



**USC Aiken**  
**Honors Program Handbook**

**2020-2021**

**USC Aiken Honors Program**  
**Dr. Michelle Petrie, Director**  
**Office: H&SS D3**  
**Phone: 803 641 3760**  
**[michellep@usca.edu](mailto:michellep@usca.edu)**

## **Mission Statement**

Established in 1991 and expanded in 2005, USC Aiken's Honors Program offers academically talented, highly motivated students opportunities for enriched learning experiences both in and outside the classroom. Honors students participate in a unique learning community that enjoys small classes and independent study under the direction of USC Aiken's best teacher-scholars, in a program that cultivates critical thinking, analysis and creative expression. The Honors Program offers students experiences that are interdisciplinary in nature and involve active, engaged learning culminating in a capstone experience.

## **Honors Steering Committee**

Professor Natalia Bowdoin, Library  
Dr. Jeremy Culler, Department of Visual and Performing Arts  
Dr. Andrew Geyer, Department of English  
Dr. Gerard Rowe, Department of Chemistry and Physics  
Professor Betty Abraham-Settles, School of Nursing  
Dr. Sanela Porca, School of Business Administration  
Dr. Tom Reid, Department of Mathematical Sciences  
Dr. Windy Schweder, School of Education  
Dr. Michelle Vieyra, Department of Biology and Geology  
  
Dr. Michelle Petrie, Director, Department of Sociology

## **Honors Ambassadors**

Ashton Blush (Psychology)  
Samuel Boyd (Computer Science)  
Madison (Maddy) Carelock (Biology)  
Melanie Howe (Industrial Process Engineering)  
Eva Slagle (Communication)  
Kylie Tager (Biology)

## Honors Program Requirements

To graduate from the USC Aiken Honors program, a student must earn 24-29 hours of Honors Program credits in the following categories:

- **HONS 101 Interdisciplinary Inquiry (3 credit hours): Humanities**  
*The theme of the introductory Honors course, taught by some of our best professors at USCA, varies by year. This course is by special permission only. Honors students will be able to sign up for this class with SSC once permission is given. This course counts as 3 of the 9 credit hours required for the Humanities General Education requirement.*
- **HONS 201 Honors Colloquia (1 credit hour each)**  
*Three one-hour Honors short courses are required  
These short courses are restricted to Honors student participation, and colloquia topics vary each semester. Typically, six colloquia are offered each academic year. Honors students will be able to sign up for these colloquia through SSC once special permission has been given.*
- **Five Honors-Designated “Enriched” Courses**
  - Two honors-designated general education/elective courses are required (6-8 credit hours)  
*Honors students must select two General Education courses that will be Honors enhanced. **Students must discuss their enhanced course preferences with the Honors Director BEFORE speaking with professors of these courses.** The Honors Program will enroll students in an Honors section of these courses after arranging the enhancement with the professor of record.*
  - Two honors-designated courses are required in the student’s major field (6-8 credit hours)  
*Honors students must select two courses in their major field to be Honors enhanced. Once again, **students must communicate their preferences to the Honors Program Director, who will arrange the enhancement with the professor of record and enroll the student in an Honors section of that course.** One honors-designated course (3-4 credit hours) will be the student’s choice. Each Honors student can choose to do his or her fifth enrichment in his or her major or in a general education/elective course. *Students who do not submit a request for an enrichment and receive approval by the deadline established by the Honors Program Director may not receive honors credit for the class.**
- **Capstone Experience/Project (3 credit hours)**
  - The Capstone Experience will be completed in the student’s senior year. All Capstones will be completed under the supervision of a faculty member selected by the student. Capstones will consist of one of the following: 1) a semester-long service learning project/course; 2) a scholarly project which involves research, data analysis, and communication of the results of the research; 3) a creative project which involves an approved medium, and communication of the resulting artwork. All Honors students will be expected to present the results of their projects to their peers and to faculty.
  - *Students will submit a “Capstone Intent Form” notifying the Honors Director of their intent to complete the Capstone project the following academic year. Typically, this form will be completed and submitted in the second semester of the junior year. In the semester prior to the completion of the Capstone, Honors students must submit a “Capstone Proposal Form” that will be reviewed by the Honors Steering Committee (HSC). This form will provide a complete description of the proposed project for approval by the HSC by **mid-semester** of the semester **before** the student will conduct the project.*
  - If an Honors student’s major already requires a capstone project, that experience may be enhanced and accepted as the Honors capstone project as well.
  - Honors students will be expected to present the results of their projects to their peers and to the Honors Steering Committee members at the annual Scholar Showcase in April of each year. December graduates will present their work at a special presentation ceremony that will be held prior to the end of the fall semester.

**All courses applied to honors credit must be passed with a grade of “B” or better, otherwise no Honors credit will be given. Further, should a student earn a “C” or lower on the enrichment project in an Honors enriched course, the student will not receive Honors credit for that course.**

### **Honors Students Receive....**

- Unique learning experiences exclusive to Honors students
- One-on-one classroom experiences with USC Aiken faculty
- Close fellowship and study opportunities with USC Aiken’s best students
- Undergraduate research opportunities
- Potential to receive an Honors scholarship
- Access to a private Honors lounge (with computers, coffee, and free printing!)
- Priority Registration (You will sign up for classes first!)
- Honors Housing
- Special ceremony each year recognizing Honors graduates
- Honors graduate designation on transcript
- Competitive edge when seeking employment or acceptance into graduate/professional schools

### **To Remain in Good Standing....**

- Students accepted into the Honors Program must enroll in HONS 101 during the first year that they are part of the program.
- Honors students MUST take at least 3 credit hours of Honors coursework per year to remain in the program.
- Honors students must maintain a USC Aiken cumulative GPA of 3.0 or higher during the first two semesters in the program, a 3.1 or higher the third and fourth semesters, a 3.2 or higher the fifth and sixth semesters, and a 3.3 or higher the seventh and eighth semesters.
- Students who do not meet the grade requirements will be placed on Honors Program probationary status for one semester and will be dismissed from the program if standards have not been met by the end of the following semester.
- Students may take Honors courses or Honors enhanced courses during the semester they are on probation. Students may participate in Honors program graduation activities if they are on probation during their last semester, but all students must meet the Honors program requirements in order to graduate from the program. Honors Program completion is on the final transcript for students who successfully meet all of the requirements.
- The Honors Program has carefully selected students that represent the best and brightest of USC Aiken. We expect that our students not only excel in the classroom, but also represent model student behavior by showing personal responsibility in all of their actions throughout their time in the Honors Program. If an Honors student is in violation of the USC Aiken Academic or Non-Academic Code of Conduct, the Honors Steering Committee will

consider sanctions/disciplinary actions and/or dismissal from the Honors Program. Any decisions made by the HSC are separate from any sanctions/disciplinary actions administered by the university. It is a privilege to be in the Honors Program; therefore, the Honors Steering Committee has the right, with approval from the Executive Vice Chancellor for Academic Affairs, to decide on disciplinary sanctions/penalties when instances occur that jeopardize the standards of the Honors Program and/or its resources.

### **Important Dates to Remember (AY 2020-2021)**

- **August 19: Honors Orientation Meeting (B&E 140, 2:30-4:00)**
- August 20: CLASSES BEGIN
- September 7: Labor Day, NO CLASSES
- September 9: Last day to submit Writing Proficiency Portfolio
- **September 11: Last day to request an Honors enrichment**
- **October 12: Midpoint in Semester: deadline for Honors Capstone proposals for Spring 2021 graduation**
- **October 26: Priority Registration Begins**
- October 31: Last day to drop/withdraw without a “WF” being recorded
- November 3: Election Day! Vote! Classes held remotely.
- **November 24: Capstone Presentations for December 2020 graduates**
- November 25-27: Thanksgiving Holidays, NO CLASSES
- November 30-Dec. 2: Classes held remotely
- December 2: Last day of class
- December 7-11: Final Exams
- December 10: Convocation (6:00 pm, Convocation Center)
- January 11: CLASSES BEGIN
- January 18: Martin Luther King, Jr. Holiday, NO CLASSES
- January 27: - Last day to submit Proficiency Portfolio in Writing
- **February 5: Last day to request an Honors enrichment**
- March 8-12: Spring Break, NO CLASSES
- **March 29: Priority Registration Begins**
- April 26: CLASSES END (Capstone Intent Forms due to Dr. Petrie)
- **TBD: Academic Awards Ceremony**
- **TBD: Scholar Showcase**
- April 28-May 4: Final Exams (excluding weekend)
- May 7: May Commencement

## **AY 2020-2021 Honors Courses**

### **Fall 2020**

#### **HONS 101.001 “S.T.E.M. Literature”** taught by English Professor Todd Hagstette

Course Overview: In this class, students will examine representations of the S.T.E.M. fields in literature. Nobel nominee Émile Zola declared in 1880 in *Le Roman Experimental* that fiction is essentially the selection of truthful instances to be subjected to laboratory conditions in a novel, whereby the hypotheses of the author about the nature and operation of the forces that work on human beings can be tested. This course will take that view of literature as we evaluate works whose primary tensions reveal truths about the sciences, technology, mathematics, the business world, psychology, and other non-Humanities areas of study. We will begin with a study of literary Naturalism and its connection to the sciences, specifically biological and psychological determinism, the course will proceed to include sections on mathematical literature, Gothic literature, representations of technology in literature, and will conclude with a unit on the world of business. Overall, this class seeks to bridge the ever-widening gulf between the Humanities and the S.T.E.M. fields, and to appeal to the diverse interests of honors program students. The course will help demonstrate the value of the Humanities in narrativizing and thus clarifying the animating concerns of disciplines across campus, while simultaneously exploring the potentials of S.T.E.M. for humanist education.

#### **HONS 201.00a “The History of Rock and Roll”** taught by History Professor Samuel Pierce

Course Overview: The first half of the course focuses on the origins of rock and roll as a musical form and an expression of popular culture, beginning with a discussion of earlier forms of popular culture (including jazz, blues, and minstrelsy), covering the beginnings of rock and roll in the 1950s, and moving through the British Invasion and Woodstock era. This will incorporate discussion of the wider social movements established in this period and how they connected to the development of rock and roll as a musical genre (for example, no class on Woodstock would be complete without covering the hippy movement). The second half of the course will chart the history of rock and roll in the 1970s and 1980s, with emphasis on the punk revolution, the influence of rock and roll in the Spanish transition to democracy, and the relationship of rock and roll to the fall of communism in Eastern Europe. There will be some discussion of the history of the Eurovision Song Contest, a major annual event in Europe. Throughout the entire class, there will also be discussion of the technological changes that affected rock and roll (such as the invention of electrical sound amplification, the electric guitar, etc.).

**HONS 201.00b** "Ancient Wisdom: Happiness, Contentedness and Suspension" taught by Philosophy Professor Thomas Burrus.

Course Overview: This colloquium shall practically examine the following three questions:

Ought I pursue happiness ?

Ought I be content with my life?

Ought I sometimes suspend my judgment?

These three questions shall be pursued with special relation to the works of both Hellenistic and Ancient Chinese philosophers—namely, Kongzi and Epicurus (associated with notions of the pursuit of happiness), Laozi and Epictetus (associated with situational contentedness), and Zhuangzi and Sextus Empiricus (associated with the suspension of judgment). While the primary writings of these six thinkers shall form the grounds of our inquiry, the practical application shall be in the self-interrogation of these questions, with reference to the methodology and application thereof in one's own life; therefore, the objective of this course is to provide students with skills of self-inquiry and to be apply these questions unto oneself—with these Hellenistic and Chinese thinkers as our guides. The essential pedagogy of this course shall be a synthesis of monological lectures and Socratic dialectic.

### **Spring 2021**

**HONS 201.00c** "The Black Experience through Film" taught by Sociology Professor Melencia Johnson

Course Overview: This course will take a deep dive into the Black experience using film as a point of discussion and analysis. Using popular Hollywood, independent, and documentary films to illustrate the Black experience, students will gain a depth and breadth of knowledge of the Black experience as it pertains to women's rights, politics, media, leisure, religion, health, education, civil rights, enslavement, economics, marriage, sexuality, and more. The sociological and ideological aspects of the films will be emphasized. This course will facilitate an understanding of the significant aspects of the culture and history that contribute to the social experience of Black Americans. Students will evaluate how concepts of ethnocentrism, prejudice, discrimination and racism mold the Black experience in America. The course will examine how elements of social structure shape the Black experience in the United States and abroad, illustrating the black experience in a variety of contexts.

**HONS 201.00d** “The Phenomenon of Spanish Soccer Films” taught by Spanish Professor Timothy Ashton

Course Overview: This course addresses different aspects of Spanish soccer films including: the difficulties the genre of soccer films have had in being respected by the intellectual classes; the techniques filmmakers have incorporated to make soccer films accepted and appreciated by the masses and the intellectual classes; and the sociopolitical background which underscore each of the films that will be watched. Additionally, this course will help students gain a broader understanding of Spain and the cultural differences of the Spanish-speaking world. The class illuminates political differences, and different belief systems, which are expressed through the medium of Spanish soccer films. Students will have a better understanding of soccer and cinema as two of World’s most powerful and fastest-growing cultural phenomena of the past 100 years. Students will understand that soccer and cinema are two of the modern world’s most powerful vehicles of globalization.

**HONS 201.00e** “Harlem Globetrotters--The Global Influence of the Harlem Renaissance” taught by English Professor Mathew Miller

Course Overview: Everyone knows of the Harlem Globetrotters, the most famous basketball team around the world. According to the team’s website, the Harlem Globetrotters began playing around the world starting in the 1920s, during the height of the Harlem Renaissance. The connection between the team and the cultural movement is not coincidental. Aside from black culture becoming in vogue at the time, writers, artists, and other cultural figures of African descent earned a certain cachet as trailblazers for modernism. This honors colloquium explores how global the Harlem Renaissance was. With the influx of Caribbean immigrants, the Harlem Renaissance reached abroad, especially due to the number of writers and artists who traveled and lived in Europe. Through a variety of readings, art, and film, students will learn about the significance of the Harlem Renaissance for modernism and literary history. Students will examine the writings of Claude McKay from Jamaica; Eric Walrond, a Guyanese writer writing in Harlem; Nella Larsen, a Harlemite writing from Denmark; and Zora Neale Hurston, a folklorist writing about Haiti. Students will examine visual images from Aaron Douglas, Lois Mailou Jones, Jacob Lawrence, and sculptor Augusta Savage, each of whom communicated styles borrowed from and adapted to other modern artists in Europe. Students will view early films by Oscar Micheaux, as well as clips starring Josephine Baker, the most famous African American of the time period who eventually became a French citizen. The course will conclude with discussions of two writers, Langston Hughes and James Baldwin, that lived abroad to mark new grounds for African American writers. Both writers emerged toward the end of the Harlem Renaissance, and they discuss their lives in Paris openly in their works.



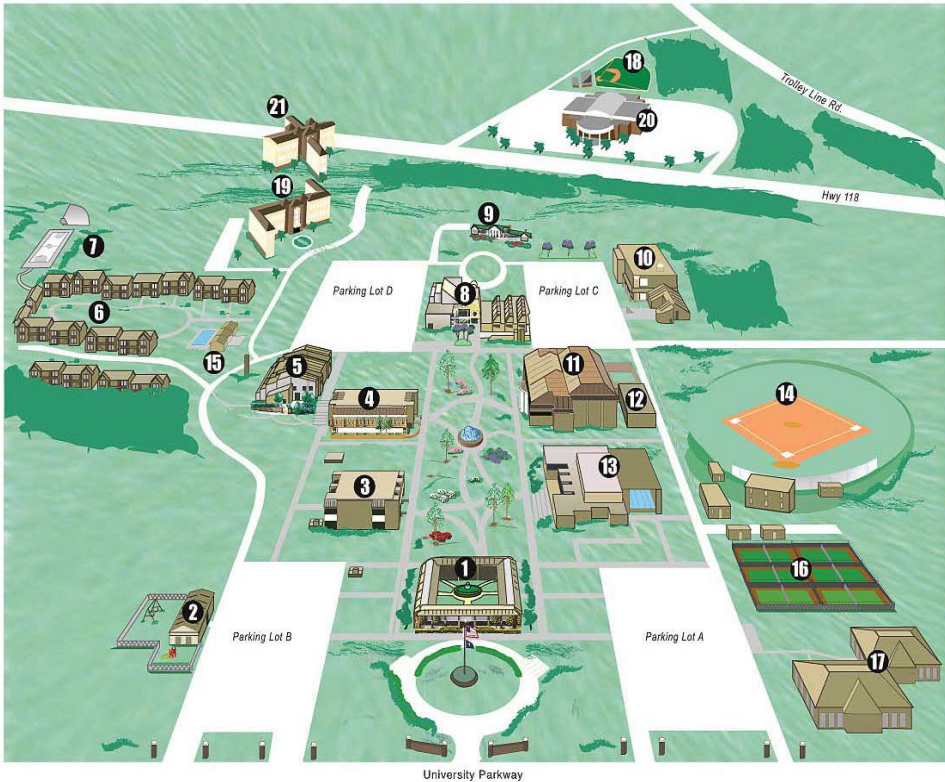
## USC Aiken Honors Students 2020-2021

Arias, Larissa	Sr.	Biology	<a href="mailto:larias@usca.edu">larias@usca.edu</a>
Ayer, Kayley	So.	Not Listed	<a href="mailto:kaayer@usca.edu">kaayer@usca.edu</a>
Baksh, Anissa	So.	Nursing	<a href="mailto:anissab@usca.edu">anissab@usca.edu</a>
Barwick, Stephen	So.	Computer Science	<a href="mailto:barwickt@usca.edu">barwickt@usca.edu</a>
Blush, Ashton F.	Jr.	Psychology	<a href="mailto:ablush@usca.edu">ablush@usca.edu</a>
Boone, Sarah S.	So.	Nursing	<a href="mailto:ssboone@usca.edu">ssboone@usca.edu</a>
Boyd, Samuel	Sr.	Math/CompSci	<a href="mailto:srboyd@usca.edu">srboyd@usca.edu</a>
Brown, Eliyana	Fr..	Applied Computer Science	<a href="mailto:eliyana@email.sc.edu">eliyana@email.sc.edu</a>
Carelock, Madison	Sr.	Biology	<a href="mailto:carelock@usca.edu">carelock@usca.edu</a>
Cartledge, Lindsey	Fr.	Industrial Process Engineering	<a href="mailto:cartlel@usca.edu">cartlel@usca.edu</a>
Cartledge, Thomas	So.	Industrial Process Engineering	<a href="mailto:cartlet@usca.edu">cartlet@usca.edu</a>
Coble, Dharma	So.	Nursing	<a href="mailto:dcoble@usca.edu">dcoble@usca.edu</a>
Cockrell, Caroline	Sr.	Biology	<a href="mailto:cg4@usca.edu">cg4@usca.edu</a>
Comar, Braden	Fr.	Communication	<a href="mailto:bcomar@usca.edu">bcomar@usca.edu</a>
Connelly, Lauren	So.	Early Childhood Education	<a href="mailto:lmc7@usca.edu">lmc7@usca.edu</a>
Corbett, Jared Jimmy	Sr.	Industrial process Engineering	<a href="mailto:jaredjc@usca.edu">jaredjc@usca.edu</a>
Cristino, Jennifer	Fr.	Business Administration	<a href="mailto:critinj@usca.edu">critinj@usca.edu</a>
Cundith, Sarah	Sr.	Business Admin./Management	<a href="mailto:scundith@usca.edu">scundith@usca.edu</a>
Curry, Cristen	Jr.	Biology	<a href="mailto:cristenc@usca.edu">cristenc@usca.edu</a>
Daigle, Delilah	Jr.	Early Childhood Education	<a href="mailto:ddaigle@usca.edu">ddaigle@usca.edu</a>

Daniels, Mark Hunter	So.	Psychology	<a href="mailto:markhd@usca.edu">markhd@usca.edu</a>
Dorn, Caroline	So.	Nursing	<a href="mailto:cedorn@usca.edu">cedorn@usca.edu</a>
Ellis, Jacob G.	Sr.	Math and Computer Science	<a href="mailto:jacobge@usca.edu">jacobge@usca.edu</a>
Emmer, Edwin	Fr.	Chemistry	<a href="mailto:emmer@usca.edu">emmer@usca.edu</a>
Fanchette, David Nick	Jr.	Political Science	<a href="mailto:davidnf@usca.edu">davidnf@usca.edu</a>
Florido, Breanna	Sr.	Sociology	<a href="mailto:bflorido@usca.edu">bflorido@usca.edu</a>
Fulmer, Grace	Jr.	Exercise and Sport Science	<a href="mailto:gpfulmer@usca.edu">gpfulmer@usca.edu</a>
Gallios, Karmyn	Fr.	Nursing	<a href="mailto:kgallios@usca.edu">kgallios@usca.edu</a>
Garrick, Abigail	Fr.	Industrial Process Engineering	<a href="mailto:Agg6@email.sc.edu">Agg6@email.sc.edu</a>
George, Marjorie	Sr.	Communication	<a href="mailto:megeorge@usca.edu">megeorge@usca.edu</a>
Goldman, Ryan	Fr.	Early Childhood Education	<a href="mailto:goldmann@usca.edu">goldmann@usca.edu</a>
Gruber, Jourdan	So.	Biology	<a href="mailto:jagruber@usca.edu">jagruber@usca.edu</a>
Guest, Georgia	So.	Biology	<a href="mailto:gguest@usca.edu">gguest@usca.edu</a>
Gyselinck, Heidi	Fr.	Biology/Pre-Veterinary	<a href="mailto:heidimg@usca.edu">heidimg@usca.edu</a>
Hall, Makenzie	Jr.	Nursing	<a href="mailto:hallmr@usca.edu">hallmr@usca.edu</a>
Harris, Savion	Fr.	Biology	<a href="mailto:saviondh@usca.edu">saviondh@usca.edu</a>
Harrison, Cheryl	Fr.	Nursing	<a href="mailto:cherylvh@email.sc.edu">cherylvh@email.sc.edu</a>
Hartley, Austin	Jr.	Math and Computer Science	<a href="mailto:hartlea@usca.edu">hartlea@usca.edu</a>
Hicks, Jillian	Fr.	Communication	<a href="mailto:hicksjp@usca.edu">hicksjp@usca.edu</a>
Hood-Pittenger, Timothy	Fr.	Music Education	<a href="mailto:hoodpitt@usca.edu">hoodpitt@usca.edu</a>
Howe, Melanie	Sr.	Engineering	<a href="mailto:mlhowe@usca.edu">mlhowe@usca.edu</a>
Huang, Mary	So.	Clinical Lab Science	<a href="mailto:mh60@usca.edu">mh60@usca.edu</a>
Hutson, Katrina	Sr.	Nursing	<a href="mailto:kkokubon@usca.edu">kkokubon@usca.edu</a>
Hutto, Katelyn	So.	Nursing	<a href="mailto:kchutto@usca.edu">kchutto@usca.edu</a>
Huynh-Luetkemeyer, Jordan	Fr.	Business Administration	<a href="mailto:huynhluj@usca.edu">huynhluj@usca.edu</a>
Johnson, Kamyia	Jr.	Biology	<a href="mailto:kamyaj@usca.edu">kamyaj@usca.edu</a>
Johnson, Joseph	So.	Applied Computer Science	<a href="mailto:jmj18@usca.edu">jmj18@usca.edu</a>
Jollie, Rebekah	So.	Nursing	<a href="mailto:rgjollie@usca.edu">rgjollie@usca.edu</a>
Jones, Nadia	Sr.	No major-HR	<a href="mailto:ncjones@usca.edu">ncjones@usca.edu</a>
Juarez, Zachary	Jr.	Biology	<a href="mailto:zjuarez@usca.edu">zjuarez@usca.edu</a>
Kimsey, Adam	So.	Chemistry	<a href="mailto:amkimsey@usca.edu">amkimsey@usca.edu</a>

Kitchings, Jasmine	Fr.	Biology	<a href="mailto:kitchij@usca.edu">kitchij@usca.edu</a>
Kriegel, Noelle	Jr.	English	<a href="mailto:nkriegel@usca.edu">nkriegel@usca.edu</a>
Kuykendall, Taylor	So.	Psychology	<a href="mailto:kuykent@usca.edu">kuykent@usca.edu</a>
Langley, Anna Grace	Jr.	Communication	<a href="mailto:langleyg@usca.edu">langleyg@usca.edu</a>
Lightsey, Lillian	Sr	Nursing	<a href="mailto:ldl@usca.edu">ldl@usca.edu</a>
Lipford, Jeffrey	Jr.	Math/CompSci	<a href="mailto:jlipford@usca.edu">jlipford@usca.edu</a>
Mann, Caitlin	Fr.	Industrial Processing	<a href="mailto:cnmann@usca.edu">cnmann@usca.edu</a>
Martin, Megan	Sr..	Nursing	<a href="mailto:mlm8@usca.edu">mlm8@usca.edu</a>
Mastellone, Marcus	So.	Biology	<a href="mailto:mastellm@usca.edu">mastellm@usca.edu</a>
McIntosh, Evan	Sr.	Chemistry	<a href="mailto:evanbm@usca.edu">evanbm@usca.edu</a>
McMurray, Keileigh	Sr.	Biology	<a href="mailto:keileigh@usca.edu">keileigh@usca.edu</a>
Meredith, Sophie	Fr.	Nursing	<a href="mailto:sophiefayemeredith@gmail.com">sophiefayemeredith@gmail.com</a>
Nagorite, Gabby	Jr.	Biology	<a href="mailto:nagorite@usca.edu">nagorite@usca.edu</a>
Nichols, Iris	Fr.	Undecided	<a href="mailto:ien@usca.edu">ien@usca.edu</a>
Ogbuefi, Rebeccah	Fr.	Undecided	<a href="mailto:rogbuefi@usca.edu">rogbuefi@usca.edu</a>
Okafor, Chidinma	Fr.	Undecidd	<a href="mailto:cokafor@usca.edu">cokafor@usca.edu</a>
Oladejo, Faith	Jr.	Chemistry	<a href="mailto:foladejo@usca.edu">foladejo@usca.edu</a>
Onessi, Romi	So.	Nursing	<a href="mailto:romi.onessi@gmail.com">romi.onessi@gmail.com</a>
Owings, Abigail	So.	Early Childhood	<a href="mailto:arowings@usca.edu">arowings@usca.edu</a>
Plemmons, Angela	Jr.	Biology	<a href="mailto:angelanp@usca.edu">angelanp@usca.edu</a>
Pyle, Isabelle	So.	Sociology	<a href="mailto:ipyle@usca.edu">ipyle@usca.edu</a>
Quarles, Virginia	Jr.	Nursing	<a href="mailto:vquarles@usca.edu">vquarles@usca.edu</a>
Riveglia, Nicholas	Fr.	Undecided	<a href="mailto:riveglia@usca.edu">riveglia@usca.edu</a>
Russo, Nathan	So.	Nursing	<a href="mailto:nr3@usca.edu">nr3@usca.edu</a>
Shirey, Caitlin	Fr.	Biology	<a href="mailto:cs59@usca.edu">cs59@usca.edu</a>
Slagle, Eva	Jr.	Communication	<a href="mailto:eslagle@usca.edu">eslagle@usca.edu</a>
Sloan, Emily	Jr.	Business Admin./Management	<a href="mailto:eesloan@usca.edu">eesloan@usca.edu</a>
Smith, Jacob	Fr.	Political Science	<a href="mailto:Jls32@usca.edu">Jls32@usca.edu</a>
Smith, Madison	So.	Chemistry	<a href="mailto:mas50@usca.edu">mas50@usca.edu</a>
Smith, Najha A.	Sr.	Sec. Ed. – Chemistry	<a href="mailto:najha@usca.edu">najha@usca.edu</a>
Steinmeyer, David Wilson	Jr.	Political Science	<a href="mailto:steinmed@usca.edu">steinmed@usca.edu</a>
Stogner, Andrew R.	Jr.	Nursing	<a href="mailto:stognea@usca.edu">stognea@usca.edu</a>
Sweat, Ashlynn	So.	Nursing	<a href="mailto:adsweat@usca.edu">adsweat@usca.edu</a>
Swindell, Lily	Fr.	Clinical Lab Sciences	<a href="mailto:Las15@usca.edu">Las15@usca.edu</a>

Tager, Kylie	Jr.	Biology	<a href="mailto:ktager@usca.edu">ktager@usca.edu</a>
Taylor, Gracie	So.	English	<a href="mailto:graciet@usca.edu">graciet@usca.edu</a>
Temples, Brittany	Sr.	Business Admin./Management	<a href="mailto:btemples@usca.edu">btemples@usca.edu</a>
Thornton, Landon	Sr.	Math/Comp Sci	<a href="mailto:thorntl@usca.edu">thorntl@usca.edu</a>
Towne, Chloe	So.	Chemistry	<a href="mailto:ctowne@usca.edu">ctowne@usca.edu</a>
Towner, Aaron	So.	Industrial process Engineering	<a href="mailto:amtowner@usca.edu">amtowner@usca.edu</a>
Walker, Kylei	So.	Nursing	<a href="mailto:kiwalker@usca.edu">kiwalker@usca.edu</a>
Watson, Bonnie	Sr.	Communication	<a href="mailto:bewatson@usca.edu">bewatson@usca.edu</a>



1. Robert E. Penland Administration Building
2. USC Aiken Children's Center
3. Gregg-Graniteville Library
4. Humanities/Social Sciences Building
5. Science Building
6. Pacer Downs Student Housing
7. Pacer Park Field
8. The Etherredge Center for Fine and Performing Arts
9. Pickens- Salley House
10. Ruth Patrick Science Education Center
11. Business and Education Building/Wellness Center
12. Supply and Maintenance Building
13. Student Activities Center/Natatorium
14. Baseball Field
15. University Police Offices
16. Tennis Courts
17. Alan B. Miller Nursing Building
18. Roberto Hernandez Baseball Stadium
19. Pacer Commons Student Housing
20. Convocation Center
21. Pacer Crossing