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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 several decades with the emergence of new technology used to communicate. 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 of internationalization and global communication, media, health communication, ethics, and mediation and conflict resolution. We also anticipate ongoing discussion about the role of communication in politics and the public sphere. As with all disciplines, the role of technology in shaping and changing the way we communicate will continue to remain an important topic.

English

English departments in the U.S. face concerns felt across college campuses, among them the need to promote inclusion and diversity in their curriculum, students, and faculty; continuing trends in higher education in the U.S. that emphasize credentialing over learning; and the ethical treatment of adjunct faculty. English departments face challenges particular to their discipline and to the Humanities. Enrollments began dropping suddenly and often sharply in 2010, in the midst of a general national debate about the value of a liberal arts degree and of the Humanities in general. This debate has accompanied a national spike in college tuition even for in-state students at public universities and colleges, and the public’s acute awareness that graduates are shouldering an enormous, long-term burden of debt. All of this understandably leads students and parents to be especially concerned about students’ earning potential after graduation. On the surface, Humanities disciplines might be expected to fare poorly in such an atmosphere. But the 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. Six years later, the same need was asserted, with an orientation toward storytelling, in The Washington Post article “The world’s top economists just made the case for why we still need English majors.” Articles expressing the specific values of an English major, as well as its actual (versus stereotypical) outcomes, have appeared sporadically throughout the decade, such as the 2019 New York Times piece “In the Salary Race, Engineers Sprint but English Majors Endure.” Our department also uses the Toolkit recently provided by the National Humanities Alliance, 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 acknowledge and emphasize the benefits of their acquired skills and knowledge in the major, both while they are students and afterwards as they pursue careers in a range of professions.

Some positive effects of the recent anxiety over the practicality of the BA in English have included departments paying more attention to informing students about career options, helping students find and make the most of internships, and offering more courses (such as technical writing and digital composition) that have direct application to careers, with no post-graduate education required. This process has helped highlight for departments such as ours ways we have and have not been promoting such already-existing opportunities to our students. It has also helped us discern opportunities for development within the major, leading in our case to the addition of a Writing, Rhetoric, and Publication concentration that immediately became very popular with current and potential majors.

The nature of “English Studies” itself is currently in flux. Since it joined the university in the late nineteenth century, English has involved a strong core of literary study, with some degree of creative writing and composition/rhetoric, and at times (as at the College of Charleston) film studies. With increased academic attention on—and student interest in, and consumer and corporate investment in—new media and new genres (ranging from video games to blogs to home-made performance videos to comic books to fan fiction) and increased demand for professional writing instruction, English departments are trying to balance their traditional subfields (that is, periods of British and American literature) with newer, growing areas of interest. Changes over the last decade and more have encouraged some English departments to offer a few mostly-independent “tracks,” typically Creative Writing; Professional Writing; and Literary Studies. Those departments have in the wake of such restructuring sometimes found a balkanized faculty that has lost its sense of a shared English Studies identity. Our own renovation of the English major curriculum in 2018-19 resulted in separate concentrations for our majors (Creative Writing; Literature, Film, and Cultural Studies; Writing, Rhetoric, and Publication), which have served to give students more confidence that they are pursuing an outcome legible in the post-graduation employment market. At the same time, we worked to ensure that all English majors have some shared experiences in the major, whatever their concentration. To date, that shift has not isolated students, or faculty, more than the previous version of the major did.

Courses in creative writing continue to appeal to students—and we continue to struggle to staff the curriculum, given the demands of the MFA program and of the internationally-renowned literary journal *Crazyhorse* produced by our creative writing faculty. Students come into the major because, as they put it, “I like to write!” Over the past 20 years, young writers have (thanks to the Internet) been able to engage with non-professional writing (others’ as well as their own), to disseminate their work, and to experiment with form. They find majoring in English with a concentration in Creative Writing a very inviting academic extension of that experience. Both of our writing concentrations will be unable to grow until they have sufficient staffing to support student demand.

**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
Following the recession that began in 2008, both the number and the percentage of total U.S. bachelor’s degrees in the humanities began to decline, with a dramatically sharp drop between 2010 and 2016. Since then, the numbers have stabilized somewhat, but the general trend is still downward. Philosophy degrees declined along with the other humanities disciplines in the 2010-2016 period, but since then its numbers look quite different. While both the number and percentage of degrees in English, history, and foreign languages have continued to decline, the percentage of degrees in philosophy since 2016 is now stable, and the number of philosophy degrees in actually increasing. These data are discussed here: https://schwitzsplinters.blogspot.com/2019/12/the-philosophy-major-is-back-on-rise-in.html

Different explanations for this divergence are possible. In the post linked above, Eric Schwitzgebel suggests that the more recent trend can be attributed to the fact that the percentage of women majoring in philosophy, which has remained stubbornly low for many years, has finally begun to increase in a meaningful way. Philosophers have been talking about and trying to address this gender imbalance for many years, however, and Schwitzgabel's point does not address why these efforts have had some success only now. A further explanation might point to the fact that in recent years, the greatest increases in the percentages of bachelor's degrees have come in the (softer) natural sciences and the health and medical sciences, fields which do often trend female. It seems quite possible that philosophy's ability to make connections to fields outside of the humanities, and especially through the cognitive sciences and applied ethics, has bolstered its appeal. These are areas to which philosophy can contribute as a partner. In recent years classes in our program have attracted robust enrollment from students in public health. We also have strong enrollment from students in environmental studies, political science/pre-law, and arts management. Going forward, we expect to continue see robust demand for our general education courses, as well as opportunities for our ethics courses to count toward other degree programs. Our challenge is to meet and even grow the demand for these courses 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
2019-2020 saw a continuation of trends from previous years—at least until the coronavirus struck. Psychology is 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 formal education 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).

The coronavirus pandemic presented a serious challenge to our efforts in 2019-2020. We strongly encourage students to pursue internships, yet many sites closed down entirely during the spring semester (and virtual/remote internships are often infeasible; psychology is fundamentally a face-to-face discipline). Similarly, we encourage students to study abroad, yet all of our programs were shut down for the duration. Much the same was true of our research labs; we could not test participants in person, and social-distancing requirements prevented us from conducting most of our hands-on animal testing.

Although there are limits to what we can do, the faculty in the Psychology Department are striving to come up with innovative ways to provide these critical experiences to students. All of us worked without compensation over the summer to adapt our courses to this new and uncertain environment. Professor Sarah Robertson, our internship coordinator, successfully secured virtual or face-to-face opportunities for nearly all of our prospective interns.

Still, we face major structural challenges. Over the last decade, we have lost several faculty lines, suffered significant resource limitations, and (most recently) been required to cut our adjunct budget. At the same time, enrollment in our major has continued to grow, and we are now the second largest at CofC after BIOL. Similarly, our total enrollment and number of credit hours generated place us in the top 5 at CofC. We cannot pack more students into our classes; they are already the second largest in HSS, and most of our courses in Fall 2020 are full if not overfull. This combination—a growth in student demand coupled with a reduction in the faculty to meet it—jeopardizes our ability to pursue our mission. It also reduces our ability to help other programs pursue their missions. Our contributions to FYE and HONS are at particular risk; we can scarcely spare the faculty, and since these classes tend to be smaller than our average class, they effectively “count against” us in some metrics. We need more faculty to be able to meet the demand.

**Religious Studies**

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.

There has been a broad shift from the “seminary model” that focuses primarily or exclusively on the western “Judeo-Christian tradition” to a comparative, cross-cultural study of the major world religions, in which the focus is on promoting understanding of the beliefs, practices, and histories of multiple religious traditions in a comparative context. The global, comparative religions curriculum, religious studies programs have introduced new course
offerings that go well beyond surveys of the recognizable religious “Other,” whether Islamic, Hindu, Buddhist, Confucian, Daoist, Shinto, African, or Native American religious traditions. Courses are now being offered on the emergence of “New Religious Movements” (NRMs) as global alternative religions; the rise of global forms of Pentecostal and charismatic Christianity; the transcontinental spread of the “New Age” spirituality movement; and the continuous, multifarious, and ever-changing involvement of religion in politics, including the rise of nativist religious movements in post-colonial contexts. The shift in the content of the curriculum has also 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.

The comparative focus of religious studies mirrors the most consequential demographic change affecting the study of religion in the United States within the past half-century, namely, the arrival in the academy of populations long absent, denied, or excluded. The growing presence in American classrooms of women, African Americans, Catholics, Jews, Latinos and Latinas, and, more recently, East and South Asians and Africans of various religious backgrounds, has contributed to the revision of old certainties in religious studies. These students bring with them their distinctive life histories, memories, experiences, sorrows, and religious educations and from these perspectives challenge received accounts of their families’ religions by American scholars. Family lore and personal experience are not superior or necessarily more trustworthy than other sources or other forms of religious knowledge, but such stories and memories constitute a new empirical and social context for understanding and representing religions other than Christianity and Judaism. This, too, is changing the field.

Political and administrative issues will certainly continue to influence the shape of the academic landscape and the type of research that scholars engage in. As the assessment of academic work and scholarly output is increasingly measured in quantitative terms, there is a corresponding shift to shorter-term activities and products that can be more easily “counted.” Research trends in religious studies include the focus on larger interdisciplinary research units at the expense of the classical monograph, built on decades of individual research; scholars operating in research groups for briefer periods of time, e.g. five people working three years on a topic instead of one scholar for fifteen years; the blossoming of symposia and conferences, taking much time from extended primary research work and resulting in the channeling of scholarly output away from journals and into conference anthologies; and the politicization of research, with funding agencies favoring “relevant” topics at the expense of the creativity and innovative power of the individual scholar.

Thus, the field of religious studies now finds itself at a pivotal moment. An unprecedented confluence of world events, public perceptions, and educational insights has created exciting possibilities for the growth and re-imagining of the field—possibilities that were unthinkable even a decade ago. The current moment presents important opportunities for the academic study of religion and poses a series of challenges too. At a time when the humanities have become a less and less significant part of higher education (e.g. as recently reported by Harvard in The Teaching of the Arts and Humanities at Harvard), teaching about religions and encouraging students to lead value-rich, meaningful lives may seem less appealing for students today, who are preoccupied with the tough economic climate and drawn to degrees that will serve them in the vocational marketplace. Religious Studies also suffers from being a relative latecomer to the liberal arts curriculum; the discipline enjoys neither the “self-evidence” nor the institutional authority of the older disciplines in the humanities like Philosophy or English. Moreover, very few students come to college with any exposure to comparative religions courses in high school that might pique their curiosity.

The academic study of religion prepares students for jobs related to “religion-in-relation,” that is, to a job that involves monitoring and solving cultural and religious differences and challenges in a globalized and increasingly multi-cultural and multi-religious world. Religious studies can help provide our democratic and pluralist society with competent citizens, who are capable of analyzing and critically assessing religious values and traditions, and the
public discourse on religion that permeates our politics today. In an increasingly interconnected, if not always cosmopolitan world, openness to fresh ways for framing problems is the order of the day.

Efforts to improve the major in religious studies and to strengthen its links to the goals of liberal education and to citizenship in a pluralist democracy are anything but purely academic.

**Sociology and Anthropology**

The national associations for sociology and anthropology have been very active in 2020 in response to the COVID-19 pandemic. In both cases, the associations have provided webinars, listservs, blogs, and links to sites for best teaching practices. They have had to alter plans for annual meetings (August for the American Sociological Association (ASA) and November for the American Anthropological Association (AAA)). In the case of ASA, the conference was held virtually in early August 2020, and AAA is planning to host the conference virtually in November. The cutback in meeting opportunities by these major associations and other more specialized regional, national, and international associations has impacted faculty members' ability to present findings and connect with other professionals in the field.

**Sociology**

Nationally, the number of bachelor's degrees awarded in sociology has been on a steady upward climb since the late 1980s, with 27,989 undergraduate degrees conferred in sociology in 2017. 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. 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 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% 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. Data for 2019-20 are not available.

**Anthropology**

Anthropology is an expansive 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 notes that this trend is reversed in departments where clear connections are established between anthropological training and diverse careers. The Bureau of Labor Statistics 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 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 business entities.

**Women’s and Gender Studies**

This year marks the 50th anniversary of the first women’s studies undergraduate program (see here). Over this last half century the field has evolved, become institutionalized, legitimized, and authorized as space for critical inquiry and advocacy, within and beyond higher education.

The relevance of Women’s and Gender Studies as a discipline has become even more acute in the current socio-political context of a raging global pandemic that is disproportionately impacting women and people of color, a deepening economic recession in the U.S., and historic racial justice movements in response to ongoing, state-sanctioned violence and brutality against Black and Brown people, with women and gender non-confirming victims receiving scant attention, if any. As stated by the National Women’s Studies Association June 2020 Statement in Support of Black Lives and Protests against Police and State Violence, “As intersectional feminist scholars and activists we are acutely aware of the multiple racialized and gendered forms of state-based violence, both overt and covert, that structure people’s lives.” WGS offers opportunities to explore these layered and complex aspects of marginalization and resistance. WGS reveals the ways in which power structures “disappear” women, LGBTQIA+ individuals, and people of color from history and in present day. In so doing, the discipline engages students with an interdisciplinary education that prepares them for informed and active citizenship as well as competitive employment in the 21st century.

However, in so doing, the field is (and always has been) vulnerable to assault, defunding, and shuttering. We are seeing this across the country as institutions in exigent financial binds are disinvesting from programs like gender studies, queer studies, cultural studies, and racial or ethnic studies. The University of Wisconsin System Women’s and Gender Studies Consortium offers this reality in stark terms: “Long-standing opponents of [Gender & Women’s Studies] are taking advantage of the communication barriers, confusion and general disarray of the current moment to tie up loose ends on a variety of fronts; higher education and its related projects of gender, racial and LGBTQ+ inclusivity are among them.” This encapsulates the status of the discipline; precarity in precarious times.
WGS at the College of Charleston aims to advance the goals stated by our national organization, specifically 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.” Our curricular and cocurricular interdisciplinary programming includes often taboo topics such as: queer liberation, sexual violence, health disparities, colonization, misogyny, pay inequality, reproductive justice, xenophobia, war, political disenfranchisement, racism, transphobia, and so on. These are topics that, without robust and critical engagement, threaten freedom and justice. WGS as a field promotes sophisticated understandings of these issues through scholarship, activism, and teaching.

**PROGRAM**

**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.

<table>
<thead>
<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 <strong>Small Group Courses</strong> (capstone, lab, field study), and <strong>Independent Enrollments</strong> (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. <strong>Measure 2</strong>: An annual count will be taken of enrollments in HSS <strong>Independent Enrollments - excluding Internships</strong> - (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 <strong>one-on-one instruction with faculty</strong> which is different than a small group experience above.</td>
<td><strong>M1 Target</strong>: Based on 4 years of data, 60% of HSS majors will be enrolled annually. <strong>Annually</strong> <strong>M2 Target</strong>: Based on 4 years of data, 9% of HSS majors will be enrolled annually. <strong>Annually</strong></td>
<td>Goal 1, 2 &amp; 4</td>
</tr>
<tr>
<td>Measure 3: 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>M3 Target: Based on 4 years of data, 16% of HSS graduates will have this experience. Annually</td>
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<td>Measure 4: Using a transcript analysis an annual count will be taken of HSS majors who have upon graduation enrolled in at least one Internship.</td>
<td>M4 Target: Based on 4 years of data, 27% of HSS graduates will have this experience. Annually</td>
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<tr>
<td>Measure 1: An annual count will be taken from data collected by CIE of HSS majors who have studied abroad this year.</td>
<td>M1Target: Based on 4 years of data, 13% of current HSS majors Annually</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>
<td>M2Target: Based on 4 years of data, 40% of HSS graduates will have this experience. Annually</td>
<td></td>
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</tr>
<tr>
<td>Measure 3: Funds will be raised to support study abroad and other personalized educational experiences.</td>
<td>M3Target: Based on the baseline year, $4500 raised to support experiential learning opportunities, including study abroad.</td>
<td></td>
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</tr>
<tr>
<td>2. HSS students develop global awareness by participating in study abroad programs.</td>
<td>Goal 3</td>
<td></td>
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<tr>
<td>3. To help HSS students acquire depth of knowledge and competence in at least one academic discipline.</td>
<td>Goal 1 &amp; 2</td>
<td></td>
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</tr>
<tr>
<td>Measure 1: An annual count will be taken of students who have declared their major in an HSS program.</td>
<td>M1Target: Based on 4 years of data, 2280 students Annually</td>
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<tr>
<td>Measure 2: An annual count will be taken of graduates with at least one HSS major. * 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.</td>
<td>M2Target: Based on 4 years of data, 645 students. Annually</td>
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<td>5. HSS students are trained in the method of scholarly inquiry and research.</td>
<td>Goal 1</td>
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<tr>
<td>Measure 1: An annual count will be taken of enrollments in HSS research methods courses and research oriented independent enrollments (bachelor's essay</td>
<td>M1Target: Based on 4 years of data, 100% of HSS majors will be enrolled. Annually</td>
<td></td>
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</table>
and research apprenticeship) to demonstrate that students are being trained in the methods of scholarly inquiry and research appropriate to their discipline.

**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 research oriented independent enrollment (bachelor's essay and research apprenticeship).

**Measure 1**: point in time = academic year  
**Measure 2**: point in time = academic career

**M2 Target**: Based on 4 years of data, 85% of HSS graduates will have this experience.  
**Annually**

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.

**Measure 1**: An annual count of 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.

**M1Target**: Based on 4 years of data, 90% of HSS faculty will engage in community activities  
**Annually**

**M2Target**: Based on 4 years of data, 8% of HSS majors will be enrolled  
**Annually**

**M3Target**: Based on the baseline year, $4500 raised to support experiential learning opportunities, including internships.  
**Goal 1 & 4**
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 2019-2020 were:

- **Ethical Communication courses on** Freedom of Expression, Digital Media Ethics, and Ethics and Popular Culture
- **Addressing Problems in Context courses on** Environmental Communication, Health Communication, Reporting in the Age of Fake News, Sport and Society, Communication and the 2020 Presidential election, and Videogames as Conflict and Cooperation
- **Analysis of Communication Practice courses on** Communicating Science, Examining Hollywood Film, Food and Travel Feature Writing, Inspiring Speeches, and Sport Communication

This year, we taught nine sections of our two-semester capstone course with tremendous success. We continued our 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 2019 included:**
  - The Leadership Labyrinth: An Exploration of Communication, Culture, and the Professional World
  - Strategic Communication Campaigns
  - Podcasting in the Free World
  - Narrative and Public Memory
  - Ritual Communication in the Mediatized World: The Construction and Practice of the Sacred Meanings
  - Building Organizational and Personal Identity
  - Destination Spain! – Experiencing and Investigating Communication and Culture Abroad

This year for the second time, we offered a semester-long study abroad capstone option (Destination Spain! – Experiencing and Investigating Communication and Culture Abroad), in which students studied intercultural communication and culture in Trujillo, Spain, for the fall semester and then returned to Charleston in the spring semester to complete their research projects.
These are a few examples of innovative ENGL courses taught in 2019-20:

**ENGL 361.01: Modern Metamorphoses**
“Ovidius Naso was the man.” So wrote Shakespeare, and spoke for an age. In the classically oriented early modern period, no classical writer was more influential than the Roman poet Ovid. His Metamorphoses tantalized readers with sensuous and sensational tales of men and women magically transformed into trees, animals, monsters, or sometimes just other men and women, which writers and other artists eagerly reproduced. At the same time, as an extended meditation on the irresistibility of change, the poem spoke profoundly and unnervingly to Renaissance culture and its ambitious attempt to revive the ideals of a lost world. In **Prof. Bill Russell’s** course, students examined sixteenth- and seventeenth-century English translations and imitations of Ovid, and considered metamorphosis as a fundamental principle of literary art and its interpretation in the early modern period and, perhaps, in our own. (Fall 2019)

**ENGL 363: Women Writers 1900 to present**
In **Prof. Valerie Frazier’s** class, students examined a representative selection of 20th and 21st century women’s fiction, poetry, and drama, with particular focus on common women’s thematic concerns, women’s styles of writing, as well as the evolution of a women’s literary tradition. They explored the intersections of gender, race, sexuality, and class in women’s literature. The authors they studied included Virginia Woolf, Mina Loy, Zora Neale Hurston, Jean Rhys, Nella Larsen, Julia Alvarez, Louise Erdrich, Toni Morrison, Jamaica Kincaid, Judith Cofer, Margaret Atwood, and Joy Harjo. The students completed a class capstone project such as publishing a women’s online magazine or hosting a TEDx style talk. (Fall 2019)

**ENGL 352: Major African Writers**
This course from **Prof. Simon Lewis** covered major African authors from across the continent. Students examined the role of the writer in the continent of Africa and puts the terms “literature” and “Africa” under scrutiny. Students paid close attention to the impact of European colonialism, anticolonial movements and postcolonial challenges. All the writers studied are African, but they may or may not be of African ethnic origin. Because African writers have been (and still are) deeply involved with national and international politics, students paid special attention to the relationship between language, literature and politics in their work. Through the readings, attention was drawn to the complexities of our own position as consumers of English language African literature in a largely Eurocentric academic situation in a city where the very bodies of Africans were once commodities. (Fall 2019)

**ENGL 450: Walt Whitman’s Afterlives**
Roy Harvey Pearce once wrote that “the history of American poetry could be written as the continuing discovery and rediscovery of Whitman.” The very content of this course confirms Pearce’s claims for the sheer magnitude of Whitman’s influence, even as we move beyond poetry to prose and popular culture, and beyond America to the wider world. In **Prof. Anton Vander Zee’s** course, students asked questions such as the following: How have American writers felt Whitman’s influence in different historical and cultural contexts? How did Whitman influence writers in other countries? How is Whitman’s presence felt in the world beyond poetry—in novels, in songs, in ads for blue jeans and iPads? And how are emerging writers today continuing to respond to Whitman’s influence? (Fall 2019)

**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. In **Prof. Devin Byker’s**
course, students seized on the elastic and mutating framework of queer theory as a mode of reading that allows us 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 Sara Ahmed, Heather Love, Lee Edelman, Jack Halberstam, and Jose
Esteban Munoz; examined historical records of queer expressions of gender and sexuality in early modern London; and uncovered modern queer
appropriations of Shakespeare. (Spring 2020)

ENGL 361.02: Medieval Feminism
The Middle Ages lacked a women's movement—there were no protests in the streets, no proposals of an Equal Rights Amendment, no calls for women to
find self-fulfillment through working outside the home. And yet, women appear everywhere in the writings of the British Middle Ages. Artists,
philosophers, and theologians regularly investigated the experiences of women and did so in terms of structural factors like religion, politics, economics,
and the family—as feminist theorists do today. Indeed, perhaps unexpectedly, many literary texts of medieval England turn out to be largely shaped by
women: the Wife of Bath may loom largest, but two women weave the narrative of Sir Gawain and the Green Knight, Grendel's mother proves a
formidable foe, Margery Kempe represents herself in our first English autobiography as a medieval Nasty Woman, Julian of Norwich explains the aims
and methods of a maternal God, and Marie de France’s morally edgy fantasy liberates trapped women. That's just for starters. In Prof. Myra Seaman's
course, students spent time with the women of medieval Britain to see what happens when they moved them to the center of our literary history, and
they did so with the assistance of methodologies and theories promoted by medieval and modern thinkers. (Spring 2020)

ENGL 366: Embodiment and the Writing Process
Initially, movement and writing may appear at odds. The athlete moves; the writer thinks, often from a reflective distance. Yet this course privileges a
writing practice that joins body and mind in the physical and mental act of knowledge construction. We don't so much have ideas as we make them. In
Prof. Meg Scott Copes's course, students explored the concept of embodiment across disciplines, ranging from cognitive psychology to neuroscience
and education, and considered the ways we are taught to separate our physical selves from our cerebral selves in our writing practice. Finally, students
composed contemporary “embodied” texts, blending visual, aural, and movement-oriented components. (Spring 2020)

ENGL 463: Literature and Film of the Vietnam War
The 1960's were a turbulent period in American history that saw the advent of the counter-culture, increasingly militant demands for social justice, and
political turmoil. But perhaps no event in this decade so divided the country as American involvement in Vietnam. In Prof. Susan Farrell's course, students
examined a wide variety of artistic responses to the Vietnam War. They read and discussed memoirs, novels, short stories, and poetry arising out of the
war. Additionally, they watched and analyzed several Vietnam War films. Students examined these works in both the historical context of the war and in
the literary and aesthetic context of late twentieth century America. Topics included similarities and differences between Vietnam War literature and
other war literature; the experience of the American soldier at war; the point-of-view of the Vietnamese; guilt and responsibility for war; the struggle to
find a form that will represent war and violence responsibly; gender and war; war protest; the aftermath of war; and remembering and memorializing
the war. (Spring 2020)

History
The department’s important new curricular developments in AY2020 were all at the graduate level, with the finalization of the department’s new
graduate certificate program in Public History, and teaching the first incoming class of students attracted to that new offering. To that end, we created
several new graduate classes, which were offered for the first time in AY2020. No new undergraduate classes were added, but we continue to offer an
ever-changing smorgasbord of special topics courses. The great challenge of AY2020 was of course the crash course that everyone received in remote instruction in March. Faculty members at all levels rose very well to the challenge.

**Philosophy**
Notable curricular offerings included a First-Year Experience Seminars (FYSM) on ethics of food and on the concept of mental health; Honors College (HONS) special topics classes on time travel on philosophy, politics, and economics, on biomedical ethics in different cultures, and on cross-cultural philosophy; a Women’s & Gender Studies (WGST) class on transgender studies; a PHIL/WGST class on the representation of LGBT people in film; and PHIL classes on moral relativism, on philosophy and music, and in the philosophy of sex and gender.

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

Some of our unique course offerings in Fall 2019 included Building Peace Toward Sustainability, Model United Nations, and Foundations of the First Amendment. Our Fall 2019 capstones included Food, Public Spheres and Democratic Deliberation, and Guantanamo. Unique courses offered in Spring 2020 included International Terrorism and Counter-Terrorism, Model African Union, Model Organization of American States, and Spring 2020 capstones included Nonprofits and Public Policy, The Politics of Identity, Empires, and Reproduction and the Law. In 2016-2017, we approved an optional “Public Policy” concentration for our majors. This concentration will provide our students specific policy related skills. In 2019-2020, 27 students were participating in this optional concentration.

We are fortunate to have several practitioners teaching in our program. For example, former Central Intelligence Agency employee Prof. Mary Desjeans taught classes on Terrorism and U.S. National Security for the department and retired at the end of the academic year. Local attorney Prof. Rhett Dunaway teaches POLI 203 (Criminal Justice), and Judge and Prof. Alex Sanders teaches courses POLI 295 (Law and Society). Our course offerings in GIS have also expanded due to the hiring of Prof. Doug Rivet.

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 continues to grow with 136 declared students, 129 of which are political science majors.

**Psychology**
The Psychology Department has 22 tenure-track faculty members with diverse training backgrounds. Accordingly, we are able to offer 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 the aforementioned areas. For example, within the clinical area of specialization we offer coursework in Scientific Foundations of Clinical Psychology, Neuropsychology, Applied Behavior Analysis, Child Psychopathology, and Techniques in Psychotherapy. We make use of our faculty’s expertise and offer a variety of interesting advanced electives (examples for this academic year include Optimal Development, Child Psychopathology, and Behavioral Pharmacology). 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 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 unusual to programs offering only the undergraduate degree. We offer training opportunities using a variety of animal models including rodents (rats and mice), pigeons, and invertebrates.

Finally, our faculty also routinely develop a range of unique first year experience courses to pique first-year students' interest in psychological science and neuroscience. For instance, psychology faculty have developed first-year experiences focusing on evolution, humans' relationships with dogs, and Jack the Ripper. In addition, we frequently develop topics courses for the Honors College.

**Religious Studies**

Curricular offerings that are unusual for religious studies from 2019-2020 include:

*Prof. Zeff Bjerken’s* course, **Religion, Art and Culture: Searching for the Sacred in the Art, Food, and Music of the South**, which was cross-listed with Southern Studies, introduced students to expressions of the sacred in the American South, including Southern “outsider” art, “soul food,” and “soul music,” including the jazz of New Orleans. The course examined the relationship between African religions, voodoo, jazz funerals, and Mardi Gras Indians, as well as the Charleston Gullah-Geechee tradition of communicating with the dead and the ancestors through visions, dreams, stories, sweetgrass baskets and ecstatic song.

Three brand new classes were offered under existing courses. One was *Prof. John Huddleston’s* **The Bible in Modern Culture and Media** offered as RELS 120: Religion Art and Culture. It examined the wide variety of ways in which the Bible has been reinterpreted, imagined, and reinvented. Themes included sexuality and LGBTQ issues, the Bible in American history and culture (especially slavery), teaching the Bible in public schools (including creationism and evolution), appeal to the Bible in modern political debate (“family values”), and the Bible as interpreted in art, literature, and music (classical and popular). The latter portion of the course focused on select examples of the Bible in film.

The second was *Prof. Bjerken’s* **Sacred Texts of the East and Their Modern Meanings in the West**, which examined three religious classics in depth from India: The Bhagavad Gita, the most famous Hindu text; The Yoga Sutra, today considered a perennial classic and guide to yoga practice; and the first biography of the Buddha, the Buddhacarita. These texts are first placed in their Hindu and Buddhist contexts and then in the context of Europe and modern America. The third was **Religion and Protest** (a RELS 101) from *Prof. Jeremy Fisher* which introduced students to the academic study of religion by exploring the complex relation between religion and protest in the Jewish, Christian, Buddhist, and Islamic traditions.

Advanced seminars included courses on **Creation Myths of the Ancient Near East**, and **New Religious Movements**. Our senior seminar this year was on **Religion, Violence and Nationalism** and taught by *Prof. Zeff Bjerken*, which gave students critical tools from the discipline of religious studies to make sense of current events in which religion is intertwined with nationalism and the preservation of ethnic and racial identities, for these toxic combinations often result in violence. Topics included Hindu-Muslim conflicts in modern India, conflicts between Christian evangelicalism and African animism, terrorism and the “war on terror” in America after 9/11, and the escalating role of religious rhetoric in American politics today.
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 the College of Charleston 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.


**Sociology and Anthropology**

A notable particular focus of our curriculum this year was in sustainability literacy.

Sociology and anthropology faculty have become active participants in the Sustainability Literacy Institute. Prof. Christine Finnan was a member of the QEP Curricular and Co-curricular Committee, and several faculty members have taught sustainability focused and related courses. For example, Prof. Idee Winfield taught SOCY 109 ST: Sociology of Food in fall 2019 and spring 2020, and Prof. Joanna Gilmore taught ANTH 319: ST. Museum Studies in fall 2019. Interest in sustainability has grown in both programs, and members of the anthropology program developed a Cultural Sustainability Certificate that was approved in spring 2020.

**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>
<thead>
<tr>
<th>HSS Faculty Home Department</th>
<th>Program</th>
<th>Last</th>
<th>First</th>
</tr>
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<tbody>
<tr>
<td>Communication</td>
<td>Faculty Coordinator for e-Learning and Distance Education (fall 2019)</td>
<td>Ferguson</td>
<td>Douglas</td>
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<tr>
<td>Religious Studies</td>
<td>Director of Quality Enhancement Program</td>
<td>LeVasseur</td>
<td>Todd</td>
</tr>
<tr>
<td>English</td>
<td>Director of British Studies Program</td>
<td>Carens</td>
<td>Timothy</td>
</tr>
<tr>
<td>English</td>
<td>Director of Film Studies Program</td>
<td>Bruns</td>
<td>John</td>
</tr>
<tr>
<td>English</td>
<td>Director of Irish and Irish American Studies Program</td>
<td>Kelly</td>
<td>Joe</td>
</tr>
<tr>
<td>English</td>
<td>Director of Medical Humanities Program</td>
<td>Beres Rogers</td>
<td>Kathy</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>Director of Southern Studies</strong></td>
<td>Eichelberger</td>
<td>Julia</td>
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<tr>
<td><strong>English</strong></td>
<td><strong>Speaker of the Faculty</strong></td>
<td>Lewis</td>
<td>Simon</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>Honors Faculty Fellow and Director of Nationally Competitive Awards</strong></td>
<td>Collins-Frolich</td>
<td>Jesslyn</td>
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<tr>
<td><strong>History</strong></td>
<td><strong>Director of European Studies</strong></td>
<td>Bodek</td>
<td>Richard</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td><strong>Honors Faculty Advising Fellow</strong></td>
<td>Cavalli</td>
<td>Jennifer</td>
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<tr>
<td><strong>History</strong></td>
<td><strong>Director of the Center for the Study of Slavery in Charleston</strong></td>
<td>Powers</td>
<td>Bernard</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td><strong>Director of African Studies Program</strong></td>
<td>Day</td>
<td>Chris</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td><strong>Executive Director of Center for Sustainable Development</strong></td>
<td>Fisher</td>
<td>Brian</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td><strong>Director of the Pre-Law Program</strong></td>
<td>Wofford</td>
<td>Claire</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td><strong>Director of Animal Care and Use</strong></td>
<td>Milliken</td>
<td>Garrett</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td><strong>Faculty Administrative Fellow in the Center for Academic Performance and Persistence</strong></td>
<td>Hoffmann</td>
<td>Heath</td>
</tr>
</tbody>
</table>

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 34% of the total credit hours generated in 2019-2020. In First Year Experience, our faculty contributed 29% of the total credit hours generated in 2019-2020.

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

The 19-20 academic year was an eventful one for the School of Humanities and Social Sciences. Specifically, HSS led the efforts of the Bully Pulpit Series, a nonpartisan events series that provides a town hall setting for candidates running for the presidency. Before the start of every presidential election cycle, the Bully Pulpit Series contacts all announced presidential candidates and offers them the opportunity to participate in the series on the College of Charleston campus.

From August 2019-February 2020, a total of 12 Democratic presidential candidates brought their campaigns to the College of Charleston to participate in the **Bully Pulpit Series**. Joe Biden, Bernie Sanders, Elizabeth Warren, Pete Buttigieg, Amy Klobuchar, Cory Booker, Andrew Yang, Beto O'Rourke, among many others, each made a visit to CofC while campaigning in the Holy City. CofC Today reported on the Bully Pulpit Series in March 2020, saying --

“From a campus engagement and a student involvement perspective, I think this was our best year ever,” says **Prof. Amanda Ruth-McSwain**, interim associate dean of the School of Humanities and Social Sciences and director of the Bully Pulpit Series.

Ruth-McSwain was surprised by how many campaigns contacted her and specifically asked if they could participate in the Bully Pulpit Series. That type of name recognition, she says, shows that the series is catching on in many political circles.

Established in 2007, the nonpartisan Bully Pulpit Series provides a town hall setting for candidates running for the presidency.
Ruth-McSwain says the candidates are not the only ones to benefit, though. She individually works with each campaign to make sure that there is a student engagement component included in the candidate’s visit. That engagement may be in the form of a meet-and-greet with students, a small student panel after a town hall meeting or scheduling a student media availability with the candidate. Additionally, a total of 26 students participated as active members of the Bully Pulpit team this year, working as event runners and signing in attendees, among other duties.

“I am always throwing out options to the campaigns to see how we can involve students,” says Ruth-McSwain.

The popularity of the series continues to grow. More than 5,500 people and over 115 media outlets attended Bully Pulpit events this season.

The Bully Pulpit Series is co-managed by the [Department of Communication](#) and [Department of Political Science](#).

HSS faculty recorded eight 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, and the departmental spring break trip.

**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 40 students completed internships for COMM credit located both in and outside the state of South Carolina. Many more students participated in non-credit-bearing internship opportunities.

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**

The Department of Communication’s Executive-in-Residence Prof. Tom Martin and his wife, Wanda, created the Martin Scholars program in 2016. The purpose of the Martin Scholars program is to inspire and develop a future generation of leaders among today’s outstanding Communication majors at the College of Charleston. 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, networking opportunities with the Department of Communication National Advisory Council members, and experiential learning.

Prof. Martin’s top priorities are improving students’ writing 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, Prof. Martin also leads a spring break networking trip for students to Washington, D.C. and New York City (see below). He and Mrs. Martin, who serves as a literacy tutor with the
Reading Partners at James Simons Elementary, are leading by example. The Martins believe that one of the most important forces shaping an enlightened society is the mentoring of future generations by parents, teachers, coaches, employers and others who encourage and inspire great things.

Previous classes of Martin Scholars have been limited to 10 students each, however the 2019-2020 group increased to 12 students, and this year’s group of students also received academic credit for participating in the Martin Scholar experience as a problem-based learning course providing an academic foundation in combination with practical experience. The sudden onset of the coronavirus pandemic changed the group’s spring break plans to visit Washington DC and New York City. Instead, all of the planned site visits and employer meetings were successfully held virtually.

The successful migration of the Martin Scholar program to 100% online collaboration from this past March through May has underscored the program’s continual mission to inspire and develop a future generation of leaders among today’s outstanding communication majors at the College of Charleston. The recently graduated 2019-20 cohort quickly adapted to the new classroom and work environment created by the pandemic, and they wrapped up the semester with virtual presentations of personal branding projects.

During the spring semester, the next 2020-2021 class of 15 new Martin Scholars were selected. They will be the largest group yet and will be the second cohort to complete the program with its integration into the communication major curriculum as a section of COMM 336 Addressing Problems in Context.

**Spring Break Experience Trip**
The Department typically hosts an annual Spring Break Experience trip for students to visit and connect with industry leaders in New York and Washington, D.C. 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, D.C. and New York markets. Plans for the March 2020 trip were upended with the start of the pandemic, but Mr. Martin worked quickly and efficiently to assemble virtual meetings with all the companies the group was originally scheduled to visit.

Through the usage of four virtual meeting platforms (Zoom, Bluejeans, Google Hangouts, Microsoft Teams) the 2020 spring break trip became a series of virtual meetings and tours by communication executives at several small firms, national companies, and large organizations: including Google, Landor, APCO Worldwide, Vested, Bloomberg, U.S. Chamber, Brunswick, Ketchum, Integral, Peppercomm, Hot Paper Lantern, and more.

**Study Abroad**
The department offered two study abroad trips in the Fall 2019 semester with eight communication courses offered. Prof. Celeste Lacroix and Prof. Robert Westerfelhaus took one group of students to Florence, Italy and another group to Trujillo, Spain, and the two faculty members split their time between locations.

Courses offered in Florence included COMM 280 and 281 Introduction to Communication Messages, as well as COMM 315 Communication Ethics in Multicultural Contexts and COMM 336 Cross-cultural Communication. Colleagues from the English department also offered classes in Florence, Italy.

Courses offered in Trujillo included COMM 315 Communication Ethics in Multicultural Contexts and COMM 336 Cross-cultural Communication, as well as an upper level COMM 410 writing course focused on Spanish film and a COMM 480 capstone class on Experiencing and Investigating Communication and Culture Abroad. The classes incorporated communication, cultural, historical, linguistic, philosophical, and sociological material specifically related to the town of Trujillo, the region of Extremadura, and the nation of Spain. In the Capstone course, students conducted primary ethnographic research in Trujillo, Spain.
Students were also taken on two long weekend trips to Madrid and to Lisbon, Portugal. The Trujillo students also took a mid-semester week-long trip to Andalusia (southern Spain). These and numerous other activities enriched students’ understanding of material covered in course textbooks, in-class discussions, and lectures. In addition, they helped expand students’ site-specific knowledge in other ways as well. Whenever possible, the professors invited locals to share their indigenous experience and knowledge with the students. This was complemented by the housing of students with local families, from which experience students gained much cultural and language learning.

English
The English Department contributes significantly to cross-disciplinary programs and initiatives. In 2019-20, we generated more credit hours in HONS than any other department at the College. In the Fall of 2019, English Dept. faculty were responsible for 498 credit hours in Honors, by far the most of any department; in Spring 2020, we were responsible for 400 hours in Honors. Across the year, English provided more than half of the total hours contributed to Honors by all of HSS.

Further, English department faculty were responsible for 748 credit hours in FYSM/LC (35% of the total for HSS). In 2019-20, English Dept. faculty led or contributed to several interdisciplinary programs in both HSS and LCWA (refer to above program directorships table). We also work closely with the Secondary Education program on the cognate major, regularly offering courses required for certification in Secondary Education/English. Prof. Valerie Frazier and Prof. Michael Owens taught one class each in the SPECTRA program in the summer. In 2019-20, English Dept. faculty taught 6 REACH students.

Prof. Cathy Holmes taught ENGL 495 (Field Internship) as a hybrid course in fall, spring, and summer.

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 (5 FYE, 8 LC in Fall 2019 and 5 FYE in Spring 2020), teach interdisciplinary courses in the Honors College (8 in Fall 2019 and 11 in Spring 2020), 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, Medical Humanities, and British Studies).

The department hosts one summer study-abroad program, and various other study abroad programs are run by faculty in the department. Prof. Bret Lott and Prof. Anton Vander Zee co-direct the English program in Spoleto, Italy. It ran annually for ten years before being canceled by COVID-19 in Summer 2020. Similarly, Prof. Joe Kelly travels with students to Ireland each summer as part of the Irish & Irish American Studies program, but that was canceled in 2020, as well. Prof. Lisa Young and Prof. Lott were scheduled, separately, to lead study abroad trips to Jamaica and to Italy with the FYE Spring Break program, which were canceled. The English Dept. is also part of a British Studies Consortium that organizes study abroad in London, and Prof. Tim Carens was scheduled to go in summer 2020, but that was canceled. Prof. Susan Farrell was able to participate in the College’s program in Florence, Italy, in Fall 2019.

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.
22 undergraduate English majors engaged in field internships in the 2019-20 academic year and summer of 2020. The department directed 11 independent studies, tutorials, and bachelor's essays for undergraduate students in 2019-20, along with 20 independent studies and tutorials at the graduate level (both MA and MFA). These numbers are consistent with those of recent years.

**History**

History continues to serve as a major contributor to other programs, although the high number of faculty sabbaticals in AY2020 necessitated some pulling back. As usual, in AY2020 we took part in Honors instruction, providing four courses. We also staffed three 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** is director 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 AY2020 **Prof. Sandy Slater** also became director of CLAW.

As mentioned above, the History Department makes a large contribution to interdisciplinary programs at the College, 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 planned a study abroad in Lebanon that was scheduled to run for the first time in summer 2020, and we still hope will occur in summer 2021, while two planned and recruited for courses to be taught in Trujillo, Spain in Fall 2020; two other faculty members are planning study abroad courses for Dublin, Ireland in June 2021. Our number of high-impact student experiences remained relatively steady from AY2019; in AY2020 members of the department conducted 4 undergraduate and 5 graduate independent studies, oversaw 9 internships, mentored 2 senior papers, and 3 bachelor's essays.

**Philosophy**

40 of our 44 PHIL sections counted for general education credit in the humanities or mathematics. Nine of our sections counted for the Public Health majors, two for the PPLW concentration, two 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, with at least two more enrolled for then Fall 2020 training course. We offered online critical thinking and symbolic logic sections in Summer 2019, an online critical thinking section and a hybrid course on philosophy and music in Spring 2020, an online philosophy and film course in Maymester 2020, and an online version of philosophy, law, and the arts in Summer 2020. The whole faculty has of course become familiar with distance learning techniques and technology since we were all forced online, and we will certainly revisit the role that distance learning can play in our program once the pandemic ends.

Enrollments for our lower-level courses have remained robust. We have no trouble filling any of our introductory philosophy or applied ethics sections. Given our dramatically reduced staffing for this fall – one tenure-track and one visiting faculty member departed, two tenure-track faculty of sabbatical, two tenure-track faculty on medical leave – we faced a severe staffing crisis this summer. We scrambled to cover seven sections with adjunct faculty – by far the most in the history of the program and something of a disaster for our commitment to stable and experienced instruction – but even then we far too quickly ran out of seats for first-year students. With an impending retirement, we will be down two tenure-track lines. The loss of our faculty member
in biomedical ethics is a particularly severe blow, given the demand for that course and our practical ethics courses in general. Our need to staff those practical ethics courses has become acute.

The size of our major population has rebounded in recent years and now seems stable around 30. Since that population will always remain relatively small, we must be judicious in scheduling advanced level courses just for majors, which do not always enroll well. But we often avoid that result by choosing classes that also count for PBLH or PPLW or ARTM. This fall, our History of Ancient Philosophy class, which is required for the major, is full for the first time in quite a few years, which bodes well for our major and major-oriented courses.

**Political Science**

The Department of Political Science provides a high quality and highly personalized education to its students. Two of our faculty, the late Prof. Bill Moore, and Prof. John Creed, recently made the top 10 list of favorite professors at the College of Charleston. Our spring Convocation of Majors speaker was Dr. Jacob Levy, he spoke on Free Speech This event took place on February 6th and was very well attended by our students as well as other members of the campus community.

The department maintains its commitment to helping students prepare for life after college. We continued our Alumni Mentorship Program, a program that matches departmental alumni with current students. During the 2019-2020 academic year, we had 33 students participating in the program. We have received great reviews on this program; students have been able to get career guidance, learn job-related skills, career search assistance, resume help, and advice on salary negotiations. In addition, we organized three Career Café events to help students learn more about career opportunities. We held our first Career Café on September 26, 2019, featuring Greta Creech, Jessica Davis Ganao, and Alyssa Leibman, and we held another Career Café event on October 24 featuring Ron Hanna III, Trevor Jones, Marla Robertson, and Ali Titus.

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 four 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 planned to lead study abroad trips to **Morocco/Spain** and **England/Scotland** in summer 2020, but both were canceled due to COVID-19. Our faculty have also 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 2019-2020, our faculty supervised 11 independent study projects and 14 Bachelor’s Essays.
In addition, 38 students completed internships for academic credit from Summer 2019-Spring 2020 in a wide array of government and nonprofit agencies and organizations, including the Office of James E. Clyburn, Lowcountry Orphan Relief, Tecklenburg for Mayor campaign, South Carolina Port Authority, Congressman Joe Cunningham’s office, United States Department of Defense, and Charleston County Public Defender’s Office.

We also offered three “Model” courses for our students in 2019-2020.

*Prof. Chris Day* 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 Dr. Day to Howard University in Washington, D.C., to compete in a Model African Union competition.

In addition, *Prof. Max Kovalov* taught POLI 261 (Model United Nations), in which students traveled with *Prof. Kovalov* to Atlanta, GA for the Southern Regional Model UN in November. He also hosted 154 students in an on-campus simulation of the UN (November 1-2, 2019), with students representing countries from around the world and working on committees such as the Development Committee, Human Rights Council, Refugee Committee, Security Committee.

*Prof. Doug Friedman* continued to teach POLI 266 (Model Organization of American States).

To coordinate engaged learning opportunities for students, *Prof. Jordan Ragusa* and *Prof. 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.

Similarly, *Prof. Matt Nowlin* and *Prof. 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.” Throughout the academic year, the group has hosted monthly meetings open to both graduates and undergraduates. *Prof. Watson* and graduate student Ina Ivanova co-authored a paper entitled “Systematic Review of Documented Indigenous Knowledge of Freshwater Biodiversity in the Circumpolar Arctic” in the journal *Freshwater Biology*.

As noted above, the Department had planned to host the tenth annual William V. Moore Student Research Conference, but this was canceled due to COVID-19.

**Psychology**

In 2019-2020, the Department contributed 6 FYEs and 3 LCs, thus exceeding our target of 6-8 sections per year. We also contributed two courses to HONS (a section of Honors Introduction to Psychology and an interdisciplinary special-topics course). Given staffing constraints, we will find it difficult to maintain this level of support in the future.

In addition, the Department 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 387: Neuropsychology). Finally, our request to initiate a national search for a behavioral neuroscientist at the assistant professor level has been repeatedly denied. This request was intended to fill a vacancy left by the resignation of Prof. Mark Hurd in 2014. Our department has a strong need to fill this vacancy and we will continue to make this request to hire as long as the need remains.

Our department also makes a substantial contribution to the Child Life graduate program. Prof. Susan Simonian, the program director and a faculty member tenured in our department, teaches exclusively in the program. Assistant Prof. Grace Hubel, who comes up for tenure in AY2020-21, teaches half-time in PSYC and half-time in Child Life. In addition, a portion of our department’s adjunct budget supports a Child Life specialist who teaches three courses a year. The program could not operate without this position, so we were forced to cut adjuncts in PSYC to cover the cost. Thus, in total, our department is supplying nearly two FTE positions that teach the equivalent of eleven three-credit courses per year. This level of support is becoming more and more difficult to sustain as growth in our major continues.

Finally, the department contributes courses 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 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 from the former School of Professional Studies, including both the B.P.S. and the B.G.S.

**Distance Education or Hybrid Course Offerings**
Even before the COVID-19 outbreak, we had scheduled 29 online courses and one hybrid course (19 during summer, 11 during the regular year). For the first time, we taught an upper-level elective online during the summer, allowing students to finish their degrees if they had withdrawn from a similar course in the spring. The remainder of the courses consisted of several sections of our introductory course, a number of different core courses, and some mid-level electives. This distribution of courses allows students to complete our minor entirely online; nearly our entire Bachelor of Arts degree program is online as well.

**Research**
Our department has long seen research 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. Yet our program is unusual in that students can 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 particularly unusual among undergraduate programs. We offer training opportunities using a variety of animal models including rodents (rats and mice), pigeons, and most recently invertebrates.

Research pervades more than just our coursework. Student-faculty research collaborations and their fruits in dissemination are an essential part of pedagogy in our department. 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. Each year, many students collaborate with psychology faculty to carry out original research projects (e.g., Independent Studies and Bachelor’s Essays), often resulting in joint conference presentations and peer-reviewed publications.
In 2019-2020, we offered students research experiences at every level, including seven introductory research courses (PSYC 198), six tutorials (PSYC 497), 30 independent studies (PSYC 498), and 12 Bachelor’s Essays (PSYC 448 (neuroscience) and 499 (psychology). Under normal circumstances, we would have held our annual Student Activities Research Day (SARD); unfortunately, the pandemic made that impossible.

**Internships**

The Department of Psychology routinely offers PSYC 397, a structured internship course that is offered on a competitive basis to advanced psychology majors with strong GPAs. Unlike many internship courses, this one requires students to complete a research paper on a topic relevant to their internship. In this way, students undertake a thorough review of psychological theories and principles and have the opportunity to see those theories and principles in an applied setting in a pre-approved agency or organization. The learning experience is guided by an individualized learning contract that specifies the academic and work components of the experience. These sites vary from semester to semester, but typically include the National Crimes Victim Center at MUSC, the EMPOWERR 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). This academic year, internship coordinator Prof. Sarah Robertson, supervised 24 interns across over a dozen sites.

**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 a 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.

**LEAP**

Prof. Wilhelm launched the HSS LEAP program, which is intended to create an inclusive community of diverse students and professors from a wide variety of backgrounds who are committed to working together to build meaningful relationships that will support students as they strive to achieve their goals. For more information, see https://hss.cofc.edu/student-opportunities/leap/index.php.

**Religious Studies**

As usual our department contributed disproportionately to the First Year Experience and to the Honors College, including a brand-new Learning Community course from Prof. Lenny Lowe, *Religion, Ritual and Performance*, which centered on the notion that much of what we call “religion” can be found in our “outer” life rather than our “inner” life. To that end, it explored religion using the theories and analytical tools of both Performance Studies and Ritual Theory. Back by popular demand, Prof. Louise Doire’s FYE course *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. The Honors College overhauled their curriculum and thus required more classes as it transitions. Our faculty stepped up and taught five HONS classes in 2019-20 including *Self and Society in Chinese and Japanese*
Religious Traditions, Black Religion and Black Nationalism: from Slave Rebellions to #BlackLivesMatter, and Cults and Conversion in Modern America.

Whereas in Summer 2019, we offered a study abroad program that immersed students in the Himalayan culture of North India that offered six credits of RELS courses, this proved impossible in Summer 2020 because of Coronavirus. However, we did successfully offer four DE classes. (We began teaching DE in summer of 2016, with one class, and offered three in the summer of 2018 and two in the summer of 2019).

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.

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.

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
The Department of Sociology and Anthropology is committed to providing instructional support to other units, programs, and initiatives, including the Honors and First Year Experience programs, REACH, and interdisciplinary programs.

Honors and First Year Experience offerings
ANTH 203 (LC) Introduction to Biological Anthropology Fall 2019
HONS 167: Honors Introduction to Sociology Fall 2019
SOCY 101 (LC): Introduction to Sociology Fall 2019
SOCY 109 (LC) Sociology of Food Spring 2020
FYSE 135: Popular Culture Fall 2019 and Spring 2020

Distance education or hybrid course offerings
Our department continued to expand the number of courses taught on-line. The department offered the following distance education courses during 2019-2020 and converted all courses to distance education in March 2020; all summer 2020 offerings were online:

<table>
<thead>
<tr>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
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<tbody>
<tr>
<td>ANTH 101: Introduction to Anthropology (2 sections)</td>
<td>ANTH 101: Introductory Anthropology (4 Sections)</td>
<td>ANTH 101: Introduction to Anthropology</td>
</tr>
<tr>
<td>ANTH 205: Language and Culture (2 sections)</td>
<td>ANTH 304: Rise of Complex Civilization</td>
<td>ANTH 202: Introduction to Archaeology</td>
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<td>ANTH 326: Peoples and Cultures of Europe</td>
<td>ANTH 319: ST Language and Social Justice</td>
<td>ANTH 329: ST Indestructible Maya</td>
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<td>SOCY 101: Introductory Sociology</td>
<td>ANTH 328: Aztecs, Maya, and their Ancestors</td>
<td>ANTH 352: Folklore of Ireland and the British Isles</td>
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<td>SOCY 109: Sociology of Food</td>
<td>ANTH 356: Anthropological Perspectives on Religion</td>
<td>ANTH 491: Research Methods</td>
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<tr>
<td>SOCY 109: Sociology of Peace (4 sections)</td>
<td>SOCY 101: Introduction to Sociology</td>
<td>SOCY 101: Introductory Sociology</td>
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<tr>
<td>SOCY 341 Criminology</td>
<td>SOCY 109: Sociology of Peace (3 sections)</td>
<td>(2 sections)</td>
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<tr>
<td>SOCY 349: ST Sociology of Deviance</td>
<td>SOCY 109: Sociology of Food (2 sections)</td>
<td>SOCY 103: Sociology of the Family</td>
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<td>SOCY 358: Living in an Organizational World</td>
<td>SOCY 260: Development of Social Thought</td>
<td>SOCY 337: Prejudice</td>
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<td>SOCY 360: Class, Power, and Privilege</td>
<td>SOCY 271: Introduction to Social Research</td>
<td>SOCY 341: Criminology</td>
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<td>SOCY 390: Senior Seminar</td>
<td>SOCY 372: Making Sense of Sociological Data</td>
<td>SOCY 357: Political Sociology</td>
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<td>SOCY 339: Sociology of Sustainability and Consumption</td>
<td>SOCY 390: Senior Seminar</td>
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<tr>
<td></td>
<td>SOCY 341: Criminology (2 sections)</td>
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**Interdisciplinary programs**

Sociology and Anthropology faculty taught classes that contribute to 17 majors and 12 minors. Seven of the majors are technically defined as interdisciplinary (e.g., African American Studies, Archaeology, Data Science—Sociology Cognate, Latin American and Caribbean Studies, Public Health, Urban Studies and Women’s and Gender Studies) and all 12 of the minors are interdisciplinary.

In addition to the courses we have offered in support of other programs, Sociology and Anthropology faculty serve as administrative leadership positions for various interdisciplinary programs on campus. **Prof. Maureen Hays** served on the Archaeology Steering Committee. **Prof. Ann Stein**, Senior Instructor of Sociology, was the director of the Crime, Law and Society program. **Prof. George Dickinson** has served on the steering committee for the Master’s in Child Life. **Prof. Moore Quinn** served on steering committees for the Irish Studies Program as well as the Linguistics program, and **Prof. Julia McReynolds-Pérez** served on the Women’s and Gender Studies program.

**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 2020, a group of students were scheduled to study in *Ireland* during Maymester (organized by **Prof. Quinn**), but the trip was cancelled due to the pandemic. Until international travel was curtailed by the pandemic, 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 2019-2020, many majors studied abroad or planned to do so with the assistance of the Center for International Education.

**High Impact Learning**
Internships: 24 students completed internships in 2019-2020, 14 in anthropology and 10 in sociology. A number of sociology majors or minors in Crime, Law and Society opted to complete their internship in CRLS, which was directed by Prof. Stein.

Three students completed an Academic Apprenticeship or a Research Apprenticeship with a faculty member in 2019-2020. 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 17 Bachelor’s Essays and topical independent study courses in 2019-2020.

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, *Prof. 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, *Prof. Sanders’* students engage in service that reflects and reinforces the academic content of the classes.

Students planned to study in Ireland under *Prof. Quinn* in May 2020 and participate in an archaeological field school at Stono Preserve with *Prof. Hays*, but these experiences were cancelled due to the pandemic.
CHANGES IN DEPARTMENTAL OR PROGRAM ENROLLMENTS
Enrollments Compared Across All Academic Schools

AVERAGE CLASS SIZE

*Only fall 2019 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

HSS UNDERGRADUATE DEGREES AWARDED BY MAJOR (2019)

HSS MINORS (SPRING 2020)

*Only fall 2019 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.**

<table>
<thead>
<tr>
<th>Capstones, Labs, Field, Ind. Studies, BE, RA, TA, Tutorials, Interns</th>
<th>Personalized/Experiential Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure 1</strong></td>
<td><strong>AY14-15</strong></td>
</tr>
<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 <strong>Annually</strong></td>
<td>47%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TA, RA, BE, Ind. Studies, Tutorials</th>
<th>Independent Enrollments – No Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure 2</strong></td>
<td><strong>AY14-15</strong></td>
</tr>
<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 <strong>Annually</strong></td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TA, RA, BE, Ind. Studies, Tutorials</th>
<th>Independent Enrollments – No Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure 3</strong></td>
<td><strong>AY14-15</strong></td>
</tr>
<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 <strong>Before Graduation</strong></td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internships</th>
<th>Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure 4</strong></td>
<td><strong>AY14-15</strong></td>
</tr>
<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 <strong>Before Graduation</strong></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>
<th>AY19-20</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>
<td>134</td>
</tr>
<tr>
<td>% HSS Majors Abroad Annually</td>
<td>12%</td>
<td>13%</td>
<td>11%</td>
<td>11%</td>
<td>13%</td>
<td>5%</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>
<th>AY19-20</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>
<td>629</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>
<td>208</td>
</tr>
<tr>
<td>% HSS Graduates Studied Abroad Before Graduation</td>
<td>28%</td>
<td>35%</td>
<td>33%</td>
<td>34%</td>
<td>38%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Measure 3

Funds will be raised to support study abroad and other personalized educational experiences.

Set to baseline $3652 $6700

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

<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>
<th>AY19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Majors N=</td>
<td>2344</td>
<td>2177</td>
<td>2234</td>
<td>2266</td>
<td>2295</td>
<td>2327</td>
</tr>
</tbody>
</table>

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

Methods Courses, Stats, Labs, BE, RA

<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>
<th>AY19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Majors N=</td>
<td>2344</td>
<td>2177</td>
<td>2234</td>
<td>2266</td>
<td>2295</td>
<td>2327</td>
</tr>
<tr>
<td>Annual Enrollments N=</td>
<td>2251</td>
<td>2137</td>
<td>2148</td>
<td>2119</td>
<td>2673</td>
<td>2132</td>
</tr>
<tr>
<td>% HSS Majors Trained in Methods Annually</td>
<td>96%</td>
<td>98%</td>
<td>96%</td>
<td>94%</td>
<td>116%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Methods Training

<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>
<th>AY19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Graduates N=</td>
<td>740</td>
<td>667</td>
<td>602</td>
<td>571</td>
<td>633</td>
<td>629</td>
</tr>
<tr>
<td>HSS Graduates with Methods Training Before Graduation N=</td>
<td>643</td>
<td>551</td>
<td>509</td>
<td>490</td>
<td>535</td>
<td>524</td>
</tr>
<tr>
<td>% HSS Graduates with Methods Training Before Graduation</td>
<td>87%</td>
<td>83%</td>
<td>85%</td>
<td>86%</td>
<td>84%</td>
<td>83%</td>
</tr>
</tbody>
</table>
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>166</td>
<td>170</td>
</tr>
<tr>
<td>Annual Count HSS Faculty Community Activities N=</td>
<td>210</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>2344</td>
<td>2177</td>
</tr>
<tr>
<td>Annual Internship Enrollments N=</td>
<td>201</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>
</tbody>
</table>

* 22 students received awards to support educational experiences from HSS during FY19-20.

**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.

We conducted 7 tenure track searches last year. We paid for a 4th candidate to come in for one search to increase diversity efforts. We paid for additional diversity postings for 5 of the searches. Two of the searches resulted in diversity hiring, one will start in 2021-2022 and the other began in fall 2020.

Programmatically, we sponsored the October 2019 kickoff of the Office of Institutional Diversity’s Presidential Speaker Series. The first speaker was Michael Sorrell, President of Paul Quinn College. President Sorrell shared the story of why his institution transformed its football field to an organic farm and how that has helped students and the community. In addition to the keynote address, Sorrell served as a panelist for the event, “Changemaker Challenge Lunch-&-Learn”, which was designed to spark interest in entrepreneurship, civic engagement and leadership among current and future minority and first-generation college students.

In AY19-20, we launched HSS LEAP and Crossing the Cistern, HSS. These two programs focus on providing academic support for our underrepresented student populations. HSS LEAP creates a community of support with the purpose of enhancing the academic experience for students with a 2.8 – 3.5GPA through experiential learning, faculty and peer mentoring as well as leadership programming. Crossing the Cistern, HSS was created as a momentum
program to get at-risk student back on a successful path to graduation. Through academic advising and mentoring, academic enhancement programming and professional development, CTC celebrates student accomplishments and supports student struggles. The descriptions for each program are below.

**HSS LEAP**

An inclusive community of diverse students and professors from a wide variety of backgrounds committed to working together to build meaningful relationships that will support students as they strive to achieve their goals. This multi-year academic enrichment program has four strategic goals to promote comprehensive student development: increasing academic achievement, encouraging experiential learning, providing professional development, and creating community.

**Crossing the Cistern (CTC), HSS**

A momentum program designed to help improve academic standing as well as support, challenge and celebrate students along the path to graduation. The primary goals of CTC surround the inclusion, retention and well-being of students, with a particular focus on African American, Latino, Asian and Native American students.

At the time this report was due, only the fall 2019 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 2019 that represent a diverse background.

**Profile of HSS Roster Faculty by Department (Fall 2019)**

<table>
<thead>
<tr>
<th>School of Humanities and Social Sciences</th>
<th>Fall Term 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
</tr>
<tr>
<td>Department</td>
<td>#</td>
</tr>
<tr>
<td>Communication</td>
<td>15</td>
</tr>
<tr>
<td>English</td>
<td>16</td>
</tr>
<tr>
<td>History</td>
<td>13</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>
</tbody>
</table>
See below for departmental response to these areas:

**Communication**
The Department of Communication currently has 22 tenured or tenure track faculty: thirteen white females, six white males, one non-resident female and two non-resident males. 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**
In our department, we have 16 women (51.6%) and three minorities (9.7%).

**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 only modestly diverse in ethnic terms, with one Lebanese American and one African American faculty member. Our AY2019 searches for historians of premodern Africa and Early Modern Europe both led to hires of Caucasian candidates, one female and one male. The Early Modern Europe pool did not include any candidates of color; by far the strongest candidate for the Africa search was white. If we receive permission to search for a Latin Americanist in AY2021 another opportunity will present itself for diversity hiring. Of course, we will advertise in venues most likely to reach diverse candidates and will conduct the search with great mindfulness of how desirable a diverse faculty is. 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. In the most recent Humanities Indicators survey of doctorates awarded (released in 2017, but unfortunately with data only up to 2014), just over 30% of doctorates in philosophy were awarded to women, and just over 5% to African-Americans. This department has done quite well at hiring women; in 2019-20, five of our eleven permanent faculty, 45%, were women, well above the national average of 27%. One is transgender. But we did lose one of our female faculty when Prof. Laura Specker-Sullivan departed.

We currently have no philosophers of color. We have made efforts to recruit philosophers of color; in our last tenure-track search, in 2017, one of our campus finalists was African-American, but she withdrew to take another position before the campus interviews were complete.

**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 42% of the department, 3 of our 19 roster faculty (15%) are African American and 3 of our faculty are Asian American.

**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). Note that efforts made in recruitment are not terribly applicable since we have not been able to recruit new faculty in over half a decade.

**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.*

First, some historical background on our efforts to build diverse recruitment pools. Our department sought to recruit from under-represented groups when we hired a replacement for Dr. Eric Thomas, our only African American faculty member in 2010-11. We sought to make the African American religion component of the major more robust by hiring a new faculty member with expertise in the African-American cultural, historical and political landscape in Charleston, the Low Country, and the American South. In the advertisement that we posted online at the American Academy of Religion site
and the Chronicle, we made specific mention that we were seeking minority job candidates for the position in African American religions. The department was pleased to hire Prof. Hladky, whose expertise in critical race theory, the impact of racism on the religious expression of African Americans, and LGBT communities made our program much more diverse for the past three years—even if Hladky was Caucasian.

After the Provost Workshop on Diversity in summer 2014, the new Faculty Diversity Recruitment Plan identified how we would continue to build diverse applicant pools, how we would retain and mentor junior faculty, and it included an extensive and comprehensive list of PhD programs in African American Studies or African Diaspora Studies, and in Religious Studies with African American Religion programs. With the resignation of Hladky in 2014, faculty agreed that we would seek to hire a TT replacement in the same area of African-American religions. We posted our advertisement in listservs and publications that are directed specifically towards minorities, including the African American Literature group, the National Council for Black Studies, and African American History on H-Net. The job advertisement was sent to the chairs of leading Ph.D. programs in African American Studies and to chairs of RELS programs that are known for producing the highest percentage of minority candidates, including Berkeley, Duke, Indiana, Harvard, Michigan State, Maryland, Massachusetts-Amherst, Pennsylvania, Temple and Yale. During on-campus interviews we also scheduled interviews for each candidate with the late Dr. Conseula Francis in African American Studies. We hired Prof. Matthew Cressler, who is continuing Prof. Hladky’s work with the College’s African American Studies program as well as a public intellectual. His areas of expertise include African American religions, Catholic studies, religion in America, and theory and methods in the study of religions, with a special interest in the intersection of religion, race, and nationalism. These intellectual interests will certainly diversify our curriculum and contribute to the newly created African American Studies major too. Cressler has contributed significantly to AAST as it moves in new directions under the leadership of Prof. Kameelah Martin, and he also publishes articles in popular venues (e.g. Slate) that qualify him as a public intellectual on the topic of religion and race in America.

With the retirement of Prof. Margaret Cormack in May 2017, we chose to re-describe the TT line to focus on “Global Christianity,” a sub-discipline with a significant of scholars from under- represented groups. The job ad expressed our desire to attract a culturally and academically diverse faculty of the highest caliber, and our job description was sent to Religious Studies Graduate Departments which include a focus on Global Christianity. Once again, the candidate pool was quite diverse. Candidates who were invited to campus had an opportunity to meet with the interim director of AAST, the program director for LACS, and meet the staff at the Avery Center; all of these colleagues were given the opportunity to review candidate files and provide their valued input to the RELS hiring committee. We were pleased to hire Prof. Leonard Lowe, whose expertise on the religions of the Black Atlantic, Haitian religions, and training in the anthropology of religion adds considerable diversity to our program.

We are cognizant that our department has lost its gender balance with the retirement of Prof. Cormack in 2017 and Prof. McDaniel in 2018, we would welcome the opportunity to hire a scholar of South Asian religions in a TT line, and we would be especially committed to recruiting a faculty member with expertise in South Asian religions whose own ethnic, racial, and gender identity is different from the Caucasian background of the current male-majority faculty. Our newest hire, Prof. Brennan Keegan, besides restoring some gender balance to our department after the retirements of Pros. Cormack and Prof. McDaniel, will be regularly teaching courses on Native American religions. More than that, she will use indigenous pedagogy in her classes, use texts written by Native Americans, bring Native American speakers to campus, enhance relationships with local indigenous communities, and bring our students to Native American sacred spaces (as she did in her previous position.)

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.**

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

- Innovations in Instruction/Service Learning: 8
- Undergraduate/Graduate Special Projects: 63
- Books: 5
- Articles Refereed Journals: 39
- Other Articles, Chapters in Books, Publications of a Special Nature, including Book Reviews: 114
- Other Editorial/Review Activities
  - Invited Manuscript Reviewers or Referees: 83
  - Editorial Board Members: 19
  - Editors: 11
  - Selection Panel Abstract Reviewers: 4
  - Grant Reviewers: 4
  - Associate Editor: 1
  - Other: 13
- Papers and Posters Presented at Conferences
  - Invited Lectures/Readings: 11
  - Conferences and Workshops Attended/Panels Chaired/Other Professional Activity: 44
  - Other: 87
- Service
  - Departmental: 104
  - College: 230
  - Community: 49
  - Profession: 75
- Performances and Exhibitions: 5
- Participation of Students
  - Undergraduate: 13
- Honors and Awards: 23
- Consulting: 8
Grants and Contracts: 21
College Funds: 20
Undergraduate/Graduate Student Special Projects
  - Bachelor’s Essays: 12
  - Independent Studies: 23
  - Student Research: 14
  - Other: 14

PLEASE PROVIDE A SUMMARY OF DEPARTMENTAL OR PROGRAM SERVICE AND OUTREACH CONTRIBUTIONS TO THE SCHOOL, COLLEGE, COMMUNITY (OF A PROFESSIONAL NATURE), OR PROFESSION.

The HSS faculty reported the following service contributions in the Faculty Activity System (FAS):

- Service
  - Departmental: 104
  - College: 230
  - Community: 49
  - Profession: 75

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY AND STUDENTS

HSS Dean’s office funds support student and faculty research
- In AY 19-20 Dean’s office awarded travel funds for 21 students ($5,700). Stories about these opportunities can be found at http://blogs.cofc.edu/hss/. Due to COVID, we were unable to award our 4th round of travel funding for spring 2020 nor were we able to award study abroad awards. HSS did have one internship award for a student in the amount of $1,000.

- In AY 19-20 the Dean’s Office supported 81 faculty members $61,822 in Dean’s Discretionary Fund Awards. The faculty research and development projects 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. Due to COVID, 21 faculty members were not able to complete their projects and we returned $16,420 to Business Affairs.
WHAT SUCCESS HAVE YOU HAD IN MEETING PROGRAM, DEPARTMENTAL, SCHOOL OR COLLEGE GOALS? WHAT ARE YOUR STRENGTHS AND CHALLENGES? 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 research methods training for our majors in all programs. For example, in AY19-20, 43% of HSS students completed a personalized education experience through Bachelor’s Essay projects, internships, independent studies, tutorials, etc. and 92% of HSS majors completed a methods course. It is important to note, however, that even though HSS met most of our goals for the year, the impact that COVID-19 had on the student experience was observed throughout some of the goal-related data collected. More specifically, COVID-19 severely impacted our ability to offer and support quality and continuous study abroad experiences, both in Spring 2020 and Summer 2020. Further, many internship and independent study enrollments (i.e. lab research) were negatively affected by remote work environments. More information is shared about both the short-term and long-term impact of these challenges.

In what way can Academic Affairs support your efforts?
Obstacles for any program, department, or school tend to be resource related and fall into the classic categories of 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. In addition, when disruptions like hurricanes or global pandemics occur, faculty need the support yet autonomy to get creative with both traditional and experiential learning opportunities. Access to additional resources, a willingness to accommodate unique work environments and campus services that are not bound by geographic location are all important to maintaining the quality education that HSS consistently and continuously provides. We are excited about the possible creation of a college-wide faculty center for teaching and learning to support these efforts.

Personalized Education Obstacles
HSS would like to increase these offerings in the future, but as mentioned, 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. Furthermore, unprecedented obstacles were presented to personalized education initiatives with the COVID-19 pandemic. In order to offer unique and tailored learning experiences for students, faculty need the training and development support to adapt traditional curriculum/offerings and create innovative models for delivering similar – an even enhanced -personalized experiences.

Study Abroad Obstacles
Over the last three years, HSS allocated funds toward summer study abroad scholarships, however, in Spring/Summer 2020, the funds earmarked for study abroad support were not used to the fullest extent possible due to COVID-19. With that said, when our students can safely take advantage of abroad travel, without additional scholarship funding, it will be 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. Faculty also need to receive support in creating innovative (and adaptive) study abroad programs for a variety of student interests and financial abilities.
Methods Training Obstacles
Given that close to 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. Further, faculty need to be current in their fields and active in their scholarly lives to confidently and effectively offer cutting-edge methods training; therefore, continuing to support the teacher-scholar model through R+D funding and professional development support is critically important.

Strengths

- 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 34% of the total credit hours generated in 2019-2020. In First Year Experience, our faculty contributed 29% of the total credit hours generated in 2019-2020.

- 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.
  - Another strength is in the Department of Communication’s Advisory Council. The council is made up of 30+ top-level national executives and leaders in the field of marketing and corporate communications. The department hosts bi-annual conferences with the Advisory Council during the fall and spring semesters. During these conferences, Council members engage directly with students in the COMM classrooms answering student questions about their successful careers and delving into relevant Communications topics from a real-world perspective. Council members also lead panel discussions with their peers and provide students a candid view inside their respective fields, making lasting connections with students, faculty, staff, and the community at these conferences. High-achieving communication majors also have the opportunity to be mentored by the council members through their participation in the mentor-protégé program.
  - The Department of English sustains high-quality research and publication. Our literature, film, and writing studies faculty published 2 books and 41 academic journal articles and book chapters between July 1, 2019 and June 30, 2020; during the same period, our creative writing faculty published 1 book, 12 short stories, and 7 poems. Our faculty members are highly respected in their areas of expertise; they are frequently invited to speak at conferences, give public lectures, review book manuscripts, serve on editorial boards, and so on. Our faculty members are responsible for editing two literary journals, **Crazyhorse** and **Illuminations**.
  - HSS is a leader in faculty-student mentoring: Women’s Health Research Team (Communication & Women’s and Gender Studies), American Politics Research Team (Political Science), Environmental Policy Research Group (Environmental Studies) and the Aesthetics Work Group (Philosophy).
The Religious Studies Department offers a Senior Seminar 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 the College 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.

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 2019, the School of Humanities and Social Sciences generated the largest number (27.39%, n=39,001) of the total credit hours generated, which includes undergraduate and graduate hours, compared to all other schools.
  - In spring of 2020, HSS generated the largest number (27.63%, n=37,901) of the total credit hours generated, which includes undergraduate and graduate hours, compared to all other schools.

**Challenges**

A major challenge in AY19-20 was the significant disruption caused by COVID-19. The quick move to a remote work environment required – and continues to require – faculty, staff and students to adapt to a new learning environment rife with challenge. Yet, faculty across HSS consistently met those challenges with perseverance, tenacity and a steadfast commitment to the student experience. Various faculty concerns have emerged over the COVID timeline, including but not limited to pedagogical training and support for online teaching, expectations surrounding tenure and promotion, balancing work/family obligations and workplace health and safety. While HSS has worked diligently to respond to faculty concerns, the uncertainty of COVID-19 continues to present challenges to proactive efforts. It is important to note, however, that in light of the numerous disruptions (Hurricane Dorian, Mumps Outbreak, COVID-19) to the AY19-20 academic year, evidence still reveals a very productive and successful year for HSS programs and faculty.

Facilities remain a major challenge for some departments. For example, even though the Department of Political Science recently moved into a removed space in JC Long, the HVAC system stopped working soon after the move, leaving faculty without an office for over a month (at the start of the school year). Likewise, the Psychology Department has offices in buildings in desperate need of renovation (several unsafe spaces) and the new space in Rita Hollings continues to have problems including water leaks and unreliable HVAC. Similarly, the Department of Communication has an office building that has suffered HVAC issues for the entire Summer 2020 season.

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. But more importantly, the fiscal health of the college in AY19-20 made...
hiring for vacant positions difficult; the timeline of hiring approval was often delayed to the point of losing quality candidates or the lack of hiring approval placed programs in difficult positions regarding course scheduling and student enrollment needs.

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 extremely high and not in line with copy use. In addition, paying research participants, a common practice for many of our faculty, continues to be a difficult multi-week endeavor. Obtaining access to our internal systems and reports is a challenge for new Chairs, Program Directors, Associate Deans and staff. It is overly cumbersome, clumsy and time consuming to complete the multiple paper and electronic forms to obtain access to Banner Student, COGNOS, FAS and Financial systems which create unnecessary delays and inefficiencies.

**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**

No new changes were made to the undergraduate curriculum. We remain an integrated communication major that educates students in all areas of the discipline, with twelve required classes for a total of 37 credit hours.

Similarly, the graduate program in Communication also experienced no curricular changes as this is just the second year of implementation since our recent revisions.

**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.

Other recent changes include offering, in Fall 2019, a completely overhauled undergraduate curriculum, focusing on the 3-concentration structure that the department faculty approved as a result of its discussion of possible models in 2017-18 (and then developed in 2018-19): Creative Writing; Literature, Film, and Cultural Studies; Writing, Rhetoric, and Publication. (We also revised the curriculum for our secondary education double-majors.)

In 2019-20, the department had 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 in the institution's leadership. During the discussion in Fall 2019, the department confirmed its support for the MA in English, and various possible courses of action were considered in Spring 2020, with specific proposals to be presented in Fall 2020.

Over the next 3 years, the department would benefit from active support for its graduate programs (which have different concerns, but both of which are at key moments in their development) and further staffing support for its 2 undergraduate writing programs: Creative Writing; and Writing, Rhetoric & Publication.

Longstanding needs for permanent faculty teaching in the First-Year Writing program continue.

History
Any curricular changes made in light of the current national debate on diversity are unlikely to require additional resources, although it should be noted that the hiring of a second public historian (which would support our flourishing graduate program) would be a vital opportunity to hire a faculty member of color.

Philosophy
We made no curricular changes this year. We were pleased that our new version of PHIL 165, Philosophy of Sex and Gender enrolled very well in both semester this year, after we changed the course from its old title and course description as Philosophy and Feminism last year. We plan to examine some of our other course titles and descriptions this year, most notably PHIL 150, “Nature, Technology, and Society,” to see if similar changes might be helpful.

The start of our new semester study program in Washington, D.C., on the role of the arts in a democracy, was originally planned for Fall 2020. That launch had to be postponed because of the pandemic, but we plan to recruit again for a Fall 2021 start.

Political Science
We plan to continue our mentorship program in 2020-2021. This program connects our strong alumni base to our current students. We also plan 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. None of these changes will require additional resources, however.

Psychology
Last year, this question was challenging because of the new strategic plan and the changes in the upper administration. This year, it is challenging because of the pandemic. As before, however, our undergraduate programs are well-structured. For the most part, we anticipate only ordinary changes (updating course descriptions, removing courses no longer taught, etc.). We are also considering some new approaches to our statistics and methods courses, but these will likely have to wait until we learn what the post-pandemic world will look like.
We should also note some potential curricular developments that are not planned. Specifically, we have no desire to develop clinical doctoral degrees (whether a Psy.D. or a Ph.D.). In fact, we believe such programs to be both inadvisable and infeasible.

To understand why, consider what it takes to become a clinician. Most states require a license in order to practice as a psychologist. Licensure requires an examination, a degree, and an internship, which is typically done in the last year of the doctoral degree. Admission to internships is highly competitive, particularly for the prestigious internships that are accredited by the American Psychological Association. (Most hospitals, medical centers, universities, the VA, large counseling centers, etc., will not accept individuals who completed unaccredited internships.) In order to be competitive for an accredited internship, a student needs to have at least 1000 hours of clinical work supervised by a licensed practicing clinician.

As in most undergraduate departments, only a small percentage of our faculty are licensed clinicians. Those faculty were primarily trained and hired as teacher-scholars; they rarely if ever actually practice, and we need them to teach our popular undergraduate courses. Therefore, to meet the demand for 1000 supervised hours per student—not to mention the coursework—a viable program would need at least five new lines held by licensed clinicians. Note that competent practicing clinicians would be unlikely to accept our usual starting salaries for psychology professors (the average salary is somewhere in the $90,000-$100,000 range), and they would certainly turn down our adjunct rates.

Furthermore, actual clinicians increasingly believe that, for most people, a two- to three-year master’s is more suitable (and much cheaper) than a four- to six-year doctoral program. Doctoral-level practitioners have long been seen as too expensive, which has reduced demand and sometimes rates of pay. Outside of a university setting, psychologists with doctorates often end up leading a group practice that employs multiple practitioners at the master’s level. For that reason, we routinely and consistently advise our students to consider options other than the doctorate.

Thus, a clinical doctoral program would require substantial new costs and personnel. It would enter a market that is oversaturated, if not shrinking. For the first few years at least, it would undoubtedly struggle to place students in accredited internships, thus charging them a massive amount of money only to have poor job prospects at the end. We could not recommend in good conscience recommend that our own students pursue such a program—and we would have trouble recommending it to anyone at all.

**Sociology and Anthropology**

**Sociology:** The Sociology Program continued to expand its online course offerings, and all required courses are offered online and students now have an online path to graduation for the major. Sociology made major changes to the Sociology BS degree, regularizing courses that were offered as special topics, eliminating courses that are no longer offered, eliminating distribution requirements across 300-level courses, and offering a menu of capstone experiences. These changes were approved in spring 2020. The program is working with the Teacher Education program to make similar changes to the Sociology Teacher Education BS as well as to make changes to degree requirements stipulated by the South Carolina State Department of Education.

**Anthropology:** Anthropology also expanded its online course offerings during the regular academic year. In addition, updates to its curriculum to regularize special topics courses and offer a menu of capstone experiences were approved in spring 2020. A major accomplishment was the approval for the Certificate in Cultural Sustainability in spring 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 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.

**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.

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

The program plans to expand the T.E.A. with WGS faculty development sessions beyond WGS affiliated faculty in a concerted effort to diffuse information about inclusive pedagogies and anti-racist educational strategies. Previous iterations of a semester-long feminist pedagogy reading group (Spring 2018) and a Maymester *Teaching with Intent* workshop (2019) yielded commitments from participating roster faculty to teach a WGS course as part of their participating (usually an upper-level Special Topics course). We plan to offer a similar workshop in spring 2021 to secure MOUs with faculty and their respective department chairpersons to ensure broad curricular offerings for students over the next two years. Given the current hiring freeze, adjunct faculty cuts, and pressures for higher class sizes, WGS will face increasing pressures internally and in relying on other department’s faculty to offer a full slate of courses for its students.

**SUPPORING DATA (hyperlink to FAS Report for HSS)**
**Details & Visuals of Events Hosted by the HSS Dean’s Office in AY19-20:**

Events are listed in chronological order, beginning with fall 2019. All images are hyperlinked with more event details.

**August-November 2019**
With South Carolina as the "first in the South" to hold a presidential primary election, the College of Charleston serves as the perfect backdrop for visits by presidential hopefuls. Since its inaugural season in 2008, the Bully Pulpit Series has hosted more than 30 presidential candidates and worked with dozens of media outlets to provide unparalleled student and community access to the U.S. presidential election. This election cycle is no exception. With help from a team of more than 25 student volunteers, the Q&A-style series welcomed the following Democratic candidates on campus this fall semester with other candidates expected this winter before the February 29 primary election:

<table>
<thead>
<tr>
<th>Senator Cory Booker</th>
<th>Mayor Pete Buttigieg</th>
<th>Secretary Julian Castro</th>
<th>Congressman John Delaney</th>
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<td>Representative Tulsi Gabbard</td>
<td>Senator Amy Klobuchar</td>
<td>Representative Beto O'Rourke</td>
<td>Senator Bernie Sanders</td>
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<td>Senator Elizabeth Warren</td>
<td>Andrew Yang</td>
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[Image of presidential candidates]
Oct. 9, 2019
The Bully Pulpit Series staff and volunteers helped organize the Charleston Mayoral Forum which was broadcast live on ABC Channel 4. It was a collaborative sponsorship between the College of Charleston Graduate School and the Charleston Metro Chamber of Commerce. Six student volunteers worked the live broadcast and helped with production activities.

November 22, 2019
Alumni Career Conversations event featured of a panel of 3 HSS council members (Esther Adams-MPA ’11, Bess Brockington Bluestein-PSYC ’02, and Sabra Horne-ENGL ’87) discussing their respective career paths. Q&A followed. We held this event (Nov. 22, 2019 from 4-4:45pm) in conjunction with fall 2019 alumni weekend.
Back by popular demand! The Office of Alumni Affairs asked HSS to host a Ballots & Brunch event as part of Alumni Weekend because of how popular the first Ballots & Brunch was with alumni during the last election season. The 2019 event, **Ballots and Brunch: The “First in the South”**, details are as follows: As an early primary state, and the first state to hold an electoral contest in the South, South Carolina voters play a vital role in selecting American presidents. During this year’s Ballots and Brunch, CofC political science faculty Gibbs Knotts and Jordan Ragusa discussed their new book, *First in the South: Why South Carolina’s Presidential Primary Matters* (USC Press, 2019). The event included reflections from a panel of HSS alumni stationed on the front lines of the South Carolina presidential primary. Alumni Panelists: Jamie Self (’02, ’14), Senior Editor of Politics, The State; Bristow Marchant (’07), Government Reporter, The State; Caroline Kenny (’15), 2020 Campaign Embed Video Producer, CNN.
February 12, 2020
HSS hosted a new initiative that was intended to encourage professional mentoring, career exploration and internship opportunities for our students. The HSS Employer-in-Residence program was a drop-in opportunity, open to ALL majors and minors in HSS, that invite local internship employers to campus. Benefitfocus held a drop-in event in the HSS conference room (2 Green Way) for two hours for networking, informational interviews and professional mentoring.

February 21, 2020
Rep. Joe Cunningham (SC-01) led a discussion on the long-term health of our economy. Cunningham served on a panel with Maren Trochmann, assistant professor of political science at the College of Charleston, and Ben Ritz, Director of the Progressive Policy Institute’s Center for Funding America’s Future. Moderating this discussion will be Gibbs Knotts, interim dean of the College of Charleston School of Humanities and Social Sciences, and Jeremy Turner, president of the College’s student organization, the South Carolina Politics Club.

February 22, 2020
The Harvard Institute of Politics came to campus to conduct a focus group session with young voters in South Carolina. Observing the focus group session will be a team of undergraduate and graduate students from Harvard as well as a Washington Post reporter (coverage for an article). The session will also be taped for MSNBC b-roll footage. MSNBC Morning Joe program featured clips from the focus group featuring our students.
February 24, 2020

The Bully Pulpit Series hosted its final presidential candidate (and eventual nominee) of the season in a town hall event in the Johnson Center Gymnasium. Many media outlets covered the event and we had a very large team of student volunteers working the event.

March 3, 2020

Kalea Perez, a sophomore majoring in communication, was one of 33 College of Charleston students who worked the special CNN broadcast featuring top-polling presidential candidates in a town hall style program at Memminger Auditorium. Amanda Ruth-McSwain, director of the Bully Pulpit Series, pulled together a team of students (many of whom were HSS students) to work the multi-day event. Kalea and her peers served as student production runners to support the broadcast production. Student duties included helping with show logistics, standing in for the talent on stage, running errands at the venue and in town, and assisting various departments with their daily tasks.

See CofC Today article on the students’ experience here.
April 14, 2020
This town hall with Congressman Cunningham was originally scheduled to be an event with CofC student organizations, and when we had to change gears (due to COVID-19), Congressman Cunningham’s team asked if we could figure out how to host an event and open it up to all interested students across the lowcountry. The congressman was particularly interested in answering questions from students during a fairly turbulent and uncertain time in their lives.

Dr. Gibbs Knotts, dean of the School of Humanities and Social Sciences, and Kinnon Westraad, student president of the South Carolina Politics Club, (both from the College of Charleston) will co-moderate the town hall. Rep. Cunningham’s spokesman shared the Congressman’s post-event feedback: “He specifically noted the depth of the questions from students never ceases to amaze him and they give him hope that our best future is just on the horizon.”