to the variety of symbols and images for the divine feminine, the narratives of other female mythic figures and
representations of women as holy virgins, saints, martyrs and mystics, in ancient and sacred
texts, and the significance of religion during the European persecution of women.

DISTANCE EDUCATION

• **Communication** offered 2 sections of distance courses during summer sessions. These courses
were highly successful with generally higher enrollments than our traditional courses offering
during the same sessions. The department will continue to consider ways to extend its distance
education and hybrid course offerings during the summer sessions. It anticipates offering one
online course in spring 2013.

• In **English**, Meg Scott Copses developed and taught on online English 495: Internship course
in summer 2011. She now teaches the course every semester. Enrollments at this point are
rather low, but she is building the program with the help of administrative specialist Jillian
Clayton-Smallwood.

• Jennifer Welsh in the Department of **History** taught 2 online courses during the 2011-2012
academic year: HIST 115 Pre-modern History: The Silk Road - History, Culture, and Commerce,
and HIST 115 Pre-modern History: Journeys & Encounters: Pre-modern Travelers & Explorers

• The **Psychology** Department offered 2 hybrid distance education course during 2011-2012.
More specifically, PSYC 410 (Special Topics in Psychology: Society and Neuroscience) was
offered during Summer I and PSYC 310 (Social Psychology) was offered during summer 2012.

• In the summer of 2012, the Department of **Sociology and Anthropology** offered the following
distance education classes: ANTH 328: Aztecs, Maya and Their Ancestors (Summer II)—21
students enrolled; and SOCY 369: Gender Through Film (Summer I)—16 students enrolled.

INTERDISCIPLINARY COURSES/COURSES IN OTHER SCHOOLS

• Doryjane Birrer (**English**) proposed a course called “Cognition, Connection, and the
Contemplative Mind,” a four-hour cultural studies course examining the relationships between
cognitive theory and contemplative practice from various times and places. The course included
a one-hour lab for practicing different traditions of contemplation. The course was a resounding
success (Mary Alice Miller even mentioned it in her speech at commencement). The department
plans to propose a one-hour lab add-on for courses that would benefit from hands-on practice.

• Most of the Department of **Philosophy**’s instruction supports the general education of students
and/or other programs. Institutional Research data shows that between 5-10% of our school
credit hours are devoted to upper-division (300 and 400-level courses). Thus, 90-95% of the
school credit hours serve general education and other programs. Our courses support both the
Honors Program and the First Year Experience. In addition, our courses support many other
programs (majors and interdisciplinary minors). This year, our instruction supported courses
taught during this academic year supported 16 programs (in addition to Honors and FYE):
- Arts Management
- Crime, Law, and Society
- African American Studies
- International Studies
-Management -European Studies
-Classics -Film Studies
-Jewish Studies -French Studies
-American Studies -German Studies
-Environmental Studies -Linguistics
-Women’s and Gender Studies -Neuroscience

• The Psychology Department contributed to several major (concentrations), minor and interdisciplinary programs: Business Administration (LCSR Concentration, PSYC 310 & PSYC 321); (Entrepreneurship Concentration, PSYC 349/MGMT 377); Human Health and Performance (Health Promotion Concentration – PSYC 103 and 12 additional hours in PSYC); Communications – PSYC 310, 340, 342; Urban Studies - PSYC 211); Discovery Informatics (Psychology Cognate – PSYC 103, 211, 220 and 13-22 additional hours in PSYC); Allied Health and Pre-professional programs (Pre-Nursing – PSYC 103, 311; Pre-Pharmacy - PSYC 103; Crime Law and Society – PSYC 307, 310, 388; Environmental Studies -PSYC 329); Linguistics – PSYC 340, 378; Neuroscience – PSYC 103, 215, 313, 317, 318, 336, 351, 352, 356, 386, 387, 410; and Women and Gender Studies – PSYC 350).

• Religious Studies: With her expertise in African American religions and American religious history, Katie Hladky has made an immediate impact in the department, and her courses have contributed to the programs in African American Studies and Women & Gender Studies too. The Department contributes significantly to the Honors College, the First Year Experience, and to other interdisciplinary programs in the School of Languages, Cultures and World Affairs, including African American Studies (AAST), Asian Studies (ASST), International Studies (INTL), Jewish Studies (JWST), as well as Women & Gender Studies (WGS). “African American Religions” is cross-listed in AAST, “The Hebrew Bible” fulfills requirements in JWST, “The Christian Tradition” fulfills requirements in HIST, “Sacred Texts of the East,” “Religions of India,” Religious Traditions in China and Japan,” and “Tibetan Buddhism” all satisfy requirements in ASST and INTL, “Religion and Animals” fulfilled requirements in ENV’T, “World Religions” satisfies requirements in INTL and CPLT, “Sociology of Religion” is cross-listed in SOCY, while “Women and Religion” fulfills requirements in WGS.

• Sociology and Anthropology faculty teach courses that contribute to 10 interdisciplinary minors and 7 majors on campus. Sociology courses draw upon a range of social science disciplines (e.g., SOCY 335, 336, 337, 341, 342, 344, 356, 357, and 364). Sociology and Anthropology faculty generated 636 student credit hours in First Year Seminar and Learning Community courses in support of the First Year Experience. In addition, it generated 168 student credit hours for courses taught in the Honors College. The Department of Sociology and Anthropology faculty taught 29 different classes that contribute to 7 majors and 29 classes that contribute to 10 different minors. Four of the majors are technically defined as interdisciplinary (e.g., Discovery Informatics—Sociology Cognate, Latin American and Caribbean Studies, Urban Studies and Women’s and Gender Studies) and all 10 of the minors are interdisciplinary (e.g., African American Studies, American Studies, Archaeology, British Studies, Crime, Law, and Society, Environmental Studies. European Studies, Latin American and Caribbean Studies. Linguistics, and Women’s and Gender Studies).
INTERNATIONAL/GLOBAL INITIATIVES

Communication and Political Science
In fall 2011, 13 students studied Communication, Political Science and Spanish in Trujillo, Spain:

- Celeste Lacroix taught 3 communication courses: Intercultural Communication, Media Criticism, and a Special Topics course, “Communicating Community,” in which students wrote both ethnographic essays and blog posts about their everyday experiences living with host families in Spain. As part of their Communication courses, students participated in field trips, studied the work of Spanish filmmaker Pedro Almodovar, and posted to the Trujillo Study Abroad Blog.

- Mark Long (Political Science) taught courses on the culture, geography, and politics of Spain. Academic classes were specifically designed to complement the exploration of a classic medieval city, field trips to Madrid and Andalucia, and the daily connections to host families and the town of Trujillo.

Additionally, the Department of Communication has had faculty offer summer and semester-long programs every year for the past eight years.

A total of 15 students traveled on the Communication and Women’s and Gender Studies summer study abroad program to Florence, Italy, Munich, Germany, and Salzburg, Austria where they studied Intercultural Communication with program co-director Celeste Lacroix and Gender Issues in the European Union with program co-director, Alison Smith. Highlights included tours of each of the cities, a guided program at the Palazzo Vecchio in Florence where the group was given an “audience” with the 16th century Grand Duke of Tuscany, Cosimo de Medici and a guided visit to the Dachau Concentration Camp Memorial Site.

In the Department of English, study away options included Joe Kelly’s travel course to Ireland (Irish Mythology and the Celtic Revival) in summer 2011 and Bret Lott and Emily Rosko’s creative writing courses in Spoleto, Italy.

Neuroscience: During the summer of 2012, co-directors Mike Ruscio and Chris Korey conducted the Neuroscience Seminar in Germany course. This is a study abroad class in which students spend two weeks at Charité University in Berlin, and another two at Ludwig-Maximilians University in Munich. The course affords students the opportunity to become engaged with leading international neuroscience programs at these universities. It is one of only two national neuroscience summer study abroad courses currently offered, and is therefore a unique opportunity for our students.

- Enrollment in the course was open to students throughout North America and the 2012 class was comprised of 10 students (increased from 8 in 2011). We advertised the course nationally through various media and venues in association with the Faculty for Undergraduate Neuroscience. We received applications from five different universities and colleges. The course was eventually comprised of 7 students from the College of Charleston, 1 from Mount Holyoke, 1 from Hunter College and 1 from the University of
Regina, Canada (our first Canadian student). This was the second offering of the course and the experience continues to be rewarding for both faculty and students.

Political Science
- Another successful study abroad experience was made available by Helen Delfeld who undertook an innovative study abroad collaboration with Jen Wright (Psychology) that explored the history, culture, and psychology of post-genocide Cambodia.
- In addition to Spain and Southeast Asia, students accompanied Jack Parson to Morocco, Guoli Liu to Spain, and Hollis France spent June in Guyana studying food security issues.
- JoAnn Ewalt (Political Science, MPA) presented on “Transitions in Governance” at an international conference in the Radboud University Nijmegen in the Netherlands and Kendra Stewart (Political Science, Riley Center) took part in a seminar on emerging data systems at the University of Zagreb in Dubrovnik.

• Courses in Religious Studies explored religious traditions in North America (American Religions, ranging from Native American and New Age religions to Southern Evangelicalism), South America (indigenous religions and shamanism), Europe (Christianity, Judaism, paganism), the Middle East (Hebrew Bible, New Testament, Qur’an), as well the history of Asian religions in India, Tibet, China, and Japan (Hinduism, Buddhism, Daoism, Confucianism). In the summer of 2011, Siegler took a small group of four students on a sixteen day study abroad trip to China, where he offered two courses: “Sacred Texts of China” (RELS 205) and “Contemporary Chinese Daoism” (RELS 298). These courses delivered in China immersed students in religion, geography (pilgrimage sites and sacred landscape), the sacred arts (iconography and architecture of temples), the healing arts (tai chi, acupuncture) and the impact of modernity and globalization on religious traditions. They studied Confucian classics at a Confucian Academy, read sutras in a Tibetan Buddhist temple, and discussed the power of the state while standing in Tiananmen Square. Later they joined up with a private tour, led by renowned scholar of Daoism Livia Kohn, to explore deeply the mythology of Laozi. They climbed Daoist sacred mountains and met with Daoists of various sorts, including American disciples, urban hermits, and millionaire patrons.

OTHER HIGH IMPACT PRACTICES

All of the HSS programs, majors, and minors exhibit high impact practices. The Women’s and Gender Studies major provides a good example of personalized education, specifically related to civic engagement, which is a central piece to the WGS curriculum:

WGS students are regularly involved in civic engagement both in and out of the classroom.

• For instance, during the 2011-2012 year, the campus performance of The Vagina Monologues was produced and directed by WGS majors and minors. This play is in no way linked to WGS course work, but many of our students are committed to theatrical outreach and to the eradication of violence against women.
• WGS majors Emily Rogers and Maria Jackson were youth council members for the state organization Tell Them, and as such they attended a national conference in Washington,
DC, where both learned about best practices nationally, and Rogers exceeded the expectations for undergraduate participants, teaching youth council members from around the country about sexual education appropriate for students with intellectual disabilities.

- Current student Nina Raheja and alumna Jenna Lyles served on the grant committee for the Alliance for Full Acceptance (AFFA).
- In addition to several students studying abroad from Ireland to South Africa, recent graduate Maria Jackson is currently volunteering in Guatemala, combining civic engagement and globalization by volunteering for six weeks teaching 3-5 year olds at an afternoon program that serves local, under-represented children in Quetzaltenango, Guatemala.
- Finally, WGS alumni and current students created a summer camp called Girls Rock Charleston, an incredibly successful endeavor. The camp has doubled in size in its second year, and continues to be a great community success. These final two examples—the Gender Resource Center and Girls Rock Charleston—demonstrate that, when given the right support and encouragement, our students can and will develop and implement plans to help transform the world they live in.

HSS FACULTY DIVERSITY

RECRUITMENT EFFORTS

Diversity is one of the main components of the Strategic Plan and the HSS Departments are well aware of its integral role at the College. In fact, several HSS faculty serve on the President’s Commission on Diversity Access, Equity, and Inclusion: Alison Piepmeier (English and Women’s and Gender Studies) and Bernard Powers (History), to name a few.

The Women’s and Gender Studies major contributed to the Strategic Diversity Plan. WGS major Kate Schumacher spent much of the 2010-2011 academic year researching and compiling a proposal for the creation of a College of Charleston Gender Resource Center, and she did this project so effectively that the President’s Commission on Diversity included her proposal in their formal proposal to the Board of Trustees. The Gender Resource Center will be initiated in fall 2012.

RETENTION AND DEVELOPMENT ACTIVITIES

- The Department of History has started a departmental colloquium which provides a formal forum in which faculty can share their research with one another.

- In 2011-2012, the Department of Political Science spent more than $15,000 supporting professional development. In addition to traditional academic conferences, faculty attended conferences focused on teaching and pedagogy. The department also implemented a new peer observation process to help improve student learning outcomes and revised guidelines for tenure and promotion, clarifying the expectations for faculty in the department. In addition, the department sponsored several “faculty Friday” sessions to discuss the work of our colleagues. On Feb. 17, Kevin Keenan presented his recent paper “Listening to our students: Understanding
how they learn research methods in geography”

The relationship to our own ongoing curriculum review and assessment was discussed. On April 13, Claire Curtis presented a draft paper “Who is Fully Human: Reprogenetic Imaginings in Utopia and Dystopia” that she later presented at a symposium at Duke University.

• The Department of Sociology & Anthropology sponsors monthly Brown Bag presentations where faculty from our department or adjunct faculty present their research to their colleagues. The campus community is generally invited. This gives faculty the opportunity to see what research their colleagues are doing and to envision new areas of collaboration.

HSS STUDENT ACCOMPLISHMENTS

UNDERGRADUATE/GRADUATE RESEARCH

Archaeology
• Nathan Fulmer, Archaeology Club President, presented research he conducted at Dixie Plantation under the guidance of Maureen Hays (and now Kimberly Pyszka) at the 2012 Charles Towne Landing Archaeology Conference.

Master’s of Public Administration
• Joe Geglio, MPA ‘12 and Kate DeWitt, current MPA student, attended the Southeastern Conference for Public Administration (SECOPA) in September 2011 and presented original research. Kate’s paper was entitled Sustainable Development, Hunger Reduction and Food Security: Understanding the Role of GMOs in the Developing World. Joe’s research, co-authored with Kendra Stewart, was entitled Written in Sand: How Hodgepodge Resource Allocation Processes Make Strategic Planning Difficult for Nonprofit Organizations.

• Cassidy Canipe, MPA ’12, and Cara Dombroski, MPA ’12, won top prize at the January 19, 2012 Graduate School Research Poster session for their work, A One-Year Study of Criminal Domestic Violence Incident Reports from Law Enforcement Agencies.

Master’s of Science in Environmental Studies
• Students received 13 travel funding awards this year, both from the MES Program and from Graduate Research and Presentation Grants provided by the Graduate School Office, to attend conferences and to make research trips. Student Anne Cubeta Beckley was awarded the Elsie Quartermann-Catherine Keever Award for best ecological poster at the Association of Southeastern Biologists. A total of 17 MES students had their work featured at the College of Charleston’s Graduate Research Poster Session, where second-year students Michael Griffin and Keith Hanson were named top presenters. Three students received Graduate Assistantships for Student Research, and six received research funding, based on the exceptional merit of their research proposals, as reviewed by experts in the field.

• Javier Gomez-Lavin (Philosophy, Psychology) presented two papers at professional conferences:
  • “Frontal-Parietal Network Differences for Item and Category Working Memory”
Cognitive Neuroscience Society (Chicago, IL; April 2012)
• “Frontal-Parietal Network Differences for Item and Category Working Memory.”
Southern Society for Philosophy and Psychology (Savannah, GA; March 2012).

Political Science
• In the spring and summer 2012, Annette Watson and a group of graduate and undergraduate research assistants began field research on a project that examines “Coastal Livelihoods and the Local Sense of Place.” Supported by a grant from SC Sea Grant Consortium. Watson will assess the local economies of Lowcountry communities facing rapid demographic changes. The research includes collaboration with the GullahGeechee Nation in South Carolina to map ancestral lands under threat from property developers.

• In June and July 2012 Helen Delfeld led a team of undergraduate students in political science on a five week field research trip to Cambodia and Thailand. The research examines the interplay between tourists and Cambodians and the way that nonprofit organizations may perpetuate harmful human rights discourse. The student’s travel is being funded by an ASIA Network Student-Faculty Fellowship Grant and Delfeld is supported by a continuous study award made by the College’s Faculty Research and Development Committee.

• Again, in June and July 2012, two students and two former students assisted Jordan Ragusa in research supported by grants from the Initiative for Public Choice and Market Process, the Dirksen Center, and the Dean of HSS Discretionary Fund, the research examines competing theories of Congressional organization.

Psychology major students frequently engage in student-faculty collaborations during the course of their advanced research training. These research projects frequently culminate in conference presentations and peer-reviewed publications with faculty. Stated below are some representative examples of these products (i.e., this is not an exhaustive list).


**Minervini, V.,** Galuska, C. M., & **MaGuire, D. R.** (2011, March). *Within-session changes in food-demand elasticity and water complementarity with hourly increments in session duration.* Poster presented at the special meeting on behavioral economics by the Association for Behavior Analysis, Chicago, IL.

**Religious Studies:** Chair Zeff Bjerken mentored a tutorial on “Revealing the Web: Conceptual Metaphor Theory and Traditional Chinese Medicine” with **Tyler Ray,** a RELS major who is also a Ronald E. McNair scholar. The results of Ray’s impressive interdisciplinary research were presented at the Association of Asian Studies Southeast Conference at Furman University in January 2012.

**DISTINGUISHED SCHOLARSHIPS, FELLOWSHIPS**

**Jose Aviles (M.A. Communication, 2012)** LaGrant Foundation Scholarship

**Daniel Morgan, (M.A. English, 2010)** was accepted to the Ph.D. Program in English at Texas A&M with full funding.

**Anthropology: Ashleigh Conrad** (ANTH, 2012) was selected to intern with the forensics lab in the Anthropology Section of the Smithsonian Institution in Washington, DC.

Also in Anthropology, 3 students received fellowships:

- **Jon Morter Fellowship:** **Olivia Leigh Adams** ($1,400)
  This funding will support Ms. Adams as she travels to France to work on an archaeological excavation in Petit Cloup Barrat, a Paleolithic site in the southern cave region of France. She will be working with French zoo-archaeologist, Jean-Christophe Castel.

- **Anthropology Fieldwork Award:** **Dru Tremain** ($1,000)
  This funding will support Ms. Tremain’s participation in and research pertaining to a study abroad course in Italy titled, “Art and Archaeology in Ancient Italy.”

- **Anthropology Fieldwork Award:** **Lauren Bader** ($1,400)
  This funding will support Ms. Bader’s research project in Germany in which she is interviewing native Germans to better understand storytelling in the household to identify
various themes that prevail in these stories. Ms. Bader’s research is being conducted under the supervision of Moore Quinn.

AWARDS AND DISTINCTIONS

• Jessica Hensley (Archaeology) was accepted into the summer 2012 Hudson-Meng Field School, Nebraska, a famous long-term bone bed excavation.

• Marlene Aydlette (Archaeology) was accepted into the summer 2012 University of Rhode Island Marine Archaeological Field School in Bermuda, to investigate 16th – 19th century shipwrecks.

• Kelly Bentz (Communication) is the Distinguished Alumna of the Year, 2011

• Heather Woolwine (M.A. Communication) received the Jarard Graduate Student Paper Award

• Shelby August (Crime, Law, and Society, 2012) will graduate from the South Carolina Criminal Justice Academy and will join the Charleston Police Department in August.

• Krystle Kline (M.A. History, 2011) accepted a public history position with the PBS affiliate in Washington, DC.

• The 2010 Excellence in Collegiate Education and Leadership (ExCEL) award-winners:

  
  Student of the Year
  • Javier Gomez-Lavin, a senior philosophy and psychology double major

  • Political Science: The highest academic award that can be bestowed by the College of Charleston, the Bishop Robert Smith Award, went to political science major Isaiah Nelson, the fourth year in a row the award has gone to a Political Science major and the 11th time in the last 16 years that one of our majors has won the award.

  • HSS Scholars in Political Science: Jordan Blanton was an active participant in the Model UN, a Pi Sigma Alpha and Omicron Delta Kappa member who conducted grant funded research in Huslia Alaska under the supervision of Annette Watson. Sara Hutchinson is an Honors student, a Pi Sigma Alpha member and President of the Political Science Club who studied abroad in Morocco and Senegal. Her research won the best paper award at the William V. Moore Student Research Conference held in April and she begins work for Teach for America this fall.

  • Psychology: Students Erin Callahan, April Favela Pineda, and Marie Lee are recipients of the William Bischoff memorial Scholarship

  • Religious Studies: Chrystal Dively earned a BA in Religious Studies and a BS in Anthropology, and she had the highest overall GPA in RELS (3.9), graduating summa cum laude. She also completed sixteen courses (42 hours) in RELS coursework, served as president of the Religious Studies Club and participated on the HSS Deans Student Advisory Council, and wrote an outstanding senior seminar essay on Hindu-Christian riots in India, which will be published in Chrestomathy. In addition to these accolades she also was a member of Lambda Alpha and received the “Outstanding Student Award” in Anthropology.
ASSESSMENT

See below for the HSS assessment, and for more detailed department information, please refer to the attached reports for each respective HSS department.

<table>
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<th>College of Charleston Assessment Template</th>
<th>Date form Completed: 6-1-2012</th>
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**Program Name and Type:** School of Humanities and Social Sciences  
**Contact information for Program Assessment Coordinator:** Maureen Hays  
Email: haysm@cofc.edu  
Phone: 953-0760  
Office address: 2 Green way  
**Administrative Unit director:** Cynthia Lowenthal

**Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)?** No

**Unit or School Mission:** In the School of Humanities and Social Sciences, we are teacher-scholars committed to the study of human nature and human creations. We seek to deepen our understanding of history and literature, inquire into the character of cultures and societies and, lastly, support the value of ethical and moral reflection. Our HSS teacher-scholars cultivate in students the skills of creative problem-solving, critical thinking, and writing to discover. We also engage these students in activities that prepare them for productive civic engagement, understanding of different global perspectives and learning as a lifelong pursuit.

### Assessment Plan (first two columns) | Assessment Report (all four columns)
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**Program Goal or Student Learning Outcome** | **Assessment Method and Performance Expected** | **Assessment Results** | **Use of Results**
What will students know and be able to do when they complete the program? Attach Curriculum Map. | How will the outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? Attach Rubric. | What does the data show? | Who reviewed the findings? What changes were made after reviewing the results?

1. **To provide students with a highly personalized education enhanced by opportunities for experiential learning.**  
   An annual tally will be taken of all HSS majors who have completed an independent enrollment. Using 2 years of data, we will establish a baseline from which to track improvements.  
   On average from Fall 2010 through Spring 2012, 24.4% (1005) of the 2400 HSS majors were enrolled in either a small capstone course or an Independent Enrollment, such as Internship, Academic Apprenticeship, Tutorial, Fieldwork, or Bachelor's Essay. These small courses and independent enrollments provide opportunities for experiential learning.  
   The HSS Dean and Associate Dean have reviewed the findings and will share them with HSS chairs and program directors in Fall 2012. No changes were made. This year data was collected to establish a baseline such that changes may be suggested next year and enrollments.
2. To develop global awareness.

An annual tally will be taken of all HSS majors who have studied abroad. Using 2 years of data, we will establish a baseline from which to track improvements.

On average from Fall 2010 through Spring 2012 9.3% (223) of the 2400 HSS majors studied abroad. Of the total students studying abroad (671) on average 33.2% were HSS majors. This is only one measure of developing global awareness. Additional measures would need to address specific course content which is only reasonably accomplished at the program level.

The HSS Dean and Associate Dean have reviewed the findings and will share them with HSS chairs and program directors in Fall 2012. No changes were made. This year data were collected to establish a base line such that changes may be suggested next year and enrollments tracked.

3. To help students acquire depth of knowledge and competence in at least one academic discipline,

HSS will look at aggregate data from individual program assessments in the school.

In general any assessment at the program level of competencies in the major demonstrated that HSS majors are performing above average when tested on key concepts in the discipline. For details see summary below and/or individual program reports.

The HSS Dean and Associate Dean have reviewed the findings and will share them with HSS chairs and program directors in Fall 2012. Changes implemented were at the program level and are described in the program reports.

4. To train students in

An annual tally will be taken of all students with a highly personalized education. HSS would like to increase these offerings in the future. However, personalized learning opportunities and methods training are costly. Any given semester only 1 out of 4 HSS majors have the opportunity to work one-on-one with faculty, participate in an experiential internship experience, or a small capstone course. Increasing these opportunities requires additional faculty lines and incentives for current faculty to engage in these experiences above and beyond their standard workload.

The HSS Dean and Associate Dean have reviewed the findings and will share them with HSS chairs and program directors in Fall 2012.
the method of scholarly inquiry and research.

taken of all HSS majors who have completed a research methods course or a research oriented independent enrollment. Using 2 years of data, we will establish a baseline from which to track improvements.

HSS will look at aggregate data from individual program assessments in the school

2010 through Spring 2012 41.6% of HSS majors were being trained in the methods of scholarly inquiry and research appropriate to their discipline. These HSS majors were enrolled in methods courses, student research apprenticeships, or bachelor’s essays. Given all of these courses are required of the individual majors, it is safe to say that 100% of HSS majors upon graduation have had research training.

Associate Dean have reviewed the findings and will share them with HSS chairs and program directors in Fall 2012. This year data were collected to establish a base line such that changes may be suggested next year and enrollments tracked. HSS would like to increase these offerings to students. However, Research methods training is not only limited by faculty availability but, also by access to state of the art lab and computer facilities. Current physical resources are inadequate to provide our students with methods training to enter the workforce or continue their education in graduate school. Changes implemented were at the program level and are described in the program reports.

Additional Outcomes or Comments: none

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### Section 2: Review and Synthesize Program Assessment Plans

**A. Describe the School's overall support of strategic initiatives and the institutional mission for 2011-2012. Provide evidence of this support.**

School Mission: In the School of Humanities and Social Sciences, we are teacher-scholars committed to the study of human nature and human creations. We seek to deepen our understanding of history and literature, inquire into the character of cultures and societies and, lastly, support the value of ethical and moral reflection.

Our HSS teacher-scholars cultivate in students the skills of creative problem-solving, critical thinking, and writing to discover. We also engage these students in activities that prepare them for productive civic engagement, understanding of different global perspectives and learning as a lifelong pursuit.

Given our mission statement and simply by providing instruction in the humanities and social sciences to over 15,000 students in approximately 550 sections each term we have demonstrated support of the institutional mission to:
1. through a strong core curriculum, to develop an understanding of the arts, **humanities**, mathematics, the natural sciences and the **social sciences**.
2. encourage students to become conscious of the importance of **political, social, economic, and scientific issues of their time**.

As such when developing a school wide assessment plan we sought to measure the following from the “HSS Strategic Plan” and/or the “College of Charleston’s Statement of Institutional Goals”:

**Goal 1:** To provide students with a highly personalized education enhanced by opportunities for experiential learning,

**Goal 2:** To develop global awareness,

**Goal 3:** To help students acquire depth of knowledge and competence in at least one academic discipline, and

**Goal 4:** To train students in the method of scholarly inquiry and research.

In so doing our assessments efforts revealed that on average per academic term from Fall 2010 through Spring 2012:

**Goal 1:** 24.4% (1005) of the 2400 HSS majors were enrolled in either a small capstone course or an Independent Enrollment ie. Internship, Academic Apprenticeship, Tutorial, Fieldwork, or Bachelor’s Essay thus providing majors with a highly personalized education enhanced.

While our assessment measures focused on HSS majors, other indicators of highly personalized educational experiences are demonstrated in the HSS contribution to the First Year Experience Program and the Honors College. While having 30% of the faculty, HSS contributes approximately 50% of the seats offered in the Honors College courses, and 45% of the FYE seats.

**Goal 2:** 9.3% (223) HSS majors studied abroad. Of the total students (671) studying abroad on average 33.2% were HSS majors.

**Goal 3:** In general, any assessment at the program level of competencies in the major demonstrated that HSS majors are performing above average when tested on key concepts in the discipline. These findings are summarized below by program.

**Goal 4:** 41.6% of HSS majors during any given term were trained in the methods of scholarly inquiry and research appropriate to their discipline. These HSS majors were enrolled in methods courses, student research apprenticeships, or bachelor’s essays. Given all of these courses are required of the individual majors, it is safe to say that 100% of HSS majors upon graduation have had research training.

**B. Describe learning themes being measured in your School and discuss ways in which student performance expectations are being met.**

On a program specific level the following “learning themes” were measured in some degree or another from the “College of Charleston’s Statement of Institutional Goals”

1. To develop reading, writing and oral communication skills.
2. To develop critical thinking and problem solving skills.
3. To help students acquire depth of knowledge and competence in at least one academic discipline, including:
   a. the ability to recount and explain basic facts and postulates of the discipline;
b. the ability to use that knowledge in the solution of problems with which the discipline concerns itself;
c. proficiency in the use of the techniques and tools of the discipline;
d. an awareness of the resources of the discipline and the ability to seek out and assimilate knowledge in the discipline;
e. the ability to relate knowledge in that discipline to other disciplines.

4. To train students in the method of scholarly inquiry and research.

Program Summaries

Anthropology – When tested 72% of anthropology students possessed knowledge of and applied key anthropological concepts. Administering the assessment tool revealed that many of the questions were too specific. The Anthropology Assessment Sub-Committee recommended that a new instrument be developed in the fall that focused on assessing students’ competence in 5 concept areas with 5 more general questions used to assess each of the conceptual/content areas.

Communication – students were assessed in early, middle and late stages of the major.

Early – In the Public Speaking course 100% of students were able to choose an appropriate topic, 41% used appropriate reasoning and supporting materials and 30% delivered a message effectively both verbally and non-verbally. As a result more faculty development opportunities will be offered to help improve the consistency of the expectations for this assignment and the faculty teaching COMM 104 will explore ways to make better use of the Speaking Lab as a resource for students as they prepare and practice their speeches.

Middle – In the Research Methods course 85% of students understood the basic concepts of quantitative and qualitative research, 90% demonstrated a basic understanding of how statistical tests and methods are employed in research programs. Quantitative Research Papers:
84% designed appropriate survey questions for their research project.
92% clearly articulated their data collection procedures for the paper/project.
84% employed appropriate data analysis methods for their paper/project.

Qualitative Research Papers:
84.6% chose an appropriate methodology for their project.
77% clearly articulated their data collection procedure.
54% provided meaningful and credible interpretation of the data for their paper/project.

Overall faculty were happy with the student performance on these assignments and will work to refine them in the future.

Late – When engaged in an Internship 91% of students could apply communication concepts and theories to a work environment. 98% demonstrate effective oral and written communication skills in a work environment. As a result the faculty will continue to teach and emphasize effective oral and written communication skills in all of our courses to help students develop and continue to improve their communication skills.

English - Students demonstrated a knowledge of the literary and cultural history of Britain from the Middle Ages to the present (ENGL 201 and 202) and students seemed to overwhelmingly improve in their ability to analyze poetry and pick out formal elements. When students were asked to produce essays that analyze key elements of literary texts, such as theme, structure,
characters, and figurative language, students performed well on this category and there was marked improvement from the beginning to the end of the semester.

History - Students demonstrated a basic understanding of the differences between primary and secondary sources and as a result HIST299 The Historians Craft will be modified to emphasize these skills. Students demonstrated basic comprehension of ideas, social structures, and events in their historical context with substantial improvement since 2006. The program's current curriculum seems to be fostering the necessary improvement in this area.

Philosophy – Students were asked to demonstrate knowledge of key figures and/or issues from Ancient & Modern philosophy; articulate concepts and theories from the time period; assess arguments for and against those theories; and apply theories in novel contexts. About 61% of majors demonstrated this knowledge at a B- or above and all passed. Students compose clear, cogent, and well-crafted essays, including a substantial (8-10 page) research paper. Student concisely stated a philosophical thesis and provided a substantive and cogent assessment of the claim in light of alternative positions; students identified relevant contributions in the secondary literature and incorporated them into the argument of the essay. Student performance was mixed. In the fall, 62% rated “good” (B- or higher); in the Spring only 38% were rated as “good” using our rubric. As a result faculty will discuss consistently requiring specific kinds of writing across multiple courses, so as to reinforce key writing skills. When assessing Critical Reasoning. Students (a) reconstruct arguments presented in natural English, identify unstated premises and/or conclusions, and defend this reconstruction relative to other possible reconstructions, (b) use the tools of propositional and predicate logic to formalize and assess the (in)validity of arguments, and (c) use the method of counterexamples to demonstrate the invalidity of an argument form. PHIL majors display adequate critical thinking skills in this course.

Political Science – Students were asked to demonstrate knowledge of the variety of methods used by scholars of politics and demonstrate the ability to employ appropriate methodologies Q3. Choose appropriate method: 80% at approaches mastery or above, 45% at demonstrates substantial mastery Q4. Use method appropriately: 65% at approaches mastery or above, 30% at demonstrates substantial mastery 65% of students demonstrated mastery of the independent research process.

Psychology- Students demonstrated effective communicate by adhering to the American Psychological Association’s recommendations regarding writing empirically-based reports. This is evidenced by providing a clear justification for the study and developing testable hypotheses/goals, clearly describing the methodology of the study, using appropriate and relevant statistical analyses, and effective discussing the findings of the study. The mean performance on the Advanced Lab paper assignment was 81% Students show evidence that they can apply basic research methods in psychology, the mean performance on the exam was 76%. Students demonstrated familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology. ANOVA findings showed a highly significant increase in performance from the pretest to the posttest

Religious Studies – On average about 80% of students understand, interpret and contextualize primary texts from one or more religious traditions with only about 40% of students demonstrating “competence” on the two scriptural passages that they were asked to identify, interpret and contextualize.
Sociology - On a scale from 1-3 (1=Unsatisfactory, 2= Developing and 3=Mastering), the mean and median score of students was 2.5 in assessing if students could construct a testable research question, 2.7 for the objective comprehend, summarized and critique a sociological research article, and the mean was 2.3 and the median was 3.0 for “determine the appropriateness of statistical tests, with a mean of 2.6 for correctly interpret statistical information.

Urban Studies - The data shows that the course material is successfully preparing students to recognize major theoretical perspectives in the discipline.

Women’s and Gender Studies – Assessment showed that 83% of the students demonstrated critical thinking skills, 75% of the students demonstrated strong verbal skills and writing skills, 75% of the students assessed social advocacy, 83% of the students assessed at developed or substantially developed for evaluating valuable, real-life experiences, and 25% of the students could apply concepts from wgst coursework to new situations.

C. Describe particular strengths or challenges that are demonstrated in the Program Assessment Reports. Discuss ways in which results can be used for Program/School improvement and the budgetary needs these improvements represent (e.g., new faculty/staff lines, physical resources, etc.).

Major strengths in the School of Humanities and Social Sciences are in providing students with a highly personalized education enhanced by opportunities for experiential learning, helping students acquire depth of knowledge and competence in at least one academic discipline, and training students in the method of scholarly inquiry and research. We would like to increase these offerings.

Personalized learning opportunities and methods training are costly. Any given semester only 1 out of 4 HSS majors have the opportunity to work one-on-one with faculty, participate in an experiential internship experience, or a small capstone course. Increasing these opportunities requires additional faculty lines and incentives for current faculty to engage in these experiences above and beyond their standard workload. Research methods training is not only limited by faculty availability but, also by access to state of the art lab and computer facilities. Current physical resources are inadequate to provide our students with methods training to enter the workforce or continue their education in graduate school.