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NARRATIVE DESCRIPTION OF THE STATUS OF THE DISCIPLINES FROM A NATIONAL PERSPECTIVE (INCLUDING EMERGING ISSUES AND TRENDS)

Our school recognizes and values the transferable skill sets learned in the liberal arts and sciences, and we look forward to contributing to the College's long-standing tradition of excellence in the liberal arts and sciences in keeping HSS as key participants in the College's initiatives.
Each discipline within the humanities and social sciences has their own individual emerging issues and trends. Noted below is information pulled from each individual department/program reports. More information about each can be found in the appropriate individual reports.

**Communication**

Communication research and education experienced rapid growth and institutional consolidation as an academic discipline in the second half of the twentieth century, and again in the past two decades with the emergence of new technology used to communicate. Traditionally, the field is informed by the intellectual traditions of the humanities and social sciences, building on the ancient Greek arts of rhetoric, dialectic, aesthetics and poetics as well as psychology, anthropology, sociology and political science. Our theoretical foundation is built on the seven primary traditions of communication: rhetoric, semiotics, cybernetics, phenomenology, social psychology, sociocultural theory, and critical theory.

The discipline ranges in scope from the micro-analysis of individual behavior (e.g. information processing) to macro-analysis of communication at the institutional or societal level (e.g. organizational communication, international communication). Research in the discipline also utilizes various methods of inquiry including quantitative social science (e.g. media effects), critical and cultural studies (e.g. gender studies, media criticism), interpretive social science (e.g. social interaction), humanities (e.g. rhetorical studies), and applied (e.g. journalism).

Because of the diversity of the discipline, it is difficult to identify emerging issues and trends that cut across all areas, but most scholars agree that the discipline will continue to have a distinctly applied focus with significant opportunities for funding research in the areas internationalization and global communication, media, health communication, ethics, and mediation and conflict resolution.

**English**

English departments in the U.S. face concerns felt across college campuses, among them the effective incorporation of distance education, the need to promote inclusion and diversity, and the ethical treatment of adjunct faculty. But English departments face challenges particular to their discipline and to their place in the Humanities. They have been on the defensive for a few years now, with enrollments dropping suddenly and often precipitously, starting in 2010, and in the midst of a general national debate about the value of a liberal arts degree and of the Humanities in general. The current situation has encouraged English departments to develop strategies for actively demonstrating the value of a college education that focuses on English—and to do some important self-reflection on their curriculum and on their pedagogical goals and methods. At the same time, the larger debate has spawned a number of prominent articles and surveys in which business leaders, most meaningfully STEM leaders, express their preference for employees with liberal arts degrees, frequently lauding the preparation and skills of English majors in particular.

English departments such as ours have, in response, shared with potential and current students and their parents information that supports the value of an undergraduate degree in English. One compelling piece of evidence is the AAC&U employer survey, which in 2013 showed that 93% of employers see “a demonstrated capacity to think critically, communicate clearly, and solve complex problems” as more important than the specific undergraduate major an employee completed. It also revealed five key areas in which employers would like to see more emphasis, four of which are consistently developed throughout the English major: “critical thinking, complex problem-solving, written and oral communication” (AAC&U, “It Takes More than a Major: Employer Priorities for College Learning and Student Success,” 2013). A 2013 article by the president of Clarion Enterprises, Bruna Martinuzzi, and entitled “Why English Majors Are the Hot New Hires,” demonstrated precisely that view, adding research skills and empathy—both nurtured by English study—to the other four areas (https://www.americanexpress.com/us/small-business/openforum/articles/why-english-majors-are-the-hotnew-hires/). Our department also uses the Toolkit recently provided by the National Humanities Alliance (www.studythehumanities.org/toolkit), which aggregates many of the most powerful resources for drawing attention to the positive outcomes of a Humanities education.
Our own majors are empowered to emphasize the benefits of their major both while they are students (being much more reflective about what skills and knowledge they’re acquiring along the way) and afterwards as they pursue careers in a range of professions. We also prepare them to anticipate that in the first five years after graduation their salary might lag behind those of peers with pre-professional degrees outside the Humanities (though data indicates that even initially, their earnings are on par with non-Humanities graduates), while equipping them with the knowledge that within ten years, Humanities majors catch up with those peers—indeed, out-earning them by the last ten years of their careers (National Humanities Alliance; 2012 American Community Survey). Further, Humanities grads have an 84.5% satisfaction rate with their jobs (National Humanities Alliance), a rate nearly as impressive as the satisfaction rates they express upon graduation with their experience of the major, which for our department at least is in the mid-90% range.

With added pressure from new economic realities and the “digital turn” in academics and culture generally, English departments are finding ways to use that diversity of expertise and interest to our and our students’ advantage.

History
The discipline of History, like the rest of the liberal arts, has suffered a nationwide decline in majors and minors in recent years, but the American Historical Association (AHA) reports that the trend appears to be slowing and even beginning to reverse itself. A topic of great concern to the AHA is the heavy reliance on adjuncts for instruction in our discipline at many schools nationwide. On a positive note, History B.A.s remain highly employable. Nationwide, the strongest emerging sub-disciplines are public history, environmental history, and comparative history.

Philosophy
The percentage of bachelor’s degrees awarded nationally in the humanities has declined dramatically in recent years. After holding steady at or just below 15% from 1992 through 2007, the percentage of humanities degrees began to decline in 2008, and has fallen more sharply since 2011. The total number of humanities degrees awarded annually increased until 2012, but has fallen steadily since 2013. These trends are well discussed, with useful links to supporting data, here: https://www.theatlantic.com/ideas/archive/2018/08/the-humanities-face-a-crisisof-confidence/567565/

Philosophy has been affected by this national trend, but perhaps not as much as English and history have been. Some of this is that philosophy degrees have always been a small portion of humanities degrees. But it is also likely that philosophy’s ability to make connections to fields outside the humanities, especially through the cognitive sciences and applied ethics, can help to preserve its appeal. The greatest increases in the percentages of bachelor’s degrees have come in the (softer) natural sciences and the health and medical sciences. These are areas to which philosophy can contribute as a partner.

Going forward, at least in the near term, our department is facing an environment where we are likely to have fewer majors, but robust demand on our classes for students from other programs, particularly public health, but also environmental studies, political science/pre-law, and arts management. Our challenge is to meet and even grow the demand for courses for these students while still offering a rigorous and challenging major.

Political Science
We have faculty from three primary disciplines in our department (political science, public administration, and geography). All three disciplines are united around common questions related to power and politics, and we provide our undergraduate and graduate students with a wide-range of tools for a host of meaningful careers and to answer questions about the world we live in.
Since the majority of faculty reside in political science, this section will provide a few highlights of this discipline from a national perspective. The American Political Science Association (APSA) defines political science as "the study of governments, public policies and political processes, systems, and political behaviors." Subsequently, APSA lists the following political science subfields: political theory, political philosophy, political ideology, political economy, policy studies and analysis, comparative politics, international relations, and several other related fields.

The APSA recently completed a strategic planning process. According to the plan, the APSA “promotes scholarly understanding of political ideas, norms, behaviors, and institutions to inform public choices about government, governance, and public policy.” This outwardly focused vision is consistent with recent efforts to help improve public perceptions of political science’s value.

Many members of our department are supportive of these efforts and committed to sharing research and insights with both scholarly and general audiences.

Psychology
Psychology remains a popular field of study, as well as a “hub discipline”—that is, a discipline with links to many other fields. In recent years, the number of subfields and career paths has multiplied, providing students with more options than ever before. As recently as a decade ago, the trend in psychology was for students to aim for the "highest" degree they thought they could attain, and then remain in a related career for 30 or 40 years. Now, students are more likely to work for a few years, pursue a master's or certificate, and change specialties throughout their careers (perhaps obtaining more training along the way). Therefore, at the undergraduate level, we need to provide students with training, experience, skills, and knowledge that they can use regardless of their career path. An undergraduate-focused department at a liberal arts and sciences institution—one that adopts the teacher-scholar model—is the ideal place to receive such an education.

The American Psychological Association has long recognized the importance of undergraduate education. This national organization has developed (and continues to refine) a set of guidelines for the undergraduate major. Work on these guidelines (i.e., the APA UG Psychology Program Goals and Learning Objectives) has come about to address widespread concern about the quality of education at all levels in the United States, along with increasing pressure for accountability. Current best practices in higher education rely on setting clear expectations for student learning, aligning curricula with these expectations, assessing student attainment, and using assessment results to effect changes that promote better student learning (APA, 2007).

Religious Studies
In October 2008, the American Academy of Religion published the findings of an eighteen-month study, conducted with funding from the Teagle Foundation, on "The Religious Studies Major in a Post-9/11 World: New Challenges and New Opportunities." Key findings from this AAR-Teagle White Paper will be summarized and quoted here, for this study provides the most recent overview of the status of the discipline and it highlights the opportunities and challenges that the religious studies major faces in the United States.

The AAR-Teagle White Paper stresses that political and public perceptions about religion, and about the utility of knowledge about religions, have changed from the 1990s to the first decade of the 21st century. While many American public intellectuals at the end of the millennium were convinced of the imminent demise of organized religion and the triumph of secularism, the tide of public opinion shifted dramatically at the turn of the century. Not surprisingly, the events of 9/11 served as the main catalyst for this sea change in American perception, but it was reinforced by acrimonious debates in
the public arena over abortion and stem cells, gay marriage, intelligent design, and euthanasia. Other global events played a significant role too, including the rise of religious nationalism and the conflicts in Iraq, Bosnia, Kashmir, Sudan, and the West Bank.

Such events have given an anxious edge to this curiosity about religion. Yet religious conflict and violence, important and compelling as these are as subjects, do not exhaust the place of religion in the contemporary world, nor do they account completely for the intensified academic interest in the study of religion across the humanities and social sciences. Rather, people of the late twentieth and early twenty-first centuries have turned out to be not nearly as disenchanted or secularized as earlier generations of thinkers about religion had predicted—just the opposite, in fact. This has invited renewed attention to what religion is and what religion does to and for individuals and communities, social movements, and to the politics of nation-states and the relations between them.

In a sense, the jobs of religious studies scholars became a lot easier after September 11, 2001. Former Secretary of State Madeleine Albright became a vocal advocate of the need to understand the public role of religion, writing that the failure of Americans to understand other religions “poses one of the great challenges to our public diplomacy” (from The Mighty and the Almighty, Easton Press, 2003). But arguments for the value of studying other religions were being made not only by former Secretaries of State, but also by members of the general public, and by college presidents like Derek Bok. In 2007 Harvard faculty engaged in public debate over the importance of the study of religion in the university’s core curriculum, with the approved core featuring multiple references to religion.

The number of religious studies majors, programs, and departments at public institutions has grown very rapidly. According to data collected in a census of religious studies and theology programs conducted by the American Academy of Religion (in 1996, 2000, and 2005), the number of religious studies majors had grown by 40% in the decade spanning 1996-2005. More recently, The Chronicle of Higher Education (LVI, March 10, 2010) focused on experiments in the “new liberal arts” and listed religion and religious studies as the humanities major that had the largest increase between 1988-2008. The past decade has seen the emergence of new degree programs or departments of religion established at the Ohio State University, Florida State University, Georgia State University, the University of Minnesota, the University of North Carolina Charlotte, the University of North Carolina Asheville, University of Texas, and Towson State University, among other public institutions. (Some of these institutions are listed as “peers” of the College of Charleston in the Delaware and CUPA reports). The AAR census data also reveals that the number of religion degree programs that are housed in free-standing religion departments (including, of course, the College of Charleston) also appear to be on the rise, with the total now topping 50%.

Undergraduate students’ interest in religion is an interest not just in finding personal spiritual sustenance, or in religion as a human and social phenomenon in general, but an interest in “religion-in-relation,” that is, religion as it relates to what is in the contemporary world, in society, and especially in the media. It is hard to say what degree the de-secularization or re-politicization of religion is related to the increased importance of religion in the media, especially the news media. However, it is plausible that the interest in religion nursed by the majority of religious studies students is dependent on the increased media interest in religion.

**Sociology and Anthropology**

*Sociology*: Nationally, the number of bachelor's degrees awarded in sociology has been on a steady upward climb since the late 1980s, with 33,920 undergraduate degrees conferred in sociology in 2014. This is lower than the peak of 35,915 undergraduate sociology degrees conferred in 1974 but the upward trajectory in recent years is a promising sign of the health of the discipline today ([http://www.asanet.org/research-publications/research-sociology/trends-sociology](http://www.asanet.org/research-publications/research-sociology/trends-sociology)). Approximately 53% of sociology programs offering a bachelor's degree only were located in departments combining sociology with one or more other disciplines.
The American Sociology Association (ASA) conducts a longitudinal survey of a national sample of graduates from undergraduate sociology programs. In its last follow-up survey of 2012 graduates with bachelors in sociology, the ASA found that 90 percent of sociology graduates were employed within 18 months of graduation, and 62% of these were employed in what they considered career track positions. Those recent graduates who were employed worked in a diverse range of fields, including as counselors in the social services sector (22%), in administrative support positions (17%), in sales and marketing (13%), as teachers or librarians (11.7%), in positions within miscellaneous service industries (9.3%) (e.g., police officer, crime scene technician or probation officer), in public relations/information technology/other fields (8.9 %), as social science researchers (5.3%), and in other professions (5.9%). According to the National Center for Education Statistics, the unemployment rate for 25- to 29-year-old bachelor’s degree recipients in sociology had dropped from 5.5% in 2010 to 3.5% in 2015.

Anthropology: Anthropology is a wide field, encompassing both social science and humanities perspectives. As with related disciplines, national anthropology degree completions decreased after the financial crisis of 2008 and the emphasis on a view of college as direct preparation for employment it occasioned. Anthropology was subject to specific attacks by politicians and others as one of the “worst” majors for future employment. However, the tide is turning, and the American Anthropological Association (AAA) notes that this trend is reversed in departments where clear connections are established between anthropological training and diverse careers. The BLS predicts that the profession will grow by 3 percent between 2016 and 2026, and US News and World Report ranks anthropology as #4 in its list of Best Science Jobs. Research suggests that an anthropology undergraduate degree is increasingly valued by a wide range of businesses. This is because it provides students with cross-cultural perspectives and competencies that are becoming indispensable for careers in sales, public relations, counseling, and management, among many others. The AAA also reports that over the last decade 70% of anthropology graduates have been women and 27% people of color, as compared to 57% and 29% for all bachelor’s degree recipients.

A 2019 report by the American Anthropological Association notes the following as the most common careers for anthropology graduates: postsecondary teaching (~6.25%), elementary and middle school teachers (~6%), managers (~4%), law fields (~3%), physicians (~2.5%), social scientists (~2.25%), nurses (~2%), and education administrators (~1.75%).

In light of state budget cuts across the country, the American Anthropological Association surveyed 512 anthropology departments in the spring of 2011 to determine how diminished state funding was impacting these departments. Two hundred and nineteen (43% response rate) of the departments responded to the survey and only 12 percent reported a perceived threat to cuts in anthropology faculty or program elimination. However, when distinguishing between public and private institutions, the survey found that 20.5 percent of anthropology departments at public institutions—compared to 9.6% of anthropology departments at private institutions—expressed concern that their departments or programs were in threat of being downsized or eliminated. The expressed threat was highest among departments that award an Associate’s Degree only, followed by those departments that award a MA degree only, Bachelor’s degree only and doctoral degree, respectively.

Urban Studies
Urban Studies and Urban/City/Regional planning continues to be both an ever-expanding career option, and a growing academic field of study. A background in Urban Studies provides excellent preparation for a variety of careers as public and private sector city/urban planners, program directors, administrators, researchers in local, state and federal government, and also in nonprofit and private organizations.
**Women's and Gender Studies**

As the field of Gender Studies has become increasingly intersectional¹ and transnational, our relevance in a diversifying higher education landscape and in the global economy is amplified. Students who major in Women's and Gender Studies (WGS) are well-prepared for critically oriented civic participation, improving social problems, appreciating the necessary complexity of historiography, engaging with media in judicious ways, understanding the interconnected realities of injustice, and valuing culture and the arts. The academic scholarship produced in and through WGS, and to which students are exposed in all of our courses, expand possibilities for a more just world while simultaneously providing tools for navigating the challenges of today's society.

Higher education continues to be profoundly influenced by neoliberal values, processes, structures, expectations, and models of success. These prioritize individualism, profit-making, and efficiency over communal, equitable, knowledge production for an engaged, educated citizenry. As a direct result, historical priorities of academic inquiry and autonomy are weakening in academia; in the realm of Gender Studies, we are under attack. This is not hyperbolic or dramatic. Hungary's government withdrew accreditation from all of its gender studies programs in the fall of 2018, in part because of the Prime Minister's perceived “close to zero value” of gender studies in the labor market.² Here in the U.S. the National Women's Studies Association’s (NWSA) annual Chair and Director meeting³ had two sessions focusing on these issues: 1) "Gender Studies Under Fire," and 2) "Forging an Agenda for Academic Freedom." In an *Inside Higher Ed* article discussing the shocking restrictions unfolding in Hungary and elsewhere, Premilla Nadasen, President of NWSA, is quoted as saying: "[There is] 'a broader problem of intimidation and harassment, almost a kind of bullying' against gender studies scholars." This is the status of the discipline.

And yet, as stated by NWSA in its 2017 annual report, "Today more than ever there is an urgent need to amplify the voices of feminist scholars and activists."³ Following this lead, WGS at the College of Charleston aims to "illuminate the ways in which women's studies are vital to education; to demonstrate the contributions of feminist scholarship that is comparative, global, intersectional and interdisciplinary to understandings of the arts, humanities, social sciences and sciences; and to promote synergistic relationships between scholarship, teaching and civic engagement in understandings of culture and society."⁴ Our program engages with topics that are read as subversive or controversial: sexual harassment, disenfranchisement, colonization, human rights, pay inequity, immigration, xenophobia, war, health care, political representation, racism, transphobia, and so on. These are topics that, without robust engagement, threaten freedom and justice. WGS as a field promotes understanding of these issues through scholarship, activism, and teaching. In the current socio-political climate, the intellectual attention to these topics is as indispensable as it is controversial.

At the College, the Women's and Gender Studies program (WGS) is a campus leader in engaging students with an interdisciplinary education that prepares them for informed and active citizenship as well as competitive employment in the 21st century.

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¹Intersectionality is, in part, about attending to differences in experiences of oppression and privilege across social categories.


³ CofC's WGS director was unable to attend because of programming on campus: the date for this meeting was 03/08/2019, International Women's Day. Information about the meeting topics is posted on the NWSA website.

⁴ [https://www.nwsa.org/content.asp?pl=19&contentid=19](https://www.nwsa.org/content.asp?pl=19&contentid=19)
MISSION STATEMENT
In the School of Humanities and Social Sciences (HSS), 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, broaden our understanding of human behavior, and support the value of ethical and moral reflection.

Our HSS teacher-scholars cultivate in students skills for creative problem-solving, critical thinking, and superior written and oral communication skills. We also engage these students in activities that prepare them for productive civic engagement, global citizenship, understanding of different global perspectives and learning as a lifelong pursuit. Studies in HSS provide students with transferrable skills that serve students in a variety of careers across a lifespan.

STRATEGIES AND TACTICS IN THE COLLEGE’S STRATEGIC PLAN OUR SCHOOL WOULD PLACE AS HIGHEST PRIORITY
- Academic excellence that furthers intellectual, creative, ethical and social development through a broad range of programs centered on the liberal arts and sciences.
- Student-focused community that embraces mutual respect, collaboration and diversity for the welfare of the individual and the institution.
- The history, traditions, culture and environment of Charleston and the Lowcountry that foster distinctive opportunities for innovative academic programs and relationships that advance our public mission in the city of Charleston, the state of South Carolina and the world.

SCHOOL GOALS AND THEIR RELATIONSHIP TO THE COLLEGE’S STRATEGIC PLAN/STUDENT LEARNING OUTCOMES
HSS Teacher-Scholars cultivate in students the skills of creative problem-solving, critical thinking, and writing to discover, activities that prepare students for productive civic engagement, understanding of different global perspectives, and learning as a life-long pursuit.

In order to achieve its envisioned future, the College has identified the following four goals that will enable it to combine the personalized, student focus of a small teaching institution with the breadth of curricular, co-curricular, and extra-curricular opportunities of a research university.

Goal 1: Provide students a **highly personalized** education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.

Goal 2: Develop or enhance **nationally recognized** undergraduate, graduate, and professional programs in areas that take advantage of our history, culture, and location in Charleston and contribute to the wellbeing of the region.

Goal 3: Provide students the **global and interdisciplinary perspectives** necessary to address the social, economic, ethical, scientific, and political issues of the twenty-first century.

Goal 4: Establish and promote a **vibrant campus life atmosphere** dedicated to education of the whole person through integration of curricular and co- or extra-curricular activities.
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<tr>
<th>Outcome</th>
<th>Measures (KPI)</th>
<th>Targets and Deadlines</th>
<th>Division/Unit/ School Goal Supported</th>
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<tbody>
<tr>
<td>1. HSS students are provided with a highly personalized education enhanced by opportunities for experiential learning.</td>
<td><strong>Measure 1:</strong> An annual count will be taken of enrollments in HSS Small Group Courses (capstone, lab, field study), and Independent Enrollments (independent study, bachelor’s essay, research apprenticeship, teaching apprenticeship, tutorial, internship) to provide a measure of highly personalized education enhanced by opportunities for experiential learning.</td>
<td><strong>M1 Target:</strong> Based on 4 years of data, 52% of HSS majors will be enrolled annually.</td>
<td>Goal 1, 2 &amp; 4</td>
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<td><strong>Measure 2:</strong> An annual count will be taken of enrollments in HSS Independent Enrollments - excluding Internships - (independent study, bachelor’s essay, research apprenticeship, and teaching apprenticeship, tutorial) to provide a measure of highly personalized education enhanced by opportunities for experiential learning, All of these provide one-on-one instruction with faculty which is different than a small group experience above.</td>
<td><strong>M2 Target:</strong> Based on 4 years of data, 9% of HSS majors will be enrolled annually.</td>
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<td>Measure 1 and Measure 2 point in time = academic year Measure 3 and Measure 4 point in time = academic career</td>
<td><strong>M3 Target:</strong> Based on 4 years of data, 16% of HSS graduates will have this experience.</td>
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<td><strong>Measure 3:</strong> Using a transcript analysis an annual count will be taken of HSS majors who have upon graduation enrolled in at least one Independent Enrollment (excluding Internships).</td>
<td><strong>M4 Target:</strong> Based on 4 years of data, 27% of HSS graduates will have this experience.</td>
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<td><strong>Measure 4:</strong> Using a transcript analysis an annual count will be taken of HSS majors who</td>
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<td>Measure</td>
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<tr>
<td>Have upon graduation enrolled in at least one Internship.</td>
<td>An annual count will be taken from data collected by CIE of HSS majors who have studied abroad this year.</td>
<td>M1 Target: Based on 4 years of data, 12% of current HSS majors</td>
<td>Goal 3</td>
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<tr>
<td>Measure 2: Using a transcript analysis an annual count will be taken of HSS majors who have upon graduation studied abroad.</td>
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<td>M2 Target: Based on 4 years of data, 33% of HSS graduates will have this experience.</td>
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<td>Measure 3: Funds will be raised to support study abroad and other personalized educational experiences.</td>
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<td>M3 Target: Set to baseline</td>
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<tr>
<td>HSS students develop global awareness by participating in study abroad programs.</td>
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<td>Measure 1: An annual count will be taken of students who have declared their major in an HSS program.</td>
<td>M1 Target: Based on 4 years of data, 2255 students</td>
<td>Goal 1 &amp; 2</td>
<td></td>
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<td>Measure 2: An annual count will be taken of graduates with at least one HSS major.</td>
<td>M2 Target: Based on 4 years of data, 645 students.</td>
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<td><em>For students to acquire depth of knowledge and competence in at least one academic discipline they must be a declared HSS major and graduate having completed the requirements for at least one major with a 2.0 or above.</em></td>
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<td>HSS students are trained in the method of scholarly inquiry and research.</td>
<td>An annual count will be taken of enrollments in HSS research methods courses and research oriented independent enrollments (bachelor’s essay and research apprenticeship) to demonstrate that students are being trained in the methods of scholarly inquiry and research appropriate to their discipline.</td>
<td>M1 Target: Based on 4 years of data, 96% of HSS majors will be enrolled.</td>
<td>Goal 1</td>
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<tr>
<td>Measure 2: Using a transcript analysis an annual count will be taken of HSS majors who have upon graduation completed at least one research methods course or</td>
<td>M2 Target: Based on 4 years of data, 85% of HSS graduates will have this experience.</td>
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<td>Annually</td>
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</table>
5. To honor our commitment to our social responsibilities, the HSS faculty and students engage in collaborations with diverse communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

**Research Oriented Independent Enrollment** (bachelor’s essay and research apprenticeship).

**Measure 1:** point in time = academic year

**Measure 2:** point in time = academic career

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**Measure 1:** An annual count will be taken from the FAS of HSS faculty who engage in collaborations with diverse communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

**Measure 2:** An annual count of Internship enrollments will be taken of HSS students who engage in collaborations with diverse communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

**Measure 3:** Funds will be raised to support Internships and other personalized educational experiences.

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**M1 Target:** Based on 4 years of data, HSS faculty will engage in 167 activities. **Annually**

**M2 Target:** Based on 4 years of data, 8% of HSS majors will be enrolled. **Annually**

**M3 Target:** Set to baseline.

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**NARRATIVE SUMMARY AND ANALYSIS OF SCHOOL ACCOMPLISHMENTS**

**CURRICULAR OFFERS UNUSUAL FOR YOUR PROGRAM**

**Communication**

Our curriculum is unique from beginning to end. Students take a two-semester course sequence focused on speaking and writing after completing their three introductory semester-long courses, Media in the Digital Age, Principles and Practices in Strategic Communication, and Communication, Identity, and Community. In addition to required courses in Communication Research Methods and Communication Ethics, students select from a variety of topically-based courses at the 300 and 400 levels, before finishing the major with a two-semester capstone sequence.

As an integrated communication program, we offer courses in multiple areas of the discipline. Some of the more unique offerings of 2018-2019 were:
• **Ethical Communication courses on** Freedom of Expression; Digital Media Ethics; Civic Engagement; and Ethics and Popular Culture

• **Addressing Problems in Context courses on** Social Influence; Broadcast Meteorology; Health Communication; Environmental Communication; Crisis Communication; and Strategic Communication Management

• **Analysis of Communication Practice courses on** Communicating Science; Rhetoric and Sport; Family Communication; Media, Communication, and Technoculture; and Sustainability and Communication

**English**

These are a few examples of innovative ENGL courses taught in 2018-19:

**ENGL 190.03: Sex, God, and Guns: Irish Culture in the 20th Century**
The Irishman serves two masters, James Joyce once said, and a third who wants him for odd jobs: the holy Roman Catholic church and British Empire were the two masters, and the odd jobber was the nationalist who dodged the priests to shoot the English. Students in this course from Prof. Joe Kelly studied the interplay of culture and political ideology in Ireland in the last hundred years, focusing on a few key moments in history, including the Easter Rising of 1916, the partition of Northern Ireland, the modern “troubles,” and the Good Friday Agreement. They discussed plays, music, fiction, film and other genres of culture. (Fall 2018)

**ENGL 360.01: Coming of Age in the South**
*Prof. Julia Eichelberger’s* course explored numerous authors’ representations of the transition from childhood to adulthood in the U. S. South. A variety of texts, including fiction, nonfiction, drama, and film, enabled students to compare and contrast the experiences of Southern children and young people from different eras, social identities, and communities, and to contemplate the opportunities and dangers confronting them during this transition. Students took quizzes and exams as well as wrote informal responses and an academic analysis incorporating secondary sources. Classes were mostly discussion; brief lectures provided background material on texts and cultural traditions being studied. The course was designed particularly for students majoring or minoring in English but was also open to non-majors with an interest in literature. It counted for the General Education Humanities requirement and for the Minor in Southern Studies. (Fall 2018)

**ENGL 361.01: Queer Shakespeare**
There’s something queer about Shakespeare. But what does “queer” mean anyway? Sometimes this concept gestures toward nonnormative approaches to sex, desire, identity, or affect, and sometimes it reaches enigmatically toward all the things you can’t quite put your finger on. This is something students in *Prof. Devin Byker’s* course studied last fall. They analyzed the elastic and mutating framework of queer theory as a mode of reading that allowed them to question a number of heteronormative assumptions about Shakespeare, early modern England, and the genre of drama. The course considered how Shakespeare thinks queerly not only about humankind but also about animals, ecology, the weather, time and temporality, and narrative forms. In addition to reading Shakespeare, students discussed salient works of queer theory by authors such as Eve Sedgwick, Sara Ahmed, Carolyn Dinshaw, and Jack Halberstam; examined historical records of queer expressions of gender and sexuality in early modern London; and uncovered modern queer appropriations of Shakespeare. Course texts included around seven plays with some attention to sonnets. (Fall 2018)

**ENGL 190: Obstinate Daughters: Women and Social Justice in 19th and 20th Centuries**
As the College marked its own “Year of the Woman,” this class examined the ways American women that Richard Brinsley Sheridan termed “obstinate daughters” negotiated traditional power structures, race, and gender roles to advocate for their own rights and those of Native Americans and African Americans, in the nineteenth and early twentieth centuries. Students in *Prof. Jesslyn Collins-Frohlich’s* course examined literary texts and private papers as
well as speeches, petitions and other public documents. In these texts, students considered how the strategies these women used and the backlash they continue to inflect our current discussions on gender, race, and what it means to fight for social justice. Cross-listed with WGST 120. (Spring 2019)

ENGL 372: Rhetoric in a Digital Age
Rhetoric, the art and practice of persuasion, has been a fixture of human civilization since the ancient world. Each time a new writing technology—manuscript books, printed books, electronic media—has emerged, it has transformed how people persuade one another to act. The goal of Prof. Jacob Craig's course was to consider how the digital revolution—particularly search engines, algorithms, social networks, easy-to-use editing software, GPS, mobile networks, and digital devices—have transformed what it means to persuade and be persuaded. Students created three different showcase-worthy texts: a visual representation of quantitative and qualitative data; a visual/aural text for remix using remixed materials; and a piece of digital rhetoric that they shared online. (Spring 2019)

ENGL 350: Special Topics: Major Authors: John Donne and the Future Creatures of the Renaissance
“We’re living in the future,” sang the great American songwriter John Prine in 1980. “I’ll tell you how I know / I read it in the paper – fifteen years ago.” Our distinctively modern sense of living in the future was in fact shared by the writers of the Renaissance, and it profoundly influenced their work. The extraordinary English writer John Donne was thinking like John Prine when, in 1611, he observed that "new philosophy calls all in doubt." With that ominous phrase, Donne gave voice to a widespread anxiety that a series of recent discoveries, which we now collectively call the Scientific Revolution, had rendered the once familiar world utterly unfamiliar. These discoveries drove a wedge between body and soul, calling into question the role of spirit, imagination, and all things unquantifiable in the increasingly quantifiable, material, and mechanical world posited by the sciences. Is there a place for poetry in a clockwork universe? In this course by Prof. William Russell, students read Donne’s works in this context, setting English Renaissance literature in dialogue with the thought and writings of such towering scientific figures as Giordano Bruno, Francis Bacon, René Descartes, Galileo Galilei, Robert Boyle, and Isaac Newton. They also considered the broader implications of the topic and had class discussions on the ongoing modern debate over the relationship of the sciences to the humanities. (Spring 2019)

History
The department’s important new curricular developments in AY2019 were all at the graduate level, with the finalization of the department’s new graduate certificate program in Public History. To that end, we created several new graduate classes. No new undergraduate classes were added, but we continue to offer an ever-changing smorgasbord of special topics courses, such as:

HIST 350.01: World War One and the Roots of Modern Horror
Students in Prof. Scott Poole’s examined the beginnings of horror film and fiction in relation to the phenomenon of shell shock, the medical history of the Great War, and the experience of combat memory and trauma. They read soldier’s memoirs and examined movements in art such as Dada and surrealism that emerged during war and its aftermath which helped students to understand the beginnings of twentieth century horror. The work of veterans who directed, photographed, or scripted the century's first horror films received special attention in this class, including Abel Gance, Fritz Lang, F.W. Murnau, and James Whale. (Fall 2018)

HIST 270.01: Ancient Egyptian Magic & Religion
This course by Prof. Peter Piccione had students studying the nature of ancient Egyptian religion and its essential magical character. Taking a texts approach supplemented by archaeology and material culture, it traced the history and character of Egyptian religion and magical practices from the Archaic Period (ca. 3050 BC) up to the Persian conquest (c. 525 BC). It focused on the role and nature of Egyptian so-called "magic" in its native
conception and sets it against European ideas of sorcery and witchcraft. All "high" religion was "magic" in ancient Egypt. (Spring 2019)

**Philosophy**

Notable curricular offerings included a First-Year Experience Seminar (FYSM) on art, ethics, and culture in Japan; Honors College (HONS) special topics classes on time travel in physics, film and philosophy, and on the nature of mental health; Philosophy (PHIL) and Women's & Gender Studies (WGST) classes on gender and sports, and on gender in Asian philosophies; a PHIL/Political Science (POLI) topical class on conservatism; and a senior seminar on paternalism and autonomy.

**Political Science**

Our curriculum attempts to balance required courses with a range of options for students to customize their learning.

We are fortunate to have several practitioners teaching in our program. For example, former Central Intelligence Agency employee Prof. Mary Desjeans teaches classes on Terrorism and U.S. National Security for the department. Two local attorneys, Alexandra Ginsberg and Rhett Dunaway teach POLI 203 (Criminal Justice).

We also remain focused on assessment and continue to improve our department’s assessment procedures. All students are required to take a Capstone class, giving them an opportunity to integrate material from other courses and complete an original research project. It is also important to note that our concentration in Politics, Philosophy, and the Law (PPLW) continues to grow with 119 declared students.

**Psychology**

The Psychology Department offers a variety of courses that prepare students for diverse educational and vocational goals. This includes coursework in every major area in which one can earn a Ph.D. in Psychology (e.g., Clinical, Cognitive, Social and Personality, Developmental, Experimental, Quantitative, Conditioning and Learning, Neuroscience, and Industrial/Organizational). In addition, we offer specialized coursework within each of these areas. For example, within the clinical area of specialization we offer coursework in Scientific Foundations of Clinical Psychology, Neuropsychology, Applied Behavior Analysis, Childhood Psychopathology, and Techniques in Psychotherapy. Although the coursework above is common to many large universities with graduate programs, our breadth of coursework is unusual for psychology departments that offer the undergraduate degree only. The size and diversity of our faculty and course offerings provide students with training experiences that exceed most undergraduate only programs and rival those of large R1 institutions.

We make use of our faculty’s expertise and offer a variety of interesting advanced electives (examples for this AY: Adverse Childhood Experiences, Psychology of Social Change, Child Psychopathology, and Cognitive Psychology of Everyday Life). As a more detailed example of the unique focus of our advanced courses, our upper-level interpersonal relationship course examined various orientations to the study of interpersonal relationships, including interdependence, attachment, evolutionary-biological, and cognitive – and explored issues such as physical attraction, trust, intimacy, love, and commitment.

We also have developed advanced laboratory coursework in each core area of Psychology (e.g., Cognitive, Developmental, Social, and Neuroscience) and have integrated this coursework into our curriculum as a Capstone experience for BS students. In addition to advanced training in research design and interpretation, students receive training in a variety of specialized laboratory techniques (e.g. histology, fluorescent microscopy, neuropsychological testing, and experimental software programming) that typically are not available to students until they enter graduate studies. Additionally, our
extraordinary commitment to animal research is unique to programs offering only the undergraduate degree. We offer research training opportunities using a variety of animal models including rodents (rats and mice), pigeons, and invertebrates.

**Religious Studies**
Curricular offerings that are unusual for religious studies from 2018-2019 include:

*Prof. Lenny Lowe’s* two special topics classes, **Black Atlantic Religions**, which examined Haitian Vodou, Brazilian Candomblé, Cuban Santeria and Palo, Jamaican Rastafarianism, among others, as examples of cultures formed out of elements of Western European Christianity and the music-and-dance centered religious practices of Western and Central Africa, as well as the violence and exploitation that accompanied the transatlantic slave trade. His second special topics class was on **Global Evangelicalism**, which used both historical and anthropological research to learn about the 18th century Atlantic origins of evangelicalism, observe its political transformations from progressivism towards conservatism in the U.S., explore its underlying assumptions about bodies, emotions, sex, history, truth and conversion, and examine its contemporary growth on a global scale.

Another special topics class was *Prof. Lee Irwin’s* **Transpersonal Psychology: An Approach to Spirituality and Consciousness**, which he co-taught with *Prof. Jen Wright* (Psychology). This course surveyed diverse theories in transpersonal psychology and spirituality. Topics included transcendent experience, shadow aspects, paranormal encounter, altered states of consciousness, integral theory, holism, moral outcomes, shadow work, and forms of self-transformation. The goal of the course was to explore various concepts of consciousness development and how those concepts support or challenge a robust model of human maturation.

Advanced seminars included courses on Asian Religions in America, Shamanism, and Myth, Ritual and Symbol. Our senior seminar this year was on **Religion, Race and Empire** and taught by *Prof. Matthew Cressler*, which focused on the modern study of religion in the context of colonial encounters in South Asia, southern Africa, and North America.

The Senior Seminar is offered in the fall, and it is followed in the spring semester by another required course, the **Capstone Colloquium**. This course demonstrates how our department has been a trailblazer in our efforts to help our graduates obtain employment upon graduation. Four years ago, we instituted this new required course for our majors, which specifically introduces our graduating seniors to possible career paths, by having them speak with former Religious Studies majors, including alumni of our program, as well as the director of Career Services.

The Colloquium is a “meta-course” that provided graduating seniors with an opportunity to reflect on the cumulative achievement of their studies and consider how they might apply their knowledge and skills in their future professional lives. The Colloquium was designed to give students the opportunity to review their own study of religion at CofC in order to identify their distinctive interests in particular subjects; write an intellectual autobiography; evaluate how their training served as a bridge between other academic disciplines; and grasp how the study of religion has prepared them to put their learning to work in the world.

Other courses in 2018-2019 ranged over diverse topics, including religion and popular culture in America, the Buddhist tradition, Death and the Afterlife, The Daoist tradition, Native American Religions, Religions of the Ancient Near East, as well as multidisciplinary theory and method.

As usual our department contributed disproportionately to the First Year Experience and to the Honors College, including a brand-new FYSE course from *Prof. Louise Doire*, **You Are What You Wear: Just Fashion**. This course looked at the history of clothing making and the just and unjust practices of global
clothing manufacturing. We will examine the movements for sustainable production of cloth, organic fiber gardening, the use of natural dyes, and the history of cotton and indigo farming in the South, including Charleston. Other topics include the movement of "slow fashion," and the history of subversive embroidery. Selected topics in the area of clothing and religion included treatment of the Muslim hijab, Gandhi’s practice of cotton spinning, and priestly/ritual garments in a variety of religious traditions. As well, Dr. Zeff Bjerken taught HONS 175, Approaches to Religion: Think Different with Gandhi and the Dalai Lama, which introduces Honors students to two Asian religions, Hinduism and Buddhism, that have profoundly shaped the societies of India and Tibet. The course focused especially on the religious and political reforms of Mahatma Gandhi and the Dalai Lama, two of the most important leaders of the 20th century. The non-violent spiritual ideals of Gandhi and the Dalai Lama are presented as an alternative to our modern consumer-oriented technological culture, where people seek what they are programmed to seek. We also offered three HONS 381 classes: Sacred Sites and Sustainability, Becoming American, and Cults and Conversion in America.

During Summer 2019, we offered a study abroad program that immersed students in the Himalayan culture of North India, and students learned about environmental change, local and refugee political communities, and the religious diversity of Ladakh. The first part of the program took place in Leh, the political, religious, and tourist hub of Ladakh, which is an exciting laboratory for examining the cross-cultural encounter of western travelers, Indian tourists, Tibetan exiles, and local Ladakhis. Then students spent the last few days in India’s capital of Delhi, where they visited some of India’s largest modern religious institutions, including the Baha’i Lotus Temple, the Hare Krishna Temple, and the Jama Masjid. Students in our India program enrolled in two classes—RELS 215: Religion and Globalization, subtitled Encountering Religions and Globalization in the Indian Himalaya taught by Prof. Bjerken and RELS 298, Special Topics: Religion, Climate Change, and Sustainable Development in the Indian Himalayas, taught by Prof. Todd LeVasseur.

INSTRUCTIONAL CONTRIBUTIONS TO OTHER UNITS, PROGRAMS, AND INITIATIVES

Faculty in the School of Humanities and Social Sciences make significant contributions to other units, programs, and initiatives. Individual examples of contributions are noted in the department’s/program’s annual report.

Program directorships of programs housed in or serving other divisions or academic schools include:

<table>
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<tr>
<th>HSS Faculty Home Department</th>
<th>Program</th>
<th>Last</th>
<th>First</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Faculty Coordinator for e-Learning and Distance Education</td>
<td>Ferguson</td>
<td>Douglas</td>
</tr>
<tr>
<td>Sociology and Anthropology</td>
<td>Director of the Master of Education Program in Teaching, Learning and Advocacy</td>
<td>Finnan</td>
<td>Christine</td>
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<tr>
<td>Political Science</td>
<td>Director of Gender and Sexuality Equity Center</td>
<td>France</td>
<td>Hollis</td>
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<td>Philosophy</td>
<td>Associate Director of Jewish Studies</td>
<td>Krasnoff</td>
<td>Larry</td>
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<td>Religious Studies</td>
<td>Director of Quality Enhancement Program</td>
<td>LeVasseur</td>
<td>Todd</td>
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Compared to the other academic schools, HSS faculty made the greatest contributions to Honors and First Year Experience in both fall and spring semesters. In Honors, our faculty contributed 40.4% of the total credit hours generated in 2018-2019. In First Year Experience, our faculty contributed 27.8% of the total credit hours generated in 2018-2019.

**DEPARTMENTAL OR PROGRAM CONTRIBUTIONS TO INTERDISCIPLINARY, INTERNATIONALIZATION/GLOBALIZATION, PERSONALIZED EDUCATION AND HIGH IMPACT STUDENT EXPERIENCES**

HSS faculty recorded three activities in the “Innovations in Teaching” section of the FAS report. For more information, see the “Supporting Data” section towards the bottom of the report.

**Communication**

The Department of Communication offers a wide variety of options for students to participate in interdisciplinarity, internationalization/globalization, personalized education, and high impact student experiences. Examples include internships, study abroad, departmental spring break and Maymester trips.

**Internships**

Students are not required to complete internships to graduate with a communication major, however they are strongly encouraged by advisors and faculty members to have at least one internship experience, if not more, before they graduate. A total of 37 students completed internships for COMM credit located both in and outside the state of South Carolina.

In addition to for-credit internships, many students completed not-for-credit internships with companies in South Carolina and across the nation. A departmental poll sent to all students in senior-level courses yielded responses from students who reported many varied internship experiences. Most indicated they had completed just one internship, but many had two or three intern opportunities prior to their senior year.

**Martin Scholars Program**
Tom Martin, executive-in-Residence in the Department, and his wife, Wanda, created the Martin Scholars Program in spring 2016. The program develops a select group of senior communication majors through a combination of exposure to effective communication leaders who serve as mentors and teachers, networking opportunities with Communication alumni and the Department of Communication Advisory Council members, and experiential learning.

Tom Martin’s top priorities are improving students’ writing skills and decision-making skills so that they are ready to navigate the real world strategically, ethically and credibly. He also encourages students to focus on giving back. In addition to creating the Martin Scholars program, Martin also leads a spring break networking trip for students to Washington, D.C. and New York City (see below).

This year, the third class of Martin Scholars got to know each other in September 2018 during a weekend retreat, developed relationships with their local mentors, and visited many companies and firms employing communication professionals, including Byrdhouse PR, Boeing, Blackbaud, and Rawle Murdy, among others.

The fourth class of Martin Scholars was selected during the spring 2019 semester and have many activities planned for the upcoming year. Although previous Martin Scholar groups have been limited in size to 10 students, the 2019-20 class has increased to 12 scholars. For the first time, this opportunity will be offered in the upcoming academic year as a problem-based learning course, providing an academic foundation in combination with the practical experiences, along with three credit hours per semester.

Spring Break and Maymester Trips
The Department hosts an annual Spring Break Trip for students to visit and connect with industry leaders in New York and DC. This weeklong experience, led by Prof. Martin, is designed to enhance student understanding of the communication profession by offering a series of tours, presentations and networking events in the Washington, DC and New York markets.

Thanks to members of our Advisory Council and our alumni, this year’s trip included a visit to the National Governor’s Association, FleishmanHillard, Russell Reynolds Associates, Brunswick Group, Ketchum, and Representative Joe Cunningham’s office in Washington DC. In New York, the group visited Fox Business News, Landor, Bloomberg, Thomson Reuters, Integral Communications, Hot Paper Lantern, and Peppercomm.

Study Abroad
The department offered just one study abroad trip this year. During the 2018 fall semester, Profs. Celeste Lacroix and Robert Westerfelhaus took 25 undergraduate students to Florence, Italy.

Four communication classes were offered, including two sustainability-related courses that tied into the College’s QEP theme for 2018-19, Sustainability and Social Justice.

These and other culturally immersive activities enriched students’ understanding of material covered in course textbooks, in-class discussions, and lectures. In addition, they helped expand students’ site-specific intercultural knowledge in other ways as well. Whenever possible, the professors invited locals to share their indigenous experience and knowledge with the students.
English
Profs. Valerie Frazier and Michael Owens taught two classes each in the SPECTRA program over the summer. (Valerie's class was covered in an article in The College Today: http://today.cofc.edu/2016/06/13/college-of-charleston-summer-courses-2016/). Several English professors teach REACH students.

English Dept. faculty members are affiliated with several interdisciplinary programs in the School of Humanities and Social Sciences and the School of Languages, Cultures, and World Affairs. We also consistently teach first year seminars and learning communities that encourage interdisciplinarity, teach interdisciplinary courses in the Honors College (Prof. Meg Scott-Copsey taught one such course in Spring 2019: Engaging the Dance Thinker. Prof. Anton Vander Zee also taught an Interdisciplinary Special Topics in Humanities: The Self as Story in Spring 19), and we teach in interdisciplinary programs across campus (among them Women's & Gender Studies, African American Studies, and the programs directed by English faculty members: Film Studies, Southern Studies, Irish and Irish-American Studies, and British Studies.

We host two study-abroad programs: Under Prof. Bret Lott directions—and now with Prof. Vander Zee’s co-direction—College of Charleston students (primarily but not only English majors) have studied in Spoleto, Italy, for the past ten years (in 2018, Prof. Lott directed and he and Prof. Scott Peeples taught in the program; in 2019, Prof. Vander Zee directed while Prof. Emily Rosko and Prof. Myra Seaman taught in the program). Prof. Kelly traveled with students to Ireland in 2018 (summer, with Prof. Colleen Glenn) and 2019 (summer), continuing a program Prof. Kelly has developed over several years. The English Dept. is also part of a British Studies Consortium that organizes study abroad in London; Prof. Tim Carens is our liaison and taught in the program in 2018 (summer).

Personalized Education and High-Impact Student Experiences include:

Summer 2019:
Prof. Julia Eichelberger – Faculty Mentor
Samantha Sommers – Student Participant
Emma Looby – Student Participant
(Eudora Welty-Frank Correspondence, 1931-1977)

Prof. Joe Kelly – Faculty Mentor
Audrey Robinovitz – Student Participant
(Necromancy, Spirit Channeling, and other Wifely Duties: the Psychic Love Story of George Hyde-Lees and W.B. Yeats)

Civic Engagement
Prof. Russell developed a program for area veterans in Spring 2017 in partnership with Prof. Bryan Ganaway (Honors College); the program, "Bridging Between," featured discussions of poetry about war and its aftermath for veterans. In 2017-19, that program has had curricular benefits: Prof. Bill Russell worked with Mat Garrison (Coordinator for Veteran, Military, and ROTC Recruitment, Office of Admissions) to develop veteran-only sections of ENGL 110, multiple sections of which have now been offered, some each semester. Prof. Kathy Béres Rogers and Prof. Silvia Hanna (Academic Advising/Psychology) have continued to develop their “Healing Narratives” course as a learning community and team-taught endeavor. Prof. Collins-Frohlich has developed a service-learning section of HONS 110 and forged a partnership with East Cooper Habitat for Humanity. She has worked with the Honors College to make service learning integral to their first-year experience.
Students in undergraduate creative writing classes and in the MFA program, including those in **ENGL 380: Literary Magazine Production and Publishing**, learn through experience what it means to write fiction and poetry for publication, and many of those students publish in the award-winning undergraduate magazine *Miscellany*.

**Internships**

19 undergraduate English majors and 1 English MA student engaged in field internships in the 2018-19 academic year and summer of 2019. The department directed 16 independent studies, tutorials, and bachelor’s essays for undergraduate students in 2018-19, along with 1 independent studies and tutorials at the graduate level. These numbers are consistent with those of recent years, except for the surge in MFA tutorials that resulted from the program’s being in its third year in 2018-19.

**History**

History continues to serve as a major contributor to other programs. As usual, in AY2019 we took part in the Honors sophomore colloquium, with two of our instructors providing the equivalent of four courses. We also staffed six FYE courses over the year. Our classes, as always, attract large numbers of students from International Studies, European Studies, African Studies, African-American Studies, Irish & Irish-American Studies, Latin American & Caribbean Studies, and Women's & Gender Studies, as well as many Public Health students. The other half of the story is the amount of time our faculty members spend serving on the steering committees or directing interdisciplinary degree programs. Most notably, Prof. Richard Bodek has assumed the directorship of European Studies. Department members are on the steering committees of African, African-American, Latin American & Caribbean, Southern, Urban, and Women's & Gender Studies. In AY2019 Prof. Sandy Slater also served as interim director of CLAW.

In Summer 2019, we offered five sections of History gen ed to a total of 129 students (a reduction by one section compared to AY2018, because of availability of trained instructors. We currently plan to offer regular-term History gen ed online for the first time in Spring 2020.

As mentioned above, the History Department makes a large contribution to interdisciplinary programs at CofC, its faculty serving on the steering committees of/directing many interdisciplinary programs and students in interdisciplinary programs making up a significant number of the total in a goodly share of our upper-level classes. A member of our faculty also led a study abroad course to Great Britain in AY2019, and a second began planning a study abroad in Lebanon that is scheduled to run for the first time in AY2020. Our number of high-impact student experiences remained relatively steady from AY2018, except for a dip in undergraduate independent studies; in AY2019 members of the department conducted 4 undergraduate and 4 graduate independent studies, oversaw 10 internships (a significant increase), mentored 3 senior papers, and 4 bachelor’s essays (also a significant increase).

**Philosophy**

33 of our 37 PHIL sections counted for general education credit in the humanities or mathematics. Eight of our sections counted for the Public Health majors, four for the PPLW concentration, three for the environmental studies minor, and one for the Arts Management major. Together with our contributions to HONS, WGST, and FYE, these offerings made broad contributions to programs all over campus – a hallmark of our program. They reflect our deep commitment to interdisciplinary teaching.

Four of our faculty are now trained to offer distance learning courses. We offered two online symbolic logic sections in Summer 2018, and one online critical thinking section in Spring 2019. In Summer 2019, we are offering both symbolic logic and critical thinking online. Though we believe that face-to-face interactive discussion is most effective in most philosophy classes, we are committed to exploring and expanding the use of distance education for the right sorts of courses.
Enrollments for our lower-level courses have remained robust; in fact we are having some difficulty keeping up with the demand for our ethics courses which count for public health. We have experienced some lower enrollments for more advanced classes, other than the ones which count for PBLH or PPLW or ARTM. Going forward, we will need to be judicious in our offerings, thinking carefully about classes that will appeal to broader numbers of students, and finding ways to deliver our major curriculum while concentrating on that broader appeal.

**Political Science**

*Interdisciplinarity*

The department embodies interdisciplinarity, with three geography PhDs in rank and a geography minor. As mentioned above, the department also contributes to a number of interdisciplinary programs across the College. We provide the core faculty for the MPA program and make substantial contributions to the MES program. In addition, the department makes important contributions to the Latin America and Caribbean Studies, International Studies, African Studies, Asian Studies, European Studies, Public Health, Environmental Studies, Women’s and Gender Studies, among others.

*Internationalization/Globalization*

The department is committed to providing an international perspective to students and the larger College community. The primary area of expertise for five of our tenure line faculty is international or comparative politics. We also have geographers in our department who study the process of globalization. As mentioned above, we are strong supporters of the College’s study abroad efforts. Our faculty led study abroad trips to Cambodia and Vietnam (Prof. Chris Day); Great Britain and Scotland (Prof. Mark Long); Morocco and Spain (Prof. Jack Parson) in summer 2018 and have coordinated the College’s fall semester program in Trujillo, Spain since 2011.

*Personalized Education and High Impact Student Experiences*

Personalized education and high impact student experiences are hallmarks of the Department of Political Science. In 2018-2019, our faculty taught 12 “special topics” courses, supervised 13 independent study projects and 16 Bachelor’s Essays. Our faculty also engaged students outside the classroom. For example, Prof. Hollis France took her Maymester Capstone students to SCE&G Innovation Center to learn more about wind power and as an alternative energy source; to Meggett, S.C., to visit Swimming Rockfish Farm to learn about aquaculture as an alternative to wild caught seafood; and to Kiawah Sanctuary Resort to gain further insights about the H2B Visa Guest Worker program.

In addition, 23 students completed internships for academic credit in a wide array of government and nonprofit agencies and organizations, including the Human Resources Department at Charleston County Public Defender, Metanoia, Charleston County Democratic Party, South Carolina Harm Reduction, Office of the Solicitor, Americorps Trident United Way, Beyond Our Walls, Frazier Law Offices, Defense Security Service, Charleston City Paper, and a number of campaigns including Joe Cunningham for Congress, Katie Arrington for Congress and JA Moore for South Carolina.

We also offered three "Model" courses for our students in 2018-2019.

Prof. Max Kovalov taught POLI 266 (Model African Union) that provided students an opportunity for engaged, high impact learning. Working in delegations of up to six, students honed research skills and developed a deep knowledge of specific African countries. The students also traveled with Prof. Kovalov to Washington, D.C., to compete in a Model African Union competition. In addition, he taught POLI 379 (Model United Nations) and worked with student leaders to organize a College of Charleston Model United Nations for students on campus and traveled with the student leaders for a
regional competition. Prof. Doug Friedman continued to teach POLI 266 (Model Organization of American States), and organized a trip to The General Assembly in Washington, DC.

We also offered POLI 119 (Advanced Mock Trial) in fall 2018. The course was taught by a local attorney, Paul Dominick. Students learned about courtroom procedure, how to serve as both attorney’s and witnesses, and how to respond to questions from other attorneys and judges.

To coordinate engaged learning opportunities for students, Profs. Jordan Ragusa and Gibbs Knotts founded the American Politics Research Team (APRT) in 2015. Modeled after the College’s Women’s Health Research Team, the APRT is a faculty-student research team with a mission to “conduct empirical research on important topics in American Politics, contribute to public discourse on political issues, and to help students develop their research skills.” In 2018-2019, team members worked on a project exploring the reasons some Republicans abandoned the party’s 2016 presidential nominee, Donald Trump. In addition, they conducted research on South Carolina’s “First in the South” presidential primary.

Similarly, Profs. Matt Nowlin and Annette Watson created the Environmental Policy Research Group (EPRG) in 2017. The mission of the EPRG is “to conduct empirical research on environmental issues around the globe, promote interdisciplinary research collaboration, help students develop their research skills, and cultivate skills for conducting participatory research and public outreach.”

As noted above, the Department hosted the ninth annual William V. Moore Student Research Conference. Conference participation consisted of undergraduates as well as a number of outstanding high school seniors from Academic Magnet High School. In addition, approximately 100 students, faculty, alumni, and parents attended the conference luncheon. Conference sessions were filled with supportive parents, interested students, faculty and friends. Finally, several members of Dr. Moore’s family attended the event, including his two children Matt and Laura.

Psychology
The Psychology Department contributed to Honors College coursework by teaching HONS 163 (Introduction to Psychological Science) and a Bachelor’s Essay, yielding 60 credit hours. In addition, Prof. Jen Wright was accepted as an Honors Faculty Fellow, meaning that our contributions to Honors are slated to increase. We also made a substantial contribution to the First-Year Experience Program, teaching three learning communities and four FYE courses for a total of 483 credit hours (less than usual because we had four people on sabbatical).

The department contributes to a substantial number of other programs across campus, including African-American Studies (both the minor and the B.A.), the Crime, Law, and Society minor, Data Science, the Environmental and Sustainability Studies minor, Exercise Science, the Linguistics minor, the pending Medical Humanities minor, the Neuroscience minor, the Computational Neuroscience concentration in Physics, Public Health (both the B.A. and the B.S.), the Special Education B.S., the Urban Studies minor and B.A., and the Women’s and Gender Studies minor and B.A. We also contribute to programs in the School of Professional Studies, including both the BPS and the BGS.

Interdisciplinary Neuroscience Program
The Department of Psychology contributes heavily to the college’s interdisciplinary neuroscience program. Well over half of the core courses and specialized neuroscience elective courses are taught by members of the Department of Psychology. Three of our faculty members teach primarily in the program and frequently supervise neuroscience student Bachelor’s Essays (Prof. Mike Ruscio, Prof. Jennifer Wilhelm, and Prof. Garrett Milliken). A number of other faculty members also teach courses that contribute to this interdisciplinary program (e.g., Prof. Dan Greenberg - PSYC 385: Cognitive Neuroscience; Prof. Tom Ross – PSYC 387: Neuropsychology).
Research

Where research was once viewed as separate from our core mission of teaching, we now see it as central to the teaching and learning of psychological science. Like many other Psychology departments at leading liberal arts and sciences institutions, we offer foundational coursework in research training. However, unlike nearly every other psychology department (including those at large research universities), we offer specialized and advanced laboratory coursework that afford students opportunities to apply knowledge and skills that they have acquired during previous coursework in the major. We have developed advanced laboratory coursework in each core area of Psychology (e.g., Cognitive, Developmental, Social, and Neuroscience). In addition to advanced training in research design and interpretation, students receive training in a variety of specialized laboratory techniques (e.g., electrophysiological recording, histology, fluorescent microscopy, and experimental software programming) that typically are not available to students until they enter graduate studies. Additionally, our extraordinary commitment to animal research is unique to programs offering only the undergraduate degree. We offer research training opportunities using a variety of animal models including rodents (rat and mice), pigeons, fish, amphibians, and most recently, invertebrates.

Research pervades more than just our advanced coursework. Student-faculty research collaborations and their fruits in dissemination are an essential pedagogy in the Department of Psychology. Students can begin these projects as early as their first or second year at the College, spurred by a curriculum that encourages students to think of themselves as scientists. High numbers of students partner with Psychology faculty on to carry out original research projects (e.g., Independent Studies and Bachelor’s Essays), often resulting in joint conference presentations and peer-reviewed publications. Further, growing numbers of faculty are obtaining external funding to support their research collaborations with students.

Inviting students into the research community early and often in their undergraduate careers tracks the ongoing shift in undergraduate science education away from rote learning and toward developing competencies not tied to a specific list of courses. It is difficult to anticipate what knowledge and technical skills our graduates will need ten years from now, but we do know that collaborations with faculty in research nurtures important qualities that go beyond what can be learned in the classroom, are valued outside of laboratory, and can be applied to many different career paths. Deep and authentic engagement in research cultivates students’ abilities to think independently and imaginatively, to effectively deal with complexity and ambiguity, to make reasoned decisions, to express themselves orally and in writing, to work with others, and to address real world problems in innovative and creative ways. Nurturing these skills is not only the hallmark of a liberal arts education but also necessary for success in a wide range of careers and effective participation in society. Further, ample opportunities to partner with faculty on empirical work boost our ability to attract and retain strong students who seek out independent research and creative opportunities. Further, our research focus is a Departmental point of distinction in recruiting and retaining faculty who are fully dedicated to both excellence in teaching and excellence in research with students.

In 2018-2019, we offered students research experiences at every level, including our PSYC 198 course (specifically designed for students with no research experience), PSYC 498 (Independent Study), and PSYC 446/499 (Bachelor’s Essays in Neuroscience and Psychology, respectively). Finally, to serve as a culminating experience for our students engaged in research activities, we held our annual Student Activities Research Day (SARD) event. During the event, which is held late in the spring semester, students are recognized for winning departmental, HSS, and college-wide awards and are given framed certificates and books signed by all psychology faculty in recognition of their accomplishments. Also, all Bachelor’s Essay and many Independent Studies students give oral presentations of their research with faculty, followed by a poster session of additional student/faculty collaborative research. This year, SARD included 4 oral presentations and over 20 poster presentations.
Internships

The Department of Psychology has a structured internship course: PSYC 397 Internship Experience. This course is offered on a competitive basis to junior and senior psychology majors with an overall GPA of 3.0 and a psychology GPA of 3.0. The internship experience course provides students interested in the application of psychological theories and principles an opportunity to have an applied learning experience in a pre-approved agency or organization. The learning experience is guided by an individualized learning contract which specifies the academic and work components of the experience. This academic year, our Internship Coordinator, Prof. Sarah Robertson, supervised a total of 26 interns across over a dozen sites. These sites vary from semester to semester, but typically include the National Crimes Victim Center at MUSC, the EMPOWER program at MUSC, the WINGS program, Dee Norton Lowcountry Children’s Center, the Florence Crittenton Home, Carolina Coast Behavioral Services, Bishop Gadsden Retirement Community, Carolina Autism Resources and Evaluation Center, Camp Road Middle School, Connect 2 Hope, Orange Grove Elementary School, QuitBuddy, and SPARK (Igniting Autism Research/Improving Lives).

Teaching Mentorships

The goal of our teaching mentorships is to create a dual-mentorship opportunity: the professor provides mentorship to the student (the teaching mentor) on various aspects of high-quality instruction and the teaching mentor, in turn, provides mentorship for the students in the course to which they have been assigned. Teaching mentors read pedagogical literature, learning about the skills and techniques used by high-quality instructors in the classroom, help develop course materials, and provide mentorship to students both in and out of the classroom. Students may also be given the opportunity to give in-class lectures and/or run other class activities/discussions. Students who sign up for a Teaching Mentorship attend the class sessions for which they are mentoring. Along with the time students spend in the classroom, they also meet regularly with their professor to discuss class-specific issues and pedagogical readings and activities, as well as hold a certain number of “library” or “chat-room” hours to meet with students. Finally, teaching mentors produce a teaching portfolio at the end of the semester, which may include items such as: brief teaching narrative, reading reflections, materials developed for actual course (as well as any “hypothetical” materials developed for pedagogical discussion), and a final critical reflection paper.

Religious Studies

Overall, our RELS courses also play a significant role in the internationalization and globalization of the College’s curriculum. In addition to the study abroad program, courses taught covered 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, Scandinavian paganism), the Middle East (Hebrew Bible, New Testament, Islam and Qur’an), as well the history of Asian religions in India, Tibet, China, and Japan (Hinduism, Buddhism, Daoism, Confucianism).

In sum, our course offerings illustrate a larger shift in the content of the RELS curriculum that has been accompanied by new theoretical and methodological paradigms, including media studies; feminism and queer theory; postmodernism and post-colonialism; cognitive approaches to the study of religion; and cultural studies approaches, including the focus on embodied religion and how religious values and taboos shape attitudes towards sexuality, dress, food, and dietary practices.

We began teaching distance learning in summer of 2016, with one class, and offered three in the summer of 2018 and two in the summer of 2019 distance classes this summer, and plan to offer 3-4 distance education classes every summer. We are more than willing to teach at north campus, and also to do executive education, focusing on religious literacy for the global executive, for example. We have taught night classes on campus previously, but the last time a night class was offered, enrollments were quite low.
The diversity of our course offerings and the wide-ranging expertise of the faculty provide our students with learning experiences that exceed most undergraduate RELS programs; indeed, they rival those of R1 institutions like UNC-Chapel Hill and Charlotte, both of which have very large undergraduate and graduate programs in Religious Studies.

With its interdisciplinary and cross-cultural curriculum, RELS contributes significantly to other units, programs, and initiatives. As noted already, these include contributions to the Honors College (HONS) and to the First Year Experience (FYE), but also to other inter-disciplinary programs in the School of Languages, Cultures and World Affairs (LCWA), including African American Studies (AAST), Asian Studies (ASST), Environmental Studies (ENVT), International Studies (INTL), Jewish Studies (JWST), as well as Women & Gender Studies (WGS). For example, “The Islamic Tradition” and “Religion and Law” is cross-listed in INTL, “The Jewish Tradition” is cross-listed in JWST, “The Christian Tradition” fulfills requirements in HIST, while “Daoist Tradition,” “The Buddhist Tradition,” and “Sacred Texts in Asia” all satisfy requirements in ASST and INTL, “Religion and Nature in North America” and “Nature Spirituality, Ecotopia, and Applied Ecovillage Living” were cross-listed in ENVT and URST, “World Religions” satisfies requirements in INTL and CPLT, “Religion and Film” satisfies requirements for the Film Studies program, while “Women and Religion” fulfills requirements in WGS.

Faculty also deliver high impact experiences that provide students with personalized attention. Prof. Siegler directed Sam Page’s HONS 499 Senior Honors Bachelor’s Essay on Superheroes as Modern Myth: How Marvel Studios Has Created a Global and Secular Mythology. Page also presented his research in Siegler’s Religion and Popular Culture class.

As well, Siegler directed a RELS 399 independent study on “The Intersection Between Business and Evangelical Protestantism in America” with Honors student and Business major James Whitmore, and together they read 10 books and several articles. Dr. Cressler directed a RELS 381 Internship with Hilary Rockett, where she worked with the Charleston Interreligious Council.

Our department also promotes a personalized education by offering capstone course work and individualized attention in advanced seminar courses. Our students value the personal attention they receive in the department, as supported by qualitative exit survey of seniors conducted by the Chair in 2019. [See Appendix B: Senior Exit Survey Class of 2019 Report].

The RELS department received the highest marks in “student satisfaction” with the major program of study in the School of Humanities & Social Sciences (and the department also had 100% response rate for graduating seniors, the only HSS department in which every student participated in the survey).

**Sociology and Anthropology**

**Internationalization**

Anthropology is by its nature an international and global discipline. Virtually all anthropology courses that we offer challenge students to reexamine the Western world they inhabit by exploring the full range of biological and environmental circumstances of human and non-human species from past to present. Students are encouraged to study abroad, and the department works closely with students to ensure that they stay on track for their planned graduation date. In 2019, four students studied in a Maymester Study Abroad trip to Ireland organized by Prof. Moore Quinn. Many others took advantage of opportunities to study abroad facilitated by the Center for International Education.
Sociology continues to work toward a more integrated global focus in its classes from intro-level to upper-level courses. Students are encouraged to study abroad, and the department works closely with students to ensure that they stay on track for their planned graduation date. In 2018-2019, many majors studied abroad with the assistance of the Center for International Education.

**Sustainability Literacy**

Sociology and anthropology faculty have become active participants in the Sustainability Literacy Institute. Christine Finnan is a member of the QEP Curricular and Co-curricular Committee, and several faculty members have taught sustainability focused and related courses. For example, *Prof. Christine Finnan* taught **ANTH 319 ST: Cultural Sustainability and Social Justice in Schools** in fall 2018, *Prof. Joanna Gilmore* taught **ANTH 319: Exhibition Planning and Design** focusing on museums and social activism, and *Prof. Deborah Auriffeille* taught **ENVT 352/SOCY 339 ST: The Sociology of Sustainability and Consumption** in spring 2019. Interest in sustainability has grown in both programs, and members of the anthropology program is designing an undergraduate certificate in Cultural Sustainability that they hope will be available in fall 2020.

**High Impact Learning**

Internships: 22 students completed internships in 2018-2019, 13 in anthropology and nine in sociology. A number of sociology majors or minors in Crime, Law and Society opted to complete their internship in CRLS, which is directed by sociologist *Prof. Ann Stein*.

Five students completed an Academic Apprenticeship or a Research Apprenticeship with a faculty member in 2018-2019. The Academic Apprenticeship is an independent study experience that provides students with mentoring on how to facilitate teaching and learning in the classroom. Students work with a faculty member in a specific class, helping enrolled students with in-class activities and labs, holding discussion or review sessions, and delivering lectures as appropriate. The Research Apprenticeship is an independent study experience that provides students who are considering research careers a mentoring experience working alongside the faculty member on that faculty member’s research program.

Other Independent Studies: Sociology and Anthropology faculty supervised 1 Bachelor’s Essay and 11 topical independent study courses in 2018-2019.

Miscellaneous Items: *Prof. Brenda Sanders*, Senior Instructor of Sociology, meets in discussion groups of 4-5 students to evaluate their competency in discussing and analyzing texts assigned for the class. This is an extraordinary feat as she has between 105 and 120 SOCY 101 students each semester.

In **SOCY 341: Criminology**, *Prof. Heath Hoffmann* takes students on a tour of Lieberman Correctional Institution, a maximum-security state prison which is home to Death Row.

In **SOCY 344: Gerontology** and **SOCY 335: Aging and the Family**, *Prof. Sanders* requires students to complete service learning projects at Respite Care Ministries or ITN Charleston Trident Dignified Transport for Seniors. At Respite Care Ministries, students spend time with older adults as their caregivers receive a break to run errands, rest and do other things that are difficult to do while engaged in fulltime care-giving activities. At ITN Charleston Trident, Professor Sanders’ students volunteer as drivers for older adults who are unable to drive. Students drive folks to the grocery store, appointments with doctors and sometimes take clients to have their hair done. At both sites, Professor Sanders’ students engage in service that reflects and reinforces the academic content of the classes.

12 students participated in the 2019 Archaeological Field School led by *Prof. Barbara Borg* and held in partnership with the Charleston Museum.
Global Impact

HSS provided Study Abroad Experiences in the following countries:

- Austria
- Cambodia
- England
- Germany
- Ireland
- Italy
- Rwanda
- Scotland
- Spain
- Uganda
- United Kingdom
- Vietnam

<table>
<thead>
<tr>
<th></th>
<th>AY13-14</th>
<th>AY14-15</th>
<th>AY15-16</th>
<th>AY16-17</th>
<th>AY17-18</th>
<th>AY18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Majors N=</td>
<td>2451</td>
<td>2344</td>
<td>2177</td>
<td>2234</td>
<td>2377</td>
<td>2295</td>
</tr>
<tr>
<td>Total Study Abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=</td>
<td>791</td>
<td>895</td>
<td>993</td>
<td>968</td>
<td>862</td>
<td>990</td>
</tr>
<tr>
<td>HSS Abroad N=</td>
<td>242</td>
<td>290</td>
<td>287</td>
<td>244</td>
<td>260</td>
<td>286</td>
</tr>
<tr>
<td>% HSS Majors Abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.90%</td>
<td>12.40%</td>
<td>13.18%</td>
<td>11%</td>
<td>10.94%</td>
<td>12.46%</td>
</tr>
</tbody>
</table>
CHANGES IN DEPARTMENTAL OR PROGRAM ENROLLMENTS
Enrollments Compared Across All Academic Schools

AVERAGE CLASS SIZE

*Only fall 2018 data was available at the time this report was prepared.

Note: Excludes Independent Studies, tutorials, practicums, thesis research, applied music, bachelor’s essays, and courses taught at other institutions.
DECLARED MAJORS/MINORS AND DEGREES AWARDED

*Only fall 2018 data was available at the time this report was prepared.

STUDENT AND RECENT GRADUATE ACCOMPLISHMENTS

HSS Scholars

Each spring, the School of Humanities and Social Sciences honors graduating seniors who have distinguished themselves by amassing an impressive body of work during their undergraduate careers. The two top students in each of the majors taught within HSS are recognized for their academic achievements as HSS Scholars. For a closer look at the most recent list of award winners click here.

Accomplishments within each individual department within HSS can be found in the departmental annual reports.
PLEASE PROVIDE A BRIEF NARRATIVE SUMMARY OF THE CURRICULAR ASSESSMENT ACTIVITIES UNDERTAKEN BY YOUR UNIT THIS YEAR, ALONG WITH BOTH ACTIONS TAKEN IN EARLIER YEARS THAT HAVE LED TO IMPROVEMENT AND PLANS FOR IMPROVEMENT.

Goal 1: HSS students are provided with a highly personalized education enhanced by opportunities for experiential learning.

### Capstones, Labs, Field, Ind. Studies, BE, RA, TA, Tutorials, Interns

<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Personalized/Experiential Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Majors N=</td>
<td>2344</td>
</tr>
<tr>
<td>Annual Enrollments N=</td>
<td>1096</td>
</tr>
<tr>
<td>% HSS Majors in Personalized/Experiential Learning Annually</td>
<td>47%</td>
</tr>
</tbody>
</table>

### TA, RA, BE, Ind. Studies, Tutorials

<table>
<thead>
<tr>
<th>Measure 2</th>
<th>Independent Enrollments – No Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Majors N=</td>
<td>2344</td>
</tr>
<tr>
<td>Annual Independent Enrollments N=</td>
<td>221</td>
</tr>
<tr>
<td>% HSS Majors working one-on-one w/ Roster Faculty Annually</td>
<td>9%</td>
</tr>
</tbody>
</table>

### TA, RA, BE, Ind. Studies, Tutorials

<table>
<thead>
<tr>
<th>Measure 3</th>
<th>Independent Enrollments – No Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Graduates N=</td>
<td>740</td>
</tr>
<tr>
<td>HSS Majors Worked One-on-One w/ Roster Faculty Before Graduation N=</td>
<td>110</td>
</tr>
<tr>
<td>% HSS Majors Worked One-on-One w/ Roster Faculty Before Graduation</td>
<td>15%</td>
</tr>
</tbody>
</table>

### Internships

<table>
<thead>
<tr>
<th>Measure 4</th>
<th>Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Graduates N=</td>
<td>740</td>
</tr>
<tr>
<td>HSS Graduates Interned Before Graduation N=</td>
<td>204</td>
</tr>
<tr>
<td>% HSS Graduates Interned Before Graduation</td>
<td>28%</td>
</tr>
</tbody>
</table>
Goal 2: HSS students develop global awareness by participating in study abroad programs.

<table>
<thead>
<tr>
<th>Measure 1</th>
<th>AY14-15</th>
<th>AY15-16</th>
<th>AY16-17</th>
<th>AY17-18</th>
<th>AY18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Count HSS Abroad N=</td>
<td>290</td>
<td>287</td>
<td>244</td>
<td>256</td>
<td>286</td>
</tr>
<tr>
<td>% HSS Majors Abroad <strong>Annually</strong></td>
<td>12%</td>
<td>13%</td>
<td>11%</td>
<td>11%</td>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 2</th>
<th>AY14-15</th>
<th>AY15-16</th>
<th>AY16-17</th>
<th>AY17-18</th>
<th>AY18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Graduates N=</td>
<td>740</td>
<td>667</td>
<td>602</td>
<td>580</td>
<td>633</td>
</tr>
<tr>
<td>HSS Graduates Studied Abroad Before Graduation N=</td>
<td>205</td>
<td>240</td>
<td>201</td>
<td>199</td>
<td>241</td>
</tr>
<tr>
<td>% HSS Graduates Studied Abroad <strong>Before Graduation</strong></td>
<td>28%</td>
<td>35%</td>
<td>33%</td>
<td>34%</td>
<td>38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 3</th>
<th>AY17-18</th>
<th>AY18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds will be raised to support study abroad and other personalized educational experiences.</td>
<td>Set to baseline</td>
<td>$3652</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Measure 1 HSS Majors N=</th>
<th>AY14-15</th>
<th>AY15-16</th>
<th>AY16-17</th>
<th>AY17-18</th>
<th>AY18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 2 HSS Graduates N=</td>
<td>740</td>
<td>667</td>
<td>602</td>
<td>571</td>
<td>633</td>
</tr>
</tbody>
</table>

Goal 4: HSS students are trained in the method of scholarly inquiry and research.

<table>
<thead>
<tr>
<th>Methods Courses, Stats, Labs, BE, RA</th>
<th>Methods Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1</td>
<td>AY14-15</td>
</tr>
<tr>
<td>HSS Majors N=</td>
<td>2344</td>
</tr>
<tr>
<td>Annual Enrollments N=</td>
<td>2251</td>
</tr>
<tr>
<td>% HSS Majors Trained in Methods <strong>Annually</strong></td>
<td>96%</td>
</tr>
</tbody>
</table>

| Measure 2                            | AY14-15 | AY15-16 | AY16-17 | AY17-18 | AY18-19 |
| HSS Graduates N=                     | 740 | 667 | 602 | 571 | 633 |
| HSS Graduates with Methods Training Before Graduation N= | 643 | 551 | 509 | 490 | 535 |
| % HSS Graduates with Methods Training **Before Graduation** | 87% | 83% | 85% | 86% | 84% |
Goal 5: To honor our commitment to our social responsibilities, the HSS faculty and students engage in collaborations with diverse communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Faculty N=</td>
<td>AY 14-15</td>
</tr>
<tr>
<td>Annual Count HSS Faculty Community Activities N=</td>
<td>166</td>
</tr>
<tr>
<td>% HSS Faculty Engaged in Community Activities Annually</td>
<td>127%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 2</th>
<th>Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Majors N=</td>
<td>AY 14-15</td>
</tr>
<tr>
<td>Annual Internship Enrollments N=</td>
<td>2344</td>
</tr>
<tr>
<td>% HSS Majors in Internships Annually</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 3</th>
<th>Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds will be raised to support Internships and other personalized educational experiences.</td>
<td>AY17-18</td>
</tr>
<tr>
<td>• Internships</td>
<td>Set to baseline</td>
</tr>
<tr>
<td>• Scholarships</td>
<td></td>
</tr>
<tr>
<td>• Student Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLEASE DISCUSS THE DIVERSITY AMONG YOUR FACULTY, INCLUDING EFFORTS MADE IN RECRUITMENT (IF APPLICABLE) TO INCREASE THE PRESENCE OF UNDER-REPRESENTED GROUPS.

The School of Humanities and Social Sciences celebrates diversity. We believe that diverse backgrounds and ideas are crucial to academic excellence. Due to this belief, we are committed to creating an inclusive campus that respects and appreciates individual and group differences.

At the time this report was due, only the fall 2018 data is available on the Office of Institutional Research, Planning, and Information Management’s website. Below is a list of all HSS faculty in fall 2018 that represent a diverse background.
### Profile of HSS Roster Faculty by Department (Fall 2018)

<table>
<thead>
<tr>
<th>School of Humanities and Social Sciences</th>
<th>Fall Term 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
</tr>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td>Communication</td>
<td>13</td>
</tr>
<tr>
<td>English</td>
<td>17</td>
</tr>
<tr>
<td>History</td>
<td>14</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>Political Science</td>
<td>10</td>
</tr>
<tr>
<td>Psychology</td>
<td>12</td>
</tr>
<tr>
<td>Public Health</td>
<td>1</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>1</td>
</tr>
<tr>
<td>Sociology &amp; Anthropology</td>
<td>13</td>
</tr>
<tr>
<td>Women’s and Gender Studies</td>
<td>1</td>
</tr>
<tr>
<td>School Total</td>
<td>87</td>
</tr>
</tbody>
</table>
See below for departmental response to these areas:

**Communication**
The Department of Communication currently has 19 tenured or tenure track faculty: eleven white females, six white males and two non-resident males. Two additional faculty members will be joining our department for the 2019-2020 academic year; one white female and one non-resident female. We continue to make every effort to increase diversity in our applicant pools for our searches to create a stronger and more diverse department.

**English**
Among our 29 roster faculty, 14 are women and 15 are men. Three roster faculty members are African American. And one faculty member identifies as LGBTQ+.

**History**
History as a discipline is to a considerable extent culturally determined—people of Scandinavian descent are more likely to want to study Scandinavia, African-American scholars of the European Middle Ages are rare, etc. As a result, our faculty is moderately diverse in ethnic terms, with one Lebanese American and one African American faculty member. The department also has some gender diversity, with two self-identified LGBTQ faculty members; we have a policy of total neutrality in regard to gender in recruitment, the more so because the department is now over 50% female.

It is important to recognize that our curriculum is designed to teach diversity. Students have to take courses studying several different regions of the world, including non-western. And our transnational/comparative distribution area (unusual in university History curricula) lends itself naturally to questions of cultural inclusivity/exclusivity, “othering,” and cross-cultural encounter.

**Philosophy**
Philosophy as a discipline continues to fall short of diversity. Fewer than 5% of American philosophers are African-American, and only about 30% are women.

**Political Science**
The department remains fully committed to recruiting and retaining a diverse faculty and to increasing the presence of under-represented groups. Females make up 48% of the department’s fulltime faculty, and 2 of our fulltime faculty colleagues are African American.

In 2010-2011, we identified three areas for improvement: diversity, enrollments in the Geography minor, and faculty retention.

A more diverse faculty and study body remains an important priority for the department.

**Psychology**
The Psychology Department includes 22 tenure-track faculty members (12 male, 10 female, 95% Caucasian, 5% African American). Our department has undertaken efforts to recruit from under-represented groups each time we seek to hire a new faculty member. These efforts include: making specific mention that we are seeking job candidates from under-represented groups in our advertisements; posting job adds in publications directed specifically toward minorities; subscribing to data bases (i.e., job banks) through career services that supply names/addresses of minorities with doctorates in
psychology; and other efforts recommended by expert sources (e.g., contacting chairs of programs known for producing the highest percentage of minority doctorates).

**Religious Studies**

In the summer of 2014, the chair created a Faculty Diversity Recruitment Plan, which opened with the following mission statement about diversity: The Department of Religious Studies is dedicated to serious and open intellectual inquiry, one in which students, faculty, and staff can fully participate, regardless of ethnicity, race, religion, age, gender identity, sexual orientation, nationality, socio-economic status, or disabilities. Faculty are committed to creating an environment that respects the dignity of all persons, particularly those from groups that have experienced discrimination and persecution, for we recognize that intolerance and prejudice diminish those possibilities. Diversity includes a wide range of variation in the ethnic, racial, gender, and cultural representations on campus, in the curriculum, in areas of faculty research and methods, and in pedagogical and theoretical approaches to the study of religion. A faculty that represents different races and ethnic groups, one bringing together expertise about many countries, cultures, and religions, one showcasing the abilities of both men and women, illustrates by example how such diversity prepares our students to value differences and to solve problems in a multi-cultural, multi-racial, and multi-religious world.

While our department remains diverse and inclusive in terms of intellectual interests, and we continue to promote religious, cultural, racial, and gender diversity within our courses, we remain a small group of Caucasian professors. We believe that faculty diversity ought to include more than African-American/Black and Latino/Hispanic candidates, and recognize the value and contributions of cultural, ethnic, and religious groups such as Arabs, Asians, or Muslims, and self-identifying LGBT candidates too. We also contribute significantly to diversity-related events on campus through our annual visiting speaker series.

**Sociology and Anthropology**

In terms of racial and ethnic diversity, our department is predominantly white. Of the 18 Sociology and Anthropology faculty, two faculty are Hispanic (one male, one female). We have 14 female faculty and 4 male faculty.

**PLEASE PROVIDE A SUMMARY ANALYSIS OF RESEARCH AND PROFESSIONAL DEVELOPMENT PRODUCTIVITY IN YOUR DEPARTMENT OR PROGRAM, REFERRING TO THE SUPPORTING DATA SECTION AS APPROPRIATE. WHAT ARE YOUR STRENGTHS AND CHALLENGES?**

HSS faculty listed the following in the Faculty Activity System (FAS):

- Curriculum Changes: 4
- Innovations in Instruction/Service Learning: 5
- Non-Credit Instruction Taught: 3
- Undergraduate/Graduate Special Projects: 9
- Books: 12
- Articles Refereed Journals: 28
- Other Articles, Chapters in Books, Publications of a Special Nature, including Book Reviews: 48
- Other Editorial/Review Activities:
Contributions to other units and unique curricular initiatives

Compared to the other academic schools, HSS faculty made the greatest contributions to Honors and First Year Experience in both fall and spring semesters. In Honors, our faculty contributed 40.4% of the total credit hours generated in 2018-2019. In First Year Experience, our faculty contributed 27.8% of the total credit hours generated in 2018-2019.

Unique curricular offerings

The Department of Communication taught nine sections of its two-semester capstone course with tremendous success. There is a highly competitive capstone selection process, in which rising seniors received section descriptions and applied to their desired capstone
selection(s). Capstone faculty then reviewed applications, rank ordered students for their course, and met as a group to “draft” students into their specific sections. In this process, students were evaluated based on their experience and background with the subject matter of the course, internships, related work experience, volunteer work, and academic performance. Although all eligible students were placed in a capstone course, this competitive process rewards our most accomplished students who participate in curricular and co-curricular work. Students dissatisfied with their capstone placement were encouraged to wait list their preferred classes. Capstone topics for Fall 2018 included the Leadership Labyrinth; Strategic Communication Campaigns; Narrative, Identity and Relationships; Narrative and Public Memory; The Body in the Digital Age; and Communication and 2018 Midterm Elections. This year for the second time, Communication offered a semester-long study abroad capstone option, in which students studied intercultural communication and culture in Florence, Italy, for the fall semester and then returned to Charleston in the spring semester to complete their research projects.

- Unique offerings in the Department of Political Science include classes on Geographic Information Systems (GIS), Terrorism, the U.S. Intelligence Community, and Sustainability. In 2016-2017, the department approved an optional “Public Policy” concentration for its majors, providing students with specific policy-related skills.
- The Department of Psychology developed courses in psychological science and neuroscience for students in the first-year experience classes, i.e. experiences focusing on the evolution, humans’ relationships with dogs, Jack the Ripper, and Harry Potter.
- For a list of all unique curricular offerings, please view each departmental annual report within HSS, as well as the “Departmental Or Program Contributions To Interdisciplinary International/Globalization, Personalized Education And High Impact Student Experiences” section.

- **Workload productivity**
  - In the fall of 2018, the School of Humanities and Social Sciences generated the largest number (27%, n=39,399) of the total credit hours generated, which includes undergraduate and graduate hours, compared to all other schools.
  - In spring of 2019, HSS generated the largest number (28%, n=38,893) of the total credit hours generated, which includes undergraduate and graduate hours, compared to all other schools.

**Challenges**

Facilities remain a major challenge for some departments. For example, the Political Science Department resides in an old building that floods several times per year. Likewise, the Psychology Department has offices in buildings in desperate need of renovation and the new space in Rita Hollings continues to have problems including water leaks and unreliable HVAC.

We are also concerned about the ability to replace retiring and departed faculty. Getting approval to start searches continues to occur late in the academic year, putting many departments at a competitive disadvantage in the hiring process. The lack of a spousal hiring program and a diversity recruitment initiative at the College also makes it more difficult to recruit and retain faculty.

While HSS benefits from the substantial research accomplishments of its faculty, there are certainly areas for improvement. Many faculty members struggle to fund conference travel and research endeavors. In addition, securing external funding is also a challenge for HSS faculty. HSS departments would benefit from increased support identifying funding sources and writing grant applications.

Finally, some of College’s business processes remain a challenge for faculty, staff, and students. Xerox charges continue to be late and difficult to decipher. In addition, paying research participants, a common practice for many of our faculty, continues to be a difficult multi-week endeavor.
PLEASE PROVIDE A SUMMARY OF DEPARTMENTAL OR PROGRAM SERVICE AND OUTREACH CONTRIBUTIONS TO THE SCHOOL, COLLEGE, COMMUNITY (OF A PROFESSIONAL NATURE), OR PROFESSION. WHAT ARE YOUR STRENGTHS AND CHALLENGES?

The HSS faculty reported the following service contributions in the Faculty Activity System (FAS):
- Service
  - Departmental: 110
  - College: 224
  - Community: 65
  - Profession: 95

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY AND STUDENTS

HSS Dean’s office funds support student and faculty research
- In AY 18-19 Dean’s office supported research activities for 57 students ($15,720). Stories about these opportunities can be found at [http://blogs.cofc.edu/hss/](http://blogs.cofc.edu/hss/).
- In AY 18-19 the Dean’s Office supported 95 faculty research and professional development projects ($64,096). Activities included facilitating workshops, national and international conference presentations, research participant recruitment, experiential learning opportunities, research travel for interviews and archives, book indexing, bringing speakers to campus and purchasing software licenses and lab equipment.

WHAT SUCCESS HAVE YOU HAD IN MEETING PROGRAM, DEPARTMENTAL, SCHOOL OR COLLEGE GOALS? WHAT OBSTACLES PREVENT YOU FROM REACHING SPECIFIC PROGRAM, DEPARTMENTAL, SCHOOL OR COLLEGE GOALS? IN WHAT WAY CAN ACADEMIC AFFAIRS SUPPORT YOUR EFFORTS?

HSS continues to be successful in meeting our goals (for department goals see department reports) and contributing to meeting the College wide goals. Our real success is measured in our stability in providing personalized education experiences and methods training for our majors in all programs. In AY18-19, 84% of HSS majors completed a methods course before graduation.

In what way can Academic Affairs support your efforts?
Obstacles for any program, department, or school tend to be resource related and fall in to the classic categories people, space, time, and money. Personalized learning opportunities are costly. Increasing these opportunities requires additional faculty lines or incentives for current faculty to engage in these experiences. 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.

Personalized Education Obstacles
HSS would like to increase these offerings in the future. However, personalized learning opportunities are costly. Increasing these opportunities requires additional faculty lines and incentives for current faculty to engage in these experiences above and beyond their standard workload.
Study Abroad Obstacles
Over the last 3 years HSS allocated funds toward summer study abroad scholarships. These were not recurring funds. Without additional scholarships it is difficult to increase participation in the study abroad programs. While ideally students would have a full semester experience abroad, increasing the shorter summer and spring break programs with adjusted tuition rates for out-of-state students should increase opportunities for students to expand their global awareness.

Methods Training Obstacles
Given 100% of our majors at some point receive methods training appropriate to their discipline, HSS would like to increase the quality not quantity of these offerings. 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.

Academic Affairs could help support efforts in HSS by supporting our budget requests in the order the dean has prioritized and supporting creative solutions to workload management that would further the goal to provide personalized education experiences for our majors.

WHAT CURRICULAR DEVELOPMENT OR OTHER MAJOR CHANGES IN THE PROGRAM(S) ARE PLANNED FOR THE NEXT THREE YEARS? BRIEFLY, WHAT RESOURCES ARE REQUIRED TO IMPLEMENT THESE?

Communication
The major in Communication changed from 39 credit hours to 37 credit hours. Departmental faculty voted to eliminate discussion sections from COMM 214 as well as remove a significant group project from COMM 215 in order to change these courses from 4-credit to 3-credit classes. Otherwise, the curriculum to complete this undergraduate major remains the same.

At the graduate level, we began teaching all courses in the new online, compressed-schedule format. With this curriculum, the Master of Arts in Communication program is better positioned to serve a regional audience of new and mid-career professionals looking for advanced education and training in communication. Not only does this program provide a unique online option for graduate education in communication in the state of South Carolina, it will be the first communication program in the region to offer a 12-month degree completion option.

English
The department rolled out a new concentration—Writing, Rhetoric, and Publication—in Fall 2018. This was a significant achievement, made possible by the full support of the department and ushered from start to finish by Prof. Chris Warnick and Prof. Jacob Craig—the latter of which is the Director of the concentration and minor in Writing, Rhetoric, and Publication. In its first year, the program quickly attracted a healthy number of concentrators and minors. The Writing, Rhetoric, and Publication concentration was approved by the department and the college with the expectation that the concentration and minor would not require changes to current staffing, but with the awareness that if WRP is particularly successful—as it already is—this will require an additional tenure-track faculty line. We’re keeping that possible future need in mind.
In terms of upcoming changes, the department spent 2018-19 developing a new undergraduate curriculum, focusing on the three-concentration structure that the department faculty approved as a result of its discussion of possible models in 2017-18: Creative Writing; Literature, Film, and Cultural Studies; Writing, Rhetoric, and Publication. (We also revised the curriculum for our secondary education double-majors.) As of July 2018, new majors will select one of three concentrations, and we will be actively current majors as the work to determine whether or not to move from the old to the new major requirements.

In 2019-20, the department will be having an important conversation about its graduate offerings: the MFA in Creative Writing and the M.A. in English. The first of these received serious attention from the department in Spring 2019: the program’s third year confirmed that some ongoing needs continued to be unmet (particularly surrounding student financial support, but also faculty workload), and there was little sense among the creative writing administration that the institution was ready to change its approach to graduate education in a way that would make the program healthy. That conversation continues, in light of the many changes in staffing (recent and future) in the institution’s leadership. The M.A. has seen decreasing enrollments for some time now, and in May 2019, before departing his position as Provost, Brian McGee delivered a “Show Cause” order to the chair and HSS dean, which the chair and the MA director worked on over the summer, in conversation with Interim Provost Fran Welch, who supported the year-long directed conversation within the department about the future of graduate education in English and in Creative Writing at the College.

History
As mentioned above, the department is committed to a thorough review of both our undergraduate and graduate programs during the course of AY2020. In terms of the undergraduate program, it is too early to say if additional resources will prove necessary. It is important to note, however, that the inaugural class of M.A. students interested in our certificate program in public history has exceeded expectations both in terms of number and of quality. It is clear that we will soon have a larger program than our one public historian will be able to handle, even considering the care with which the program was designed to keep the burden from overwhelming her.

Philosophy
This year we changed the title and course description of PHIL 165; formerly Philosophy and Feminism, that course is now Philosophy of Sex and Gender. We think the new title and description will allow us to cover a broader and more appealing set of topics in the course, while still retaining material covered previously. We worked with WGST to make this change. Once WGST makes its own decisions about feminist theory and transgender studies courses, will adjust our curriculum accordingly.

We also created a new set of seminar, internship, and independent study courses to support a new semester study program in Washington, DC, on the arts in a democracy. We worked with ARTM and POLI to create this program, which was conceived, developed, and will initially be directed by Prof. Jonathan Neufeld. We think this program will be an exciting opportunity for our students (and eventually for other faculty who might teach in the program). It is also a creative way to help us retain Jonathan, whose spouse now teaches at William and Mary.

We have lower enrollments in courses aimed primarily at majors, particularly at the 300 level, where two prior courses are required for enrollment. So we plan to review all of our advanced course offerings this year, to see how we can insure audiences for them, and to determine if we should adjust the structure of our major in response. This will be our first major review of our entire curriculum in quite a few years.
**Political Science**

We plan to strengthen our Alumni Mentorship Program in 2019-2020. This program connects our strong alumni base to our current students. We also plan to build on our successful Career Café events, and to organize a series of Career Readiness workshops to help our students better prepare for employment after graduation.

Based on our preliminary planning, we will organize the workshops around career opportunities in different economic sectors including government jobs, nonprofit jobs, and private sector opportunities. As noted above, we also plan to continue to implement our new Public Policy concentration for political science majors. None of these changes will require additional resources, however.

**Psychology**

This question is difficult to answer given the substantial change in administration that occurred over the summer and the ongoing efforts to develop a new strategic plan. However, as a general rule, our undergraduate programs are running well. For the most part, only small changes are required (removal of courses no longer taught, edits to course descriptions, etc.) We are also considering adjustments to our math requirement, new approaches to statistics and methods, and new courses that focus on distinguishing science from pseudoscience.

We should also note some potential curricular developments that are not planned. Specifically, as of this writing we have no plan to develop doctoral degrees and do not envision creating such a plan for the foreseeable future. Several factors led us to this position, including but certainly not limited to the following: (1) only a handful of our faculty are licensed clinicians; (2) those faculty were trained and hired as teacher-scholars and rarely if ever actually practice; (3) consequently, we would need at least four lines and massive resources to launch such a program if we wanted it to be of any quality; (4) actual clinicians are increasingly skeptical of the value of a six-year doctoral program as opposed to a two- or three-year master's; (5) such efforts would detract from our practice of working with undergrads to produce publishable research.

**Sociology and Anthropology**

**Sociology:** The Sociology Program has made efforts to expand its on-line course offerings. All required courses are offered on-line and students now have an on-line path to graduation for the major. Sociology plans to update its curriculum and regularize special topics courses in AY 2019-2020.

**Anthropology:** While there were no major changes to the curriculum, Anthropology expanded its on-line course offerings during the regular academic year. Anthropology plans to update its curriculum, regularize special topics courses, and gain approval for the Certificate in Cultural Sustainability in AY 2019-2020.

**Initiatives to Link Career Development to the Majors**

Both programs are committed to continue to offer and to develop more coursework associated with non-academic career opportunities, as well as to expand internship and field research experiences that offer preparation and networking opportunities related to non-academic career paths.

**Urban Studies**

*Priority goals of the URST Program:*

To have an additional faculty member for the program, primarily to teach core courses in the Sustainable Urbanism and Planning Administration Concentrations.
Work toward accreditation of the Program, through the Planning Accreditation Board. [https://www.planningaccreditationboard.org/](https://www.planningaccreditationboard.org/), to become the only undergraduate accredited Urban Studies/Planning program in South Carolina.

Implement a plan for strong, upper level URST students to have an accelerated pathway to the MPA Program.

Increase significantly the numbers of and enrollments of majors and minors in URST and URST required courses, giving them priority over students from other academic disciplines.

Provide up-to-date facilities and infrastructure to enhance academic, co-curricular, and extra-curricular programs.

Secure a space for the program that reflects the HSS identity. The space will be used for student activities, adjunct offices, work-study students, and for Urban Studies books, supplies, and other equipment (e.g., banner).

**Women’s and Gender Studies**

Over the next year, the program intends to continue expanding and deepening partnerships across Charleston and the region, extend our fundraising success, grow our majors and minors, and contribute to exciting programming on the College campus.

We will be implementing curriculum changes also to facilitate students’ exposure to high-impact teaching-learning practices such as study abroad, undergraduate research, and community-based learning.

With increased staff support (provided in the late 2019 summer), we plan to expand recruiting of students through additional programming and direct recruitment efforts.

Assuming continued fundraising successes, WGS will maintain if not expand the support of students through the newly established Student Opportunities Fund.

Lastly, the program will request a faculty line, and hopes to engage in a national search for a full-time, WGS roster faculty member in the 2019-20 AY.

**SUPPORING DATA**