1997-1999 CATALOGUE

WOFFORD COLLEGE
SPARTANBURG, SOUTH CAROLINA
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artwork from the Wofford Campus Series by Scott Cunningham

WOFFORD COLLEGE
SPARTANBURG, SOUTH CAROLINA
Directory for Correspondence

The College in General ........................................ The President
Curriculum and Faculty ....................................... The Senior Vice President
Admission to the College ...................................... The Director of Admissions
Student Life ..................................................... The Vice President for Student Affairs
Registration, Student Academic Records, and Summer Session .................................. The Registrar
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Religious Activities ............................................ The Chaplain
Career Counseling and Placement ....................... The Director of Career Services and Placement

The mailing address is Wofford College, 429 North Church Street, Spartanburg, South Carolina 29303-3663.

The telephone number is (864) 597-4000.

Parents, students, alumni, and friends are cordially invited to visit the campus, and for information and assistance may inquire at the Admissions Office in Hugh S. Black Hall, or at the Neofytos D. Papadopoulos Building, the Franklin W. Olin Building, or the DuPre Administration Building.

Disclaimer and Compliance Statements

While Wofford College reserves the right to make changes in its calendar, policies, regulations, fees, prices, and curriculum, the information in this Catalogue accurately reflects policy and states progress requirements for graduation effective September 1, 1997.

The college complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. A full statement of Wofford policy regarding the implementation of the act is available upon request to the Registrar.

Wofford College's policy of nondiscrimination on the basis of race, color, religion, national origin, sex, handicap, and age is in conformity with applicable federal laws and regulations.
**Academic Calendar for 1997-98**

**Fall Semester 1997**

August 28-29 Thursday-Friday — Pre-session faculty workshop

September 1 Monday — Orientation for new students
2 Tuesday — Registration for new and returning students, and classes begin
10 Wednesday — Last day for adding and dropping courses and registering

October 17 Friday — First grading period ends
21 Tuesday — Mid-semester grades due
30 Thursday — Registration for Interim

November 7 Friday — Last day for dropping courses with passing grade
11 Tuesday — Pre-registration for spring semester
13 Thursday — Pre-registration for spring semester
25 Tuesday — Thanksgiving holidays begin at 5:30 p.m.

December 1 Monday — Classes resume
5 Friday — Last day of fall semester classes
8-12 Monday-Friday — Fall semester final examinations
12 Friday — Christmas holidays begin at 5:30 p.m.
16 Tuesday — Final grades due

**Interim 1998**

January 4 Sunday — Residence halls open
5 Monday — Interim begins
30 Friday — Interim ends

**Spring Semester 1998**

February 1 Sunday — Residence halls open
2 Monday — Registration for spring semester classes
3 Tuesday — Classes begin
10 Tuesday — Interim grades due
11 Wednesday — Last day for adding and dropping courses and registering

March 13 Friday — First grading period ends
17 Tuesday — Mid-semester grades due
20 Friday — Spring holidays begin at 5:30 p.m.
30 Monday — Classes resume

**Summer Session 1998**

June 1 Monday — First term begins

July 3 Friday — First term ends
6 Monday — Second term begins

August 7 Friday — Second term ends

**Academic Calendar for 1998-99**

**Fall Semester 1998**

August 27-28 Thursday-Friday — Pre-Session Faculty Workshop

September 1 Tuesday — Registration for new and returning students, and classes begin
9 Wednesday — Last day for adding and dropping courses and registering

October 16 Friday — First grading period ends
20 Tuesday — Mid-semester grades due
29 Thursday — Registration for Interim

November 6 Friday — Last day for dropping courses with passing grade
10 Tuesday — Pre-registration for spring semester
12 Thursday — Pre-registration for spring semester
24 Tuesday — Thanksgiving holidays begin at 5:30 p.m.
30 Monday — Classes resume

December 4 Friday — Last day of fall semester classes
7-11 Monday-Friday — Fall semester final examinations
11 Friday — Christmas holidays begin at 5:30 p.m.
15 Tuesday — Final grades due

April 10 Friday — Last day for dropping courses with passing grade
14 Tuesday — Pre-registration for fall semester
16 Thursday — Pre-registration for fall semester

May 8 Friday — Last day of spring semester classes
11-15 Monday-Friday — Spring semester final examinations
16-17 Saturday-Sunday — Commencement activities
19 Tuesday — Final grades due

June 1 Monday — First term begins

July 3 Friday — First term ends
6 Monday — Second term begins

August 7 Friday — Second term ends
Interim 1999

January

3 Sunday — Residence halls open
4 Monday — Interim begins
29 Friday — Interim ends

Spring Semester 1999

January

31 Sunday — Residence halls open

February

1 Monday — Registration for spring semester classes
2 Tuesday — Classes begin
9 Tuesday — Interim grades due
10 Wednesday — Last day for adding and dropping courses and registering

March

12 Friday — First grading period ends
16 Tuesday — Mid-semester grades due

Spring holidays TBA

April

9 Friday — Last day for dropping classes with passing grade
13 Tuesday — Pre-registration for fall semester
15 Thursday — Pre-registration for fall semester

May

7 Friday — Last day of spring semester classes
10-14 Monday-Friday — Spring semester final examinations
15-16 Saturday-Sunday — Commencement activities
18 Tuesday — Final grades due

Summer Session 1999

June

7 Monday — First term begins

July

9 Friday — First term ends
12 Monday Second term begins

August

13 Friday — Second term ends


**Purpose of the College**

Founded in 1854 and related to the United Methodist Church, Wofford College is a privately supported four-year liberal arts college of approximately one thousand undergraduate men and women students.

The purpose of Wofford College is to function as a liberal arts institution of superior quality. Its chief concern is the development of an intellectual, spiritual, and aesthetic atmosphere in which serious and inquiring minds of students and faculty alike will be challenged to a common search for truth and freedom, wherever that search may lead, and in which each person may become aware of his or her own individual worth while aspiring to high standards of learning and morality.

In such an environment all members of the Wofford community should develop intellectual curiosity, independence of thought, maturity of judgment, self-discipline, religious faith, and moral character so that they will be ever sensitive to the duties and responsibilities of good citizenship and render effective leadership and generous service to the communities in which they live.

This concept of liberal education is in harmony with the ideals of the United Methodist Church, to which the college is related, and should lead to a Christian philosophy of life among all who study and teach and work here.

Adopted by the Faculty, September 10, 1965, and the Board of Trustees, October 5, 1965.

**History of the College**

Established by the Methodist Church in 1854 with businessman and minister Benjamin Wofford's bequest of $100,000, Wofford is one of fewer than two hundred existing American colleges founded before the Civil War. The Wofford College historic district, comprised of four of the first faculty homes and the original Main Building with its distinctive twin towers, is listed on the National Register of Historic Places. It remains the physical and symbolic center of the campus in downtown Spartanburg, South Carolina.

Wofford benefited greatly in its first century from the leadership of three outstanding presidents, all of whom brought national distinction to the college. William Wightman, the first president, later became a Methodist bishop, and did much to define the modern role of the church-related college in America. James H. Carlisle, an original faculty member and president from 1875 to 1902, was a man devoted to the idea of Christian service through liberal arts education, and made this spirit his legacy to the college. His successor, Henry Nelson Snyder, built on a firm foundation to give the college a reputation for academic excellence. Under his leadership, in 1941, Wofford became the first independent college or university in South Carolina to receive a charter for a chapter of Phi Beta Kappa. Of the more than 2,000 four-year colleges and universities in the United States, fewer than 250 can induct graduates into this prestigious academic honor society.

The independent Phi Beta Kappa colleges and universities in the Carolinas are Davidson, Duke, Furman, Wake Forest, and Wofford.

During the era of higher education expansion after World War II, Wofford prospered. Around a core of historic buildings rose imposing new structures including the Milliken Science Building, the versatile Campus Life Building and the modern Sandor Tesler Library, which houses a collection of 210,000 bound volumes and microforms. Wofford Terrier athletics teams, with strong financial support from alumni and friends, competed successfully against much larger schools.

Academic innovations included a January Interim, which gave students the freedom to pursue a variety of educational opportunities both on campus and around the world. Once a college for white men, Wofford was a leader in the racial desegregation movement in higher education in the 1960's, and opened its doors to women in the 1970's. At the same time, Wofford remained true to its classical college heritage by deliberately limiting enrollment to 1,100 undergraduates, and refusing to step back from its emphasis on being a "liberal arts college of superior quality."

Over the past fifteen years, Wofford has won increasing recognition for its academic leadership. President Joel M. Lesesne Jr. has held the highest offices of the Southern University Conference, the National Association of Independent Colleges and Universities and the National Association of Schools and Colleges of the United Methodist Church. Wofford's academic program was further enhanced in 1992 with the opening of the Franklin W. Olin Building. The $60 million building is designed to facilitate the use of advanced technology in the teaching of the liberal arts. It houses the college's computer center, a teaching theater, a language/foreign studies laboratory, and classrooms featuring state-of-the-art audio-visual equipment.

Wofford is a member of a public-private partnership begun in the mid-1990s to bring to Spartanburg the summer training camp of the National Football League's Carolina Panthers. That effort involved three separate capital projects: the construction of the Richardson Physical Activities Building, the erection of a new football stadium, and the acquisition and landscaping of about 30 additional acres for the campus. The Panthers use these facilities for five to six weeks in the summer; the Wofford community benefits from them during the academic year.

Wofford alumni live in all 50 states and 18 foreign countries. The alumni rolls include five Rhodes Scholars, five Truman Scholars, two Goldwater Scholars and winners of many other post-graduate fellowships. Among the 13,908 living alumni (graduates and non-graduates), there are almost 1,100 physicians, dentists and other health care professionals; 757 attorneys and judges, including two of the five justices of the Supreme Court of South Carolina; and almost 400 college faculty members or administrators. More than 1,200 alumni are presidents, chief executive officers or owners of businesses or other organizations. Hundreds of Wofford men and women work in government, churches, schools and other service organizations.

Surely, Wofford's Latin motto, Intimannius Fugit Honobitus, "Un tarnished, she shines with honor," has never been more true than it is today.
Accreditation

Wofford College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404-679-4501) to award the degrees of Bachelor of Arts and Bachelor of Science.

Phi Beta Kappa

Having been granted a Phi Beta Kappa charter in 1941, Wofford is one of two private colleges in South Carolina with chapters of Phi Beta Kappa. Eligibility for individual membership in Phi Beta Kappa is based upon scholarly achievements, high character, and special intellectual attainments.

Degrees

The college grants the degrees of Bachelor of Arts and Bachelor of Science, and also confers appropriate honorary degrees.

The Sandor Teszler Library

The Wofford library collections are housed in the Sandor Teszler Library, a three-level building with seating accommodations for 365 readers. In service since the fall of 1969 and named as one of the "Outstanding Buildings of the Year" by the South Carolina Chapter of the American Institute of Architects, the building was dedicated in 1971 and named for Sandor Teszler, a well-known textile leader.

The library's resources and materials — journals, newspapers, microforms, books, etc. — are acquired and maintained to sustain the college's programs, to support research activities of students and faculty, and to provide access to information of current and continuing importance. There are more than 210,000 items in the collections, including books, bound journals, and microform equivalents. In special collections are some 10,000 volumes, including scholarly materials from the 15th through the 20th centuries.

All departments of the library are under the supervision of professional librarians who are available to assist library users. In addition to providing access to the resources housed in the library through regular reference assistance using such tools as text indexes and CD-ROM (compact disk) services, librarians perform online computer searches on several databases for information requested by students and faculty. A networked collection of databases is also available from many points on campus or through telephone links off campus.

The library's online catalogue not only holds the bibliographic records of Wofford College and nearby Spartanburg Methodist College, but also provides links to a number of local, regional, and national libraries and information services via dedicated line and Internet.

Housed in the library are the Wofford College Archives and the records and historical materials of the South Carolina Conference of the United Methodist Church. The library also contains meeting areas with media facilities and a gallery with a changing schedule of exhibitions through the course of each year.

The Academic Program

The academic program, the primary means by which Wofford College seeks to realize its purpose, is based upon a liberal arts curriculum, which provides an effective study experience for developing abilities and motivations for lives of service and fulfillment. Liberal arts education emphasizes general knowledge and intellectual skills. It acquaints students with the best of our cultural heritage and develops the abilities to think, to learn, to communicate, to judge, to adapt, and to solve problems. In a Christian community, liberal arts education also promotes character and mature ethical choices. All of these are qualities and attainments highly valued by the college.

Wofford has modified its programs over the years to include new and relevant material and approaches, but there has been little change, if any, in Wofford's concept of the purposes and reasons for a liberal arts education.

The Curriculum

The Wofford curriculum emphasizes the traditional but calls also for the experimental, always in accord with the liberal arts focus of the college. The curriculum exposes students to a broad range of knowledge and provides opportunity to achieve a deeper competence in one or two fields.

General Requirements

All students are to complete a core of general requirements to ensure a broad exposure to our intellectual heritage. These required studies are in English, fine arts, foreign languages, humanities, science, history, philosophy, religion, mathematics, and physical education.

Fields of Concentration

The curriculum also provides that, in addition to the core of general requirements, each student is to complete a major in one of several fields: accounting, art history, biology, business economics, chemistry, computer science, economics, English language and literature, finance, French, German, government, history, humanities, intercultural studies, mathematics, philosophy, physics, psychology, religion, sociology, or Spanish.

Course work is available also in several fields not offering majors: communication studies, education, geology, Latin American studies, military science, music, theatre, and physical education.
Interim

The academic year at Wofford is divided into three parts: a fall semester of three and one half months; the Interim, which occupies a winter month between the two semesters; and a spring semester of three and one half months.

In the semesters, students and faculty take part in an educational program that seeks to embody and build upon the best accepted and proved traditions for offering and obtaining a liberal arts education. While that itself involves substantial use of new materials and new approaches at Wofford, innovation and experiment are the keywords of the Interim. The Interim permits and encourages teachers and students to explore the new and untried, and in so doing to run risks that could not be justified in the semesters.

Further, the Interim frees teachers and students from many of the usual class commitments of the semesters and permits each to concentrate for a month on a single study project of his or her choosing. Interim projects are designed to move beyond traditional classroom courses and teaching methods, to consider important topics in relevant ways and places, to observe issues in action, to develop capacities for independent learning, and to encourage the responsible self-direction of educational development.

Upon successful completion of an approved Interim project, the student is awarded four hours of credit toward graduation. The grades of H (Pass with Honors), P (Pass), and F (Fail) are used in evaluating students’ work and accomplishments in most Interim projects, and this system, together with the general philosophy of the Interim, allows students to participate in projects in which they have interest but not full background, without incurring great risk of damaging the over-all picture of their academic performance in that such grades do not affect grade-point averages. But in some few projects, where appropriate, traditional A-F letter grades are used, and in such cases the grades are included in the calculations of the students’ grade-point averages.

Pre-Professional Preparation

Many students attend Wofford in order to prepare themselves for professional careers. The curriculum provides sound pre-professional background for the world of work or for graduate-school study in many disciplines or for study in professional schools of law, medicine, dentistry, nursing, veterinary science, engineering, and theology.

Pre-professional advisors at Wofford assist students in planning programs of study appropriate to their interests and to the degree requirements of the college.

Teacher Education Program

Wofford College offers a program to prepare graduates to teach in public and private secondary schools in South Carolina and the nation. The program leads to certification in grades 7-12 in biology, chemistry, English, French, mathematics, physics, social studies (economics, government, history, and sociology), or Spanish, and grades 9-12 in psychology. These programs of teacher preparation are designed to comply with the Standards for State Approval of Teacher Education published by the National Association of State Directors of Teacher Education and Certification (NASDTEC) as modified and approved by the South Carolina Board of Education. Students successfully completing the Teacher Education program at Wofford are recommended for certification in South Carolina and numerous other states.

Advanced Placement

Wofford encourages the enrollment of students who have successfully participated in the Advanced Placement (AP) Program of the College Entrance Examination Board, a program of college-level courses and examinations for secondary school students. The college awards credit and exemption to students whose AP examination grades are at specified levels (see Catalogue chapter on Admission).

Army Reserve Officer Training Corps

Completion of the ROTC program at Wofford College earns graduating men and women commissions as second lieutenants in the United States Regular Army or the United States Army Reserve. The program prepares students for all branches of the Army, except for those requiring additional study on the graduate- or professional-school level. Delay in beginning active service may be granted to commissioned students who wish to attend law, medical, or dental school.

The United States Army gives financial support to ROTC. This support includes provision of uniforms, textbooks, and equipment for students in the program. In addition, the Army offers scholarships to qualified students selected through a national competition (see Catalogue section on financial aid).

The normal four-year sequence of ROTC instruction is divided into the Basic Program and the Advanced Program. Participation in the Basic Program, normally undertaken in the freshman and sophomore years, is voluntary and involves no obligation for military service. The four courses in the Basic Program are intended to develop leadership, to familiarize the student with military customs and organization, and to introduce selected weapons and general military subjects. These courses combine for a total of six credit hours, all of which may be applied toward graduation.

The Advanced Program is offered for students who have successfully completed the six credit hours in the Basic Program, who meet the academic and physical standards, and who are selected on the further basis of leadership potential. (Satisfactory completion of a six-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of ROTC may substitute for a portion of the Basic Program for this purpose.) The Advanced Program, normally taken during the junior and senior years, offers a total of twelve credit hours. The four courses include instruction in leadership, ethics, tactics, military law, administration, and exercise of command. Advanced Program cadets currently receive a tax-free allowance of $150 each month for up to ten months of the academic
year, and are also paid during the six-week summer camp they are required to attend between the junior and senior years.

The Advanced Program cadet may be selected to enter active duty for three years or participate in the Reserve Force Duty Program (RFD) as means for fulfilling the incurred obligation for military service. Under the RFD program, the student is commissioned in either the National Guard or the U.S. Army Reserve.

In addition to the Basic and Advanced Programs of classroom instruction, the Military Science Department at Wofford sponsors numerous extracurricular activities which are designed to complement skills learned in the classroom. Presently offered are adventure activities such as rappelling, orienteering, whitewater rafting, and paint-ball wars. Selected cadets can participate in the Ranger Platoon. National organizations in which Wofford cadets may participate include the Association of the United States Army (AUSA) and the national military honor society Scabbard and Blade. Participation in these activities is voluntary and no academic credit is awarded.

- **Cooperation with other Institutions**

  The academic programs offered at Wofford are supplemented by a cooperative cross-registration arrangement between Wofford and neighboring Converse College. Students at either institution may register on a space-available basis for certain courses offered at the other college, and thus the number and types of courses available to students are considerably increased; efficient use of educational resources is developed, and a fuller relationship between two colleges of similar purpose is fostered.

  In addition, Wofford has joint programs with Columbia University and Clemson University in two-degree, five-year curricula in liberal arts and engineering, and a cooperative program with the Emory University School of Nursing.

  Further information about these programs is available elsewhere in the Catalogue or in the office of the Registrar or of the Dean of the College.

- **Foreign Study Opportunities**

  Qualified students are urged to consider opportunities for study and travel in other countries. Such experiences offer invaluable educational enhancement and help develop appreciation for other peoples and other cultures.

  Several examples of available foreign study programs are outlined below. Interested students may consult the President of the College regarding the Presidential Scholar opportunity, and the Foreign Study Advisor and the Registrar for information about the others.

  **The Presidential International Scholar**

  Through the generosity of a friend of the college, one rising junior or senior annually is given financial support for study and travel in developing nations of the world. The recipient, known as the Presidential International Scholar, is expected to plan a program of research and experience in at least five different language areas in the developing nations. This special opportunity is intended to expose students to diverse world cultures and some of the problems which define the contemporary world. There is only one Presidential International Scholar each year, but because the Scholar is expected to share his or her experience with others upon return to Wofford, the entire campus community is made more aware of the diversity of human experience and of the importance of taking the people of the developing world into account.

  **Wofford-Related Programs for Foreign Study**

  Wofford's association with the Council on International Education Exchange (CIEE), the American Institute for Foreign Study (AIFS), the Institute of European Studies (IES), the Institute of Asian Studies (IAS), and the Institute of American Universities (IAU) makes available to Wofford students a number of opportunities for year-long, semester-long, and summer programs of study abroad in Europe, Africa, Asia, Australia, and North America, Central America, and South America. Furthermore, Wofford has cooperative agreements with the Université de Québec à Chicoutimi and the University of St. Andrews.

  These programs offer a wide variety of courses and specialized curricula; several do not require preparation in the language, but do require on-site language study. For the Wofford students who participate, credits in these programs are awarded by Wofford and thus are included in the computation of the cumulative grade-point averages of those students. Program costs are comparable to those of attending Wofford, plus international travel expenses; Wofford financial aid may be applied toward program costs.

  Whether through Wofford or through another institution (see below), when a student undertakes an approved foreign study program whose calendar precludes his or her participation in the Wofford Interim in that year as ordinarily required, satisfactory completion of the foreign study program will stand in lieu of completion of an Interim project for that year.

  **Other Foreign Study Programs**

  Wofford students may apply directly to other American colleges and universities for participation in the variety of foreign study programs they sponsor in Europe, Latin America, Asia, and Africa. Credits awarded for courses passed with grades of C or higher in these programs may be accepted at Wofford as transfer hours (which do not affect the students' grade-point averages).

  Wofford students have access also to various other opportunities for foreign study, such as travel/study projects in the Interim.
• **Summer Session**

The summer session, conducted in two terms of five weeks each, begins each year in June and ends in August. The summer academic program reflects the same general purpose as that of the fall and spring semesters. It also provides special advantages in allowing both current and new students an opportunity to accelerate their work toward the bachelor's degree and in permitting students to make up academic deficiencies they may have incurred.

In each term, summer courses normally meet five times weekly, Monday through Friday, in daily class sessions of one hour and forty minutes per course. In addition, science courses have laboratories three afternoons a week. Most summer courses carry credit of three or four semester hours each, and students may undertake a maximum of two courses per term.

The teacher-certifying bodies of the various states, including South Carolina, have their own rules for applying course credits toward teachers' certificates, and teachers should acquaint themselves with these rules before enrolling in summer courses.
Wofford College admits men and women of good character who demonstrate the potential for successful academic work at Wofford. The college seeks students who are ready to assume responsibility for their personal behavior and for their learning and who will contribute to the campus community. Wofford welcomes students from diverse racial, cultural, economic, and geographic backgrounds.

**Dates of Entrance**

Freshman and transfer students may enter the college in September, February, June, or July.

**Application Procedures**

Students interested in applying for admission should contact the Admissions Office for information and the application packet, which contains the necessary forms and instructions for both freshman and transfer applicants.

Here is a summary of application procedures and policies.

1. Each person seeking admission must complete the Application for Admission and submit it with a $25 non-refundable application fee to the Admissions Office.

2. Transcripts and other documents regarding previous academic work provide important information about students' academic history and potential. For **high school applicants**, high school transcripts and the High School Report Form are required and are to be sent directly to the Admissions Office by the schools attended. For **transfer applicants**, transcripts of both high school and college work are required; all these materials are to be sent directly to the Admissions Office by the schools and colleges concerned. For **home school applicants**, accredited home school transcripts (if applicable) and/or portfolios recording all high school work completed are required. These should be sent to the Director of Admissions at Wofford by the persons who supervised the schooling.

3. The results of performance on standardized tests are helpful in assessing students' potential for success at Wofford. **Applicants for the freshman class and transfer applicants** are required to submit either Scholastic Aptitude Test (SAT) scores or American College Testing Program (ACT) scores. For any applicant, Achievement Tests in two fields of interest are recommended but not required.

4. Letters of recommendation from teachers or other respected adults who know freshman or transfer applicants well are helpful in providing references less impersonal than scores, transcripts, and official evaluations. Such letters may be sent to the Director of Admissions.

5. A Medical History and Physical Examination Form will be sent to each accepted applicant. This form must be completed by a physician and returned to the Admissions Office before the student enrolls in the college.

**Admission Decisions**

Because the number of spaces available in the Wofford student body is limited, it is advisable to apply early. The table below indicates the application deadlines and the corresponding notification dates.

<table>
<thead>
<tr>
<th>Notification Priority</th>
<th>If Completed Application Is Received By</th>
<th>Admission Decision Will Be Mailed</th>
</tr>
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<tbody>
<tr>
<td>Early</td>
<td>November 15</td>
<td>December 1</td>
</tr>
<tr>
<td>Regular</td>
<td>December 1</td>
<td>December 15</td>
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<tr>
<td>First</td>
<td>December 1</td>
<td>February 1</td>
</tr>
<tr>
<td>Second</td>
<td>February 1</td>
<td>March 15</td>
</tr>
</tbody>
</table>

Students whose completed applications are received after February 1 will be notified of their status on a rolling basis after March 15 if space is available.

Students admitted for the fall semester may reserve space in the student body by submitting the required deposits on or before May 1. These deposits, which are **not refundable**, are $250 for resident students and $150 for commuting students. The deposits are applied toward the comprehensive fees due for the fall semester (or, for students entering Wofford in the spring semester, are applied toward the comprehensive fees due for that semester).

Available spaces in campus residence halls are limited and assignments to them are made according to the dates the deposits are received by the Admissions Office.

**Early Decision**

Students who decide early that Wofford is the college they wish to attend may apply for early decision by submitting before November 15 a completed application for admission. Notification as to their status will be mailed to these students on December 1. Applicants granted early admission who wish to accept and to guarantee their place in the student body must notify Wofford of their intention to enroll by paying a $250 nonrefundable deposit prior to January 15. They agree also to withdraw applications to all other institutions at that time. If students choose not to make these early decision commitments, their applications will be reconsidered for the regular decision application deadline of February 1.

Early decision applicants who are interested in financial assistance through Wofford College may apply using the College Scholarship Service Profile, a form they can obtain by registering with the College Scholarship Service. Registration forms are available from the Financial Aid Office at Wofford or from high school guidance officers. Applicants who submit by November 15 a copy of the Profile to the Director of Financial Aid will be informed by December 15 of their estimated financial aid award. (Students are advised to register with the College Scholarship Service by October 25 to allow time to submit the Profile to Wofford by the November 15 deadline.)
Interviews and Campus Visits

Applicants and other interested students are encouraged to visit the campus and talk with college representatives, who can answer visitors more effectively when arrangements are made in advance. Appointments for interviews, admissions presentations, and campus tours can be scheduled for weekdays between 9 a.m. and 4 p.m. and for Saturdays between 9 a.m. and noon. Also, twice each year the college hosts campus visitation programs for high school juniors and seniors.

Interested students and parents should contact the Admissions Office for further information about these and other opportunities for visiting the campus. The office is located in Hugh S. Black Hall. The telephone number is (864) 597-4130, and the FAX number is (864) 597-4149. The Internet e-mail address is admissions@wofford.edu, and the World Wide Web home page address is http://www.wofford.edu.

Requirements for Admission

Students should prepare for the challenges at Wofford by taking strong academic programs in high school. Students should be in the senior year of high school when they apply for admission, and normally must be high school graduates when they enroll at Wofford. While the college does not prescribe a rigid set of course requirements for admission, it is strongly recommended that applicants' high school study include the following:

- English: 4 years
- Mathematics: 4 years
- Laboratory Science: 3 years
- Foreign Language: 2 years
- Social Studies: 2 years

Each applicant is judged on his or her merit as a potential Wofford student. In reaching each of its decisions, the Committee on Admissions pays particular attention to the applicant’s courses, level of curriculum, class rank, test scores, grades, extracurricular leadership, and recommendations from the guidance counselor and the Wofford admissions counselor.

The college will consider applicants whose educational circumstances are unusual. The college especially encourages applications from students who have completed high school graduation requirements under a home school program. Also, students desiring to enter Wofford prior to obtaining a high school diploma and students who by non-traditional means have obtained the equivalent of admission requirements will be considered on an individual basis. The Committee on Admissions carefully reviews such applicants and may grant admission upon evidence of superior ability and maturity. An interview with the Director of Admissions is strongly suggested for these applicants.

Transfer from other Institutions of Higher Learning

Candidates submitting evidence of studies successfully completed at other accredited institutions of higher learning may be considered for admission with advanced standing, provided that they are eligible for readmission to the institutions they last attended and that they meet the regulations governing admission of students to Wofford College. To be eligible for admission, transfer applicants are expected to present grade-point averages of at least 2.50 from accredited four-year colleges or at least 3.00 from accredited two-year colleges. Students with unsatisfactory academic or conduct records at other institutions are considered only if there are extremely extenuating circumstances and/or indications of significant subsequent growth (such as might be gained through military service or work experience) that would give clear evidence to the Committee on Admissions that admission might be warranted.

Transcripts of prior college work will be evaluated by the Registrar at Wofford. When questions arise regarding the equivalence of a course taken elsewhere to a course offered at Wofford, the chairman of the Wofford department concerned determines the acceptability of the course.

The maximum amount of credit acceptable upon transfer from a two-year college is sixty-two semester hours, exclusive of credit in basic military science. No more than two semester hours in physical education will be accepted. Transfer students should be reminded of Wofford’s residency requirement, which stipulates that the last thirty hours of work toward the degree and more than half of the requirements for the major must be completed at Wofford College if a Wofford degree is to be awarded.

Students who attend certain technical institutes in programs leading to Associate of Arts or Associate of Science degrees may receive credit toward a Wofford degree, but the college does not accept for credit any course work completed by correspondence, television, extension, or wilderness/leadership expedition. For further information consult the Registrar.

Readmission of Former Students

A student who has withdrawn from Wofford and who wishes to return must apply, normally to the Registrar, for readmission. The Registrar will consult with the Director of Admissions and/or the Committee on Admissions to reach a decision on the student’s readmission. Former students who have attended other institutions of higher learning for more than two semesters since leaving Wofford must meet the college’s expectations for admission as transfer students. If any former student seeking readmission has attended any other institution(s) of higher learning during his or her absence from Wofford, official transcripts of work undertaken must be submitted, together with statements of honorable dismissal, by the other institution(s).
Dual Enrollment for High School Juniors and Seniors

Wofford College offers a program of dual enrollment through which qualified students may combine high school study with study in college. Application may be made by writing to the Director of Admissions.

The dual enrollment program provides opportunity for students to take semester courses at Wofford while they are still enrolled in high school as juniors or seniors. The limit is two such courses per semester, but normally the dual-enrollment student would take only one at a time. Credits earned in these courses are applied toward the degree at Wofford and may be transferred subject to the regulations of other institutions. Applicants for this program must be in college preparatory work in high school, must rank in the upper fifth of their class, and must be recommended by their principals. The course fees for students in this program are equal to the per-semester-hour fee charged during summer school. The fee per semester-hour was $130 in 1997.

PACE and Other Accelerated High School Programs

Wofford will recognize (subject to the usual restrictions applied to acceptance of transfer work) the course equivalencies of college-level work taken in PACE or other such accelerated high school programs, but will grant credit hours for such work only to the extent that it has not been used to fulfill high school graduation requirements.

Examination-Based Credits

The College-Level Examination Program and the Advanced Placement Program, which Wofford recognizes as described below, are two testing programs through which students, particularly entering freshmen, may earn exemption and credit for required or elective college courses. Each of the programs accomplishes generally the same purpose and, therefore, it is not necessary to take the same test in more than one program. Students who need further information about the two programs and Wofford’s policies regarding them may consult the Registrar.

Credits may also be awarded on the basis of DANTES and military experience and schools. Military personnel should contact the Registrar for information regarding Wofford’s policy on awarding credit for these programs.

No more than thirty semester hours of credit may be awarded through any one program or combination of programs.

College-Level Examination Program (CLEP)

While Wofford does not award credit on the basis of CLEP General Examinations, credit may be awarded for successful work on the Subject Examinations. Successful Subject Examination scores must be presented to the Registrar prior to matriculation.

Advanced Placement Program (AP)

The college grants exemption and credit for acceptable scores (4 or higher, except on calculus BC, for which 3 or higher is acceptable) on most tests in the Advanced Placement program. Variances include the provisions that no credit is awarded on the basis of the Computer Science A examination; that in Physics C examinations students must complete and make acceptable scores on both tests to receive exemption and/or credit; and that for prospective chemistry majors a validation test is required before any credit is awarded for Chemistry. High school juniors or seniors should consult their guidance counselors about taking AP courses and tests.

The International Baccalaureate Program (IB)

Wofford recognizes the International Baccalaureate Program, and awards credit and advanced placement for IB Higher level examinations passed with grades of 5 or higher. No credit is awarded for Subsidiary level examinations.

Educational Opportunities for Non-Traditional Applicants

Wofford College encourages individuals who are not of traditional high school age or background, including military veterans or career military personnel, to pursue educational programs leading to the undergraduate degree. So that the college can outline specific academic programs and provide counsel in general, people who are interested in these educational possibilities are urged to confer with the Director of Admissions and the Registrar and to submit their credentials for evaluation.
Student Services

Thomas B. Butler Circle, 1987
Neofytos D. Papadopoulos Building, 1986
The Deans and the Registrar exercise general supervision over the student services programs. Services are available through the Financial Aid Office, the residence halls, counseling and advising programs, health facilities, the Office of the Chaplain, and the Office of Career Services and Placement. All of these are intended to help meet the needs and develop the capacities of students.

The student activities program is coordinated by the Campus Union and the staff of the Dean of Students. All funds for student activities are allocated through the Campus Union. The Student Affairs Committee, composed of faculty and students, is responsible for the recognition and regulation of student organizations.

Orientation

Because it is important that new students come to appreciate as soon as possible that they are members of the campus community and that such membership brings certain responsibilities and opportunities to them, Wofford conducts programs of orientation for freshmen and new transfer students. During the period of orientation, which is held at the opening of the fall semester, participation in programs of planned activities enables new students to become acquainted with each other and with upperclass student leaders, faculty members, advisors, the educational program, campus facilities, and Wofford traditions, standards, and policies. A more informal effort is made to orient new students entering the college in Interim or spring semester. The Dean of Students and the Registrar assist these students in learning about the college.

The orientation programs are planned by a college committee of faculty members, students, and administrators, and are carried out under the supervision of the Dean of Students.

Advising and Counseling Programs

Faculty Advising for Freshmen and Sophomores

Upon entering the college, each new student is placed with a faculty advisor, in a connection which normally continues through the student's second year. Before each registration, freshmen and sophomores plan their academic programs with the assistance of their advisors, who are also available throughout the year to help with curricular or non-curricular guidance.

In order to take full advantage of advisors' abilities and interests in assisting them with sound, helpful counsel in the critical first two years of college, freshmen and sophomores should feel free to initiate contact with their advisors on any matters with which they need help. Special steps may be taken to ensure that students on academic probation avail themselves of advising services.

Faculty Advising for Juniors and Seniors

Toward the end of the sophomore year, students are to specify the academic department or program in which they intend to major. When that step is taken, the department chairman or faculty coordinator in the intended major becomes the student's advisor for the junior and senior years. During that time, students may and should consult their advisors on all matters concerning their majors and related work.

Advising for Transfer Students

The procedures and services described in the two sections immediately above also apply to students who enter Wofford on transfer from other institutions. The individual arrangements are specific to the stage at which the student enters.

Pre-Professional and Program Advising

Designated members of the faculty serve as advisors to students in certain particular study programs which cut across majors and classes. These programs include those for studies leading toward professional schools in medicine, dentistry, nursing, veterinary medicine, pharmacy, Christian ministry, engineering, and law; for preparation for certification in secondary-school teaching; and for study abroad. Advisors and students in these programs work together to outline for the students plans of study and procedure which are appropriate to the student's interests, to the requirements of the non-Wofford agencies and institutions involved, and to the degree requirements of the college.

Tutoring Services

The college organizes upperclassmen who serve as tutors to fellow students who may need help with their studies. The peer-tutors are selected by the faculty and paid by the college.

The Office of the Chaplain

The Chaplain is available to students and all other persons of the college community—faculty members, administrators, staff members, and parents—for personal counseling.

Professional Counseling

Students have the opportunity for personal consultation with certified counselors who contract part-time with the college. The counselors may refer students to other professionals for long-term counseling if necessary and appropriate. The student assumes the cost of long-term service.
The Office of Career Services and Placement

The Office of Career Services and Placement offers a wide variety of career development services for Wofford students, prospective students, and alumni. To assist those exploring career options, the staff offers vocational preference testing, counseling, and other resources designed to enhance self-awareness, to widen awareness of career possibilities, and to develop opportunities for work experience. A comprehensive career library provides access to graduate school information, corporate recruiting literature, and various books and videos that assist students searching for jobs or seeking admission to graduate or professional schools.

Classroom instruction in the fundamentals of career planning is available to students in their junior year. For seniors or alumni the staff offers additional services including assistance in the preparation of résumés and business correspondence, the development of job-search strategies, and the identification of potential employers or graduate programs. The office notifies applicants of job opportunities in which they may have interest, and it coordinates campus interviewing by employers and professional schools.

Student Health Services

The college maintains on campus an infirmary staffed by registered and licensed nurses, with college physicians on call. Preventive as well as remedial attention is given.

The comprehensive fee paid by a resident student entitles him or her to medical care by the college nurse or college physicians in ordinary cases of sickness. Bed care in the infirmary is available for a limited time for minor illnesses when necessary. The fee does not provide, and the college does not assume, the cost of X-rays, special medications, special nurses, consulting physicians, surgical operations, laboratory tests, treatment of chronic conditions, convalescence from operations, or care in other hospitals.

A voluntary program of health insurance coverage is offered for purchase through the college. It is strongly recommended that students who have no such coverage avail themselves of this insurance opportunity; all non-immigrant international students are required to do so. Details of the insurance plan are made available to students prior to registration each fall.

Wofford participates in a referral program operated by the Spartanburg Alcohol and Drug Abuse Commission so that when the need is indicated, students and employees may receive professional counseling and assistance.

Student Employment

A limited number of part-time jobs are available on the campus and there are also opportunities for part-time off-campus employment in Spartanburg. Students who are interested in securing part-time work should consult with a staff member in the Financial Aid Office.

While many Wofford students hold part-time jobs, experience has shown that in the freshman year only the most able students can hold regular outside employment of more than twenty hours per week and at the same time do satisfactory academic work. The first-year student therefore should be guided accordingly.

Financial Aid Services

Financial aid services are available in the Financial Aid Office (see Catalogue chapter on Finances). In addition, the chairmen of the academic departments can assist Wofford seniors by providing information regarding scholarships, fellowships, assistantships, and other financial aid for study in graduate and professional schools.

Residence Halls

The college operates six residence halls accommodating more than eighty percent of the student body. Residence hall life is an important part of the educational experience at Wofford.

While a few single rooms are available, most residence hall rooms are designated for double occupancy. The rooms are equipped with basic furnishings: single beds, mattresses, dressers, desks, and chairs. Residents are expected to supply their own drapes, pictures, bedspreads, rugs, and lamps if they wish to have them. In addition, residents are responsible for furnishing their bed linens, blankets, and towels. Students are expected to maintain financial responsibility for the loss of personal belongings through fire or theft.

Insofar as facilities permit, resident students, including freshmen, are assigned to rooms with requested roommates.

In the residence halls, graduate interns and student resident assistants, selected for their abilities to assist and advise their fellow students, help develop the residential community. They work with the Dean of Students to create an atmosphere conducive to the weIl-being of all students, and to develop among residents the recognition that they themselves must be responsible for maintaining such an atmosphere. Resident assistants and interns also are alert to the needs of students who have academic or other personal problems.
Religious Life

As a Christian institution related to the United Methodist Church, Wofford seeks to create a campus atmosphere congenial to the development of Christian character. The Methodist heritage fosters on the campus an ecumenical appreciation of many denominations and a free exchange of ideas.

Religious life activities under the direction of the Chaplain include regular Sunday morning worship services in Leonard Auditorium and weekly celebration of Holy Communion in Mickel Chapel. In addition, denominational groups have regular services and meetings, and periodic lectures, forums, and convocations dealing with issues of religion and ethics are made available to the campus community.

Academic exposure of Wofford students to studies in religion and philosophy is assured by the requirement that each student successfully complete at least one course in each of the two departments before graduation. Each of the two also offers a major, as well as ample opportunity for students to take elective courses in the departments.

Student Regulations

Wofford's regulations and policies regarding campus life and student conduct are stated in the Wofford College Student Handbook. Included are statements on such matters as the use of alcoholic beverages, the prohibition of illegal drugs, the campus judicial system, the rights of due process, and policies regarding academic discipline and class attendance. The Handbook also contains in full the Code of Student Rights and Responsibilities. The Handbook is distributed to all students at the beginning of each academic year; all are expected to become familiar with the information in the Handbook and to keep it available for reference.

- Automobile Regulations

A motor vehicle operated on the campus must be registered with the Public Safety Department within two working days after the vehicle is brought on campus. At the time of registering a vehicle, the operator will be given a copy of campus parking and traffic regulations, with which all are expected to be familiar and to comply.

- Residence Regulations

All single full-time students, except those commuting daily from their parents' homes or the homes of other relatives (i.e., grandparents, aunts, uncles, or married brothers or sisters) are required to live in the college residence halls and to take their meals in the college dining hall. Exceptions may be granted by the college, upon application, to students who are in active military service or who are veterans of two years of military service, students who are regularly employed thirty-five hours or more each week and whose schedules would make living in the residence halls or taking meals in the dining hall impractical, or students who for reasons of health, certified by a physician or practicing psychologist, have residence or dietary needs which could not be met in the residence halls or dining hall.

Students otherwise eligible to live in residence halls must have special permission from the Dean of Students to do so in any semester in which they are enrolled for fewer than nine semester hours.

Each resident student pays a $50 security deposit which is held by the college as long as the student reserves or resides in college housing. When there are residence hall damages for which a student is responsible, the student will be charged for them and the charges will be deducted from the deposit. At the time a student ceases to reserve or reside in college housing, the balance of the deposit becomes refundable.

Resident students must make a non-refundable $250 room reservation deposit in the spring to obtain a room assignment for the next year.

Student Activities

Wofford maintains a program of student activities which complement and support the academic program in achieving the college's purpose.

- Student Volunteer Services

Because one of the goals of the Wofford experience is to lead students to prepare for lives of service to their communities and to people generally, the college creates and maintains opportunities for student volunteers to serve in a number of Spartanburg social agencies that provide assistance to people in need. There are three programs through which Wofford students serve: Twin Towers, Bonner Scholars, and Community Service Learning. In addition to these programs, a number of student organizations involve their members in volunteer service. Alpha Phi Omega, for example, exists to render service, and social fraternities, sororities, and clubs regularly sponsor service activities.

Twin Towers: The Twin Towers program (the name reflects the most prominent architectural feature of the college's Main Building) links students and community service agencies, placing students where they can be most effective in meeting needs. Developed and coordinated under the direction of the Chaplain, this program is open to all Wofford students.

Bonner Scholars: This program provides scholarships each year to approximately eighty Wofford students known as Bonner Scholars. The scholars, selected by the college when they enter as freshmen, perform ten hours of community service each week during each academic year and 240 hours of service during each summer of their undergraduate careers. The Bonner Scholars program is a joint venture of Wofford College and the Corella and Bertram F. Bonner Foundation, Princeton, New Jersey.
Community Service Learning: Students who qualify for federal Work-Study can receive pay for working in certain social service agencies in Spartanburg. The program is coordinated by the Director of Student Financial Aid.

- **Organizations**
  Formal recognition of student organizations may be granted upon application to the Student Affairs Committee. Named below are the organizations which are currently recognized.

  - **Honor Societies**
    - Phi Beta Kappa
    - Blue Key
    - Senior Order of Gnomes

  - **Student Government**
    - Campus Union
    - Judicial Commission

  - **Academic and Professional Organizations**
    - Accounting and Finance Club
    - Alpha Psi Omega (drama)
    - American Chemical Society
    - Association for Computing Machinery
    - Beta Beta Beta (biology)
    - Delta Phi Alpha (German)
    - Economics Society
    - Health Careers Society
    - Kinesis (philosophy)
    - Phi Alpha Delta (pre-law)
    - Pi Delta Phi (French)
    - Pi Kappa Delta (debate)
    - Pre-Ministerial Society
    - Psychology Kingdom
    - Scabbard and Blade (military science)
    - Sigma Delta Pi (Spanish)
    - Sigma Tau Delta (English)
    - Society of Physics Students
    - Teacher Education Student Association

  - **Performing Arts**
    - Concert/Pep Band
    - Goldtonges
    - Gospel Choir
    - Men's Glee Club
    - Show Choir
    - Tonesome Terriers
    - Wofford Singers

- **Religious and Service Organizations**
  - Alpha Phi Omega Service Fraternity
  - Amnesty International
  - Baptist Student Union
  - Campus Outreach
  - Canterbury Club (Episcopalians)
  - Fellowship of Christian Athletes
  - Newman Club (Catholics)
  - Presbyterian Student Association
  - Student Coalition for Action in Literacy Education (SCALE)
  - Spartanburg Coalition of Peer Educators (SCOPE)
  - Twin Towers Volunteers
  - Wesley Fellowship

- **Special Interest Groups**
  - Association of African-American Students (AAAS)
  - Cheerleaders
  - College Bowl team
  - College Republicans
  - Debate team
  - Environmental Club
  - Fencing Club
  - International Club
  - Love is for Everyone (LIFE)
  - Odyssey of the Mind
  - Rifle team
  - South Carolina Student Legislature
  - Wofford Ambassadors
  - Wofford Outdoors
  - Wofford Women of Color
  - Young Democrats

- **Social Fraternities and Sororities**
  *Interfraternity Council* is the executive body for six of the eight national Greek fraternities on campus. The council arbitrates fraternity disputes and handles all interfraternity social affairs in addition to administering fall rush.

  The social fraternities for men at Wofford are:

  - Kappa Alpha
  - Pi Kappa Alpha
  - Kappa Alpha Psi
  - Pi Kappa Phi
  - Kappa Sigma
  - Sigma Alpha Epsilon
  - Omega Psi Phi
  - Sigma Nu
The Wofford College Panhellenic Council is composed of representatives from all eligible women's Greek social organizations on campus. The council is responsible for local panhellenic operation in accord with National Panhellenic Conference policies and procedures and for developing and maintaining fraternity life and interfraternity relations at a high level of accomplishment.

The Greek social organizations for women at Wofford are:
- Kappa Alpha Theta
- Kappa Delta
- Zeta Tau Alpha

Represented at Wofford are two sororities affiliated with the National Pan-Hellenic Conference. These are not Wofford College organizations, but are local chapters that accept members from all area colleges:
- Alpha Kappa Alpha
- Delta Sigma Theta

**Athletics**

The college is a member of the National Collegiate Athletic Association Division I, with Division I-AA football, and of the Southern Conference. It conforms to the rules and requirements of both organizations. Wofford fields men's intercollegiate teams in football, basketball, baseball, outdoor track, cross country, golf, soccer, and tennis; and women's teams in basketball, cross country, golf, indoor track, outdoor track, soccer, tennis, and volleyball.

Wofford's program of intramural sports provides for the organization and participation of intramural teams in various sports, including softball, touch football, basketball, racquetball, tennis, volleyball, pocket billiards, table tennis, and soccer. Because of the importance of regular physical exercise, all students are encouraged to participate in intramural sports and to make use of the fitness center, equipped to National Football League standards, to which they have access in the Richardson Physical Activities Building.

Wofford College hosts the summer training camp for the Carolina Panthers of the National Football League.

**Publications**

A Publications Board composed of students and faculty members exercises financial control over the three principal student publications and elects their editors and assistant editors. In addition, the board is at the service of the student staffs for suggestions or advice concerning their work. Standards governing student publications are printed in the Code of Student Rights and Responsibilities.

Publications under the jurisdiction of the board are the Old Gold and Black, a campus newspaper; the Journal, a literary magazine; and the Bohemian, a yearbook.

The publications afford excellent training in journalism and in business management to those students who have special aptitude in those fields. Interested students are assisted and encouraged by the faculty in their efforts.

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**Awards**

The following awards are among those given through the college in recognition of excellence in various achievements and qualities.

**Academic Major Awards:** Given by faculty to outstanding seniors for academic excellence. The following awards are included. Some are named in honor of persons who have made significant contributions to the intellectual life of the college:
- Accounting Award
- Art History Award
- Biology: R.A. Patterson Award
- Chemistry: Coleman B. Waller Award
- Computer Science Award
- Economics: Charles F. Marsh Award
- English: L. Harris Chewning, Jr., Endowed Award
- Finance Award
- French: George C.S. Adams Award
- German: James A. Chiles Award
- Government Award
- History: David Duncan Wallace Award
- Humanities Award
- Intercultural Studies Award
- Mathematics: John Q. Hill Award
- Philosophy Award
- Physics Award
- Psychology Award
- Religion: Charles F. Nesbitt Award
- Sociology Award
- Spanish: John L. Salmon Award

**The American Legion Award:** Given to a senior for demonstration of academic excellence, courage, and campus citizenship.

**The Charles J. Bradshaw Award:** A silver bowl presented to a senior varsity athlete whose academic, leadership, and citizenship contributions at Wofford College best typify the ideals and contributions of Charles J. Bradshaw, student body president in the Class of 1959, whose example as parent, churchman, public-spirited citizen, and practitioner of the American business system has brought honor to his alma mater.

**The George A. Carlisle Award:** Made annually to the outstanding contributing senior student member of the choral groups at Wofford College. This award, honoring the memory of George A. Carlisle, a 1920 Wofford graduate, includes a cash stipend, an appropriate memento, and recognition on a plaque permanently displayed in the Campus Life Building.

**The Charles E. Caufield Award:** Given to a member of the Kappa Alpha Order social fraternity for academic achievement.

**The W. Norman Cochran Award:** Given for outstanding achievement in the field of student publications.
The Dean's Award: Given in those years in which a senior has made unusual contributions to the faculty and the academic program.

Helmus Poetry Prizes: Given for outstanding achievement in the writing of poetry.

The Honor Graduate Award: Presented annually to the graduating senior who has attained the highest grade-point average.

The William Stanley Hoole Award: Named after William Stanley Hoole, Class of 1924 and captain of the 1923 Wofford College football team, and awarded annually to the senior intercollegiate athlete with the highest academic average.

The Walter E. Hudgins Award: A medallion and a cash prize from an endowment fund created with memorial gifts and a bequest from the estate of Dr. Walter Hudgins, who was Professor of Philosophy at Wofford from 1972 until his death in 1986, to honor students who not only perform well academically but also display intellectual curiosity and zest for learning and life outside the regular academic curriculum.

Journal Awards: Given for outstanding achievement in the writing of short stories.

The Kinney/Pi Kappa Alpha Award: Presented each year to the senior brother of Pi Kappa Alpha social fraternity who best exemplifies good campus citizenship, leadership, and scholarship.

The William Light Kinney III Award: Presented each year to the outstanding freshman member(s) of the Campus Union Assembly. It is named in honor of the late William Light Kinney III.

The J. Lacy McLean Award: To recognize leadership and commitment to public affairs through community service.

The William James McLeod Award: A silver bowl and an honorarium presented annually to a graduating senior whose leadership contributions at Wofford College best typify the ideals exemplified by the life of William James McLeod, who was a merchant and farmer of Lyneburg, South Carolina, known for his service to his nation as an infantry officer, his state as a public official, the church as a Methodist layman, and Wofford College as a member of its first Board of Advisors from 1888 to 1890.

Military Science Awards: Awarded by various organizations to students enrolled in military science for outstanding character, performance, and potential for service. The outstanding Wofford cadet each year receives the Major General James C. Dozier Award, named in honor of a member of the Class of 1919 who won the Medal of Honor in World War I.

The Outstanding Citizen Award: Given to the senior who has shown the greatest concern for and given the greatest service to the general improvement of Wofford College.

The President's Award: Given in those years in which a senior has made unusual contributions to the college.

The Presidential International Scholar Award: Given to a rising junior or senior selected annually to plan and conduct study and travel in developing nations of the world. A stipend covers costs. This unique opportunity is provided by a friend of the college to expose students to the diversity of cultures and problems which define the contemporary world.

The Arthur B. and Ida Marie S. Rivers Award: Presented annually to the member of the senior class who most exemplifies traits of integrity, virtue, gentleness, and character. This award is supported by an endowment fund given by Colonel (Ret.) R. Stafford Rivers, of Columbia, South Carolina, in memory of his parents.

The AlgerNON Sydney Sullivan Award: Awarded annually by the college, as authorized by the Sullivan Foundation, to two men, one a member of the senior class, the other a non-student, in recognition of nobleness and humanitarian qualities of character.

The Mary Mildred Sullivan Award: Awarded annually by the college, as authorized by the Sullivan Foundation, to two women, one a senior student, one a non-student, in recognition of humanitarian character and in memory of Mary Mildred Sullivan, a woman of rare gifts, overflowing love, and unending benevolence in the service of mankind.

The Switzer/Pi Kappa Phi Fraternity Leadership Cup: Presented annually to the senior member of Zeta Chapter of Pi Kappa Phi social fraternity who best exemplifies the standards of excellence in leadership, academics, and social responsibility that are the foundations of both Wofford College and the fraternity. The award plaque and the permanently displayed cup are given by James Layton Switzer, Class of 1980, and Paul Kent Switzer, Class of 1977.

Who's Who Among Students in American Universities and Colleges: An election of a select group of seniors in recognition of excellence in scholarship, leadership, campus citizenship, service to the college, and promise of usefulness to business and society.
Finances

Hugh S. Black Hall, 1888
**Fees**

For each academic year, the Board of Trustees of the college establishes comprehensive fees for resident and commuting students. These fees are set at the levels required for meeting the costs of the college's program, after those costs have been offset at the rate of more than $2,500 per student by endowment and other investment earnings and by annual gifts from alumni, parents, businesses, United Methodist churches, and other friends of the college.

The schedule for 1997-98 fee payment was set as follows:

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Payment Period 1</th>
<th>Payment Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident student</td>
<td>$10,895</td>
<td>$8,905</td>
</tr>
<tr>
<td>Commuting student</td>
<td>$8,465</td>
<td>$6,925</td>
</tr>
</tbody>
</table>

The first payment period includes the fall semester and the Interim. A student who matriculates for the fall semester is responsible for payment for the entire period even if he or she elects not to attend the Interim. The second payment period is for the spring semester.

The comprehensive fee includes tuition and student activities fees, and in the case of resident students, includes room, board, and limited infirmary care. It provides for each student one copy of the college annual (but note that the staff of the annual has the authority to make additional charges for personal photographs appearing in it) and subscriptions to other student publications, admission to home athletic events, and participation in all organizations and activities that are intended for the entire student body. No assessment by classes or by the student body can be made except by special permission of the college administration.

The comprehensive fee does not include the $50 security deposit which must be paid by each resident student. This deposit is held by the college as long as the student reserves or resides in college housing. When there are residence hall damages for which a student is responsible, the student will be charged for them and the charges will be deducted from the deposit. The deposit balance must be restored to $50 by the beginning of the next fall semester during which the student will reside in college housing. At the time a student ceases to reserve or reside in college housing, the balance of the deposit becomes refundable.

The comprehensive fee also does not include coverage for the costs of travel, subsistence, or activities on foreign trips or other off-campus travel.

Students enrolled in courses totaling less than nine semester hours pay tuition on a credit-hour basis. The current charge per credit-hour may be obtained from the Registrar or the Controller.

Persons other than full-time Wofford students are charged for auditing a course. The current charge may be obtained from the Registrar or the Controller.

Summer fees are shown in the summer session brochure.

**Regulations Regarding Payments**

Scholarships, grants, and loans are credited to students' accounts at the beginning of each payment period. The college offers two options for payment of the balance of the comprehensive fees: (1) payment in full of the balance due for the first payment period by August 15 and for the second payment period by January 15, or (2) payment of the balance of the full annual comprehensive fee in installments each month beginning June 1 and ending February 1. (The installment plan requires payment of an annual participation fee.) A student must either have paid the balance of the comprehensive fee for the period (option 1) or arranged participation in the installment program (option 2) before being permitted to register or to occupy college housing.

Return of any portion of the comprehensive fee paid will be made only in the case of permanent withdrawal from the college. The amount of any refund is figured separately for each payment period and is based on a percentage of the comprehensive fee for the period. The percentage is calculated according to the number of weeks remaining in the payment period compared to the total number of weeks in the period, rounded down to the nearest whole multiple of ten percent. After sixty percent of the payment period has elapsed, a student is no longer eligible for a refund for that period. A detailed explanation of the refund calculation is included annually in the college's *Financial Aid Handbook* or is available from the Financial Aid Office.

The *Student Handbook* explains policies related to fines, returned checks, and other miscellaneous charges which students may incur. Students who do not clear all debts to the college in accordance with stated policies will be separated from the college.

Transcripts will not be issued by the Registrar to or for students or former students who have financial obligations to the college, including payment due on any student loans made under federally governed programs administered by the college's Financial Aid Office.

In all laboratory courses, students are required to pay the cost of replacement of apparatus and materials broken or damaged.

**Reservation Deposits**

Both resident and commuting students are required to pay non-refundable deposits to reserve their places in the student body for the next year. The amount of required deposit is $250 for resident students and $150 for commuting students. The deposit is credited to the student's account and is therefore deducted from the comprehensive fee due at the time of payment for the fall semester.

All reservation deposits paid, including those paid by entering freshmen and transfer students, are non-refundable.

Currently enrolled students who plan to return to the college for the fall semester are expected to pay their reservation deposits in the spring semester by the announced due date. No student may pre-register for fall semester courses unless the deposit has been paid. In the case of resident students, room
assignments for the fall semester will not be made before the deposits are paid. Because campus housing space is in demand, there are no guarantees that rooms will be available for those who do not pay the deposit by the due date.

Financial Assistance

Wofford College helps many students with their educational expenses through its financial aid program, which is supported by federal and state funds, by gifts from friends, and by the college's own resources. The aid programs, policies, and procedures are described in detail in a financial aid brochure available from the Admissions Office or the Financial Aid Office.

Most assistance at Wofford is awarded on the basis of financial need, but significant amounts are awarded on the basis of scholarship, leadership, athletic ability, or career plans. Application for financial aid should be made through the Director of Financial Aid, who will seek to arrange a grant, scholarship, loan, or employment, or a combination of these for which the student is eligible. Applicants for aid based on financial need must submit the financial information necessary to determine the assistance for which they are eligible. Appropriate forms may be obtained from high school guidance offices or from the financial aid office at any college or university.

Through gifts made by generous friends of the college, a number of academic scholarships have been established. The criteria for the scholarships vary, but most require recipients to demonstrate good citizenship, to maintain academic excellence, and to have financial need not met by other scholarships or grants.

For the semesters and Interim, aid is available in the form of scholarships, grants, employment, and loans. Aid is limited for summer school, although loans and work are sometimes available. Federal Pell Grants may be used during the summer, although students are encouraged to spend that entitlement during the regular semesters. Wofford scholarships normally are not available in the summer.

Aid may not be awarded in excess of the amount required for meeting the student's educational expenses. This means that for a resident student no Wofford scholarship or grant, and no combination of gift assistance that includes a Wofford scholarship or grant may exceed the total of the comprehensive fee and an allowance for books; and for a commuting student no such scholarship, grant, or combination of gift assistance may exceed the total of tuition and fees and an allowance for books. In no case may the book allowance exceed the college's budgeted allowance for books and supplies.

Rule On Satisfactory Academic Progress

To receive assistance from the federal aid programs—Pell Grants, Supplemental Grants, Work-Study, Perkins National Direct Student Loans, Stafford Student Loans (formerly called Guaranteed Student Loans), Parent Loans for Undergraduate Students—or from funds controlled by Wofford's Director of Financial Aid, a student must not owe a refund on federal grants received, must not be in default on a loan from a student loan fund, and must maintain satisfactory progress in his or her course of study.

The grade-point average required to renew individual scholarships varies, but most require at least a 2.75. For other aid, satisfactory progress requires that the student's grades be above the level for exclusion. Academic exclusion is determined on the basis of the student's cumulative grade-point average, as explained elsewhere in this Catalogue.

In addition, satisfactory progress requires the student to earn twenty-four new semester hours each academic year (September-August) if enrolled full-time. For the part-time student the requirement of hours earned for satisfactory progress will be prorated on the basis of the student's enrollment status (full-time, three-quarter time, etc.). A student should consult the Director of Financial Aid to determine the number of hours required in his or her individual case.

Upon reentering the college, the excluded student may reestablish satisfactory progress by (1) earning grades which are high enough to bring the cumulative grade-point average to the level required to remain in school, or (2) earning a current grade-point average of 2.0 on at least twelve hours. (See the Catalogue section on Academic Probation and Exclusion.) The student will not be given federal or college funds controlled by the Director of Financial Aid until that has been done. The student will be evaluated at the midpoint of the regular semester in which he or she reenters the college, and if satisfactory progress has been reestablished, payment of aid for which the student had otherwise been eligible will be made retroactively for the whole semester, provided funds are available at that time. If satisfactory progress is reestablished in a summer term, the student is not eligible for aid until the beginning of the next term or the next semester. Awards will then be made if funds are available. Exceptions to exclusion granted through the appeal process to the Registrar will not reinstate financial aid until the student has reestablished satisfactory progress as outlined above.

Further, awards to students of federal funds and Wofford funds controlled by the Director of Financial Aid will be limited to ten semesters of enrollment (two summer terms count as one semester). Eligibility for less than full-time students will be prorated. For loan programs there are maximum amounts which can be borrowed while pursuing an undergraduate degree. Certain college funds (academic scholarships and Tuition Exchange awards, for example) are limited to eight semesters.

A student losing aid because of unsatisfactory academic progress will be informed by the Director of Financial Aid. If a student feels that there are extenuating circumstances and wishes to appeal the withdrawal of aid, he or she must file a request in writing to the Director of Financial Aid within ten (10) days of being notified by the Director that he or she is no longer eligible for financial aid. The appeal will be reviewed by the Financial Aid Committee, and the student will be notified of the Committee's decision.
Grants and Scholarships

The Scholarships Program — A number of four-year scholarships ranging in value from $1,000 to almost $20,000 per year are awarded annually to selected incoming freshmen on the basis of exceptional scholarship and leadership. Financial need is not a consideration. Unless otherwise specified, the selection of the recipients of these scholarships is based on competition held during the applicants' last year in high school. Candidates may be nominated by participating high schools. Students who think they may qualify for this scholarship program should ask their guidance counselors or members of the Wofford admissions staff for more information.

A smaller number of scholarships are available to Wofford seniors for one year and to juniors for two years. Selection of the recipients is based on exceptional scholarship and leadership and on recommendation by the faculty.

Wofford College Merit Scholarships — In cooperation with the National Merit Scholarship Corporation, Wofford College awards scholarships each year to National Merit Finalists who have designated Wofford as their first-choice college.

Wofford College Academic Scholarships — Wofford College awards scholarships annually to deserving students. Some scholarships are awarded for achievement and potential in academics and leadership, some are awarded solely on the basis of financial need, and others are based on a combination of merit and need. Some awards are made for only one year and others may be renewed depending on the specifications of the scholarship and the academic progress of the recipient. Scholarship monies come from the earnings on the endowed funds listed later in this chapter. It is not possible to apply for an award from a specific fund. Students who have completed the application for financial aid at Wofford will automatically be considered for all of the funds for which they may be eligible. Awards ranging from $1,000 to $10,000 per year are made by a scholarship committee chaired by the Director of Financial Aid.

Wofford College Activities Scholarships — These scholarships, funded by Wofford College, are awarded to students who exhibit talents and interests in student activities of service to the college (for example, performance in theatre or in a music group, creative writing, management of a publication, assistance in the use of video technology). Awards up to $2,000 per year are renewable with a 2.75 grade-point average and continued contribution in the activities for which the awards were made. The activities scholarships are managed by the Director of Financial Aid.

Bonner Scholarships — Twenty students in each incoming freshman class are selected as Bonner Scholars. Recipients must have substantial financial need, and in return for assistance with that need, they must be willing to give ten hours of community service each week and 240 hours of service during each summer of their undergraduate careers. The Bonner Scholars Program is a joint venture of Wofford College and the Bertram F. Bonner Foundation of Princeton, New Jersey. Requests for information about the Bonner Scholars Program should be made to the Director of Admissions or the Director of the Bonner Scholars Program.

Ministerial Scholarships — Ministerial students and children of United Methodist ministers may, upon application to the Director of Financial Aid, receive grants in accordance with the following schedule:

Ministerial students, all denominations: $1,000 per year
Children of United Methodist ministers: $1,000 per year

The term "United Methodist minister" refers to United Methodist ministers in full connection with a United Methodist Conference and to approved supply pastors currently serving part-time in the South Carolina Conference.

Athletic Grants — Athletic grants-in-aid are available in most sports. Applications should be made with the Director of Athletics.

Tuition Exchange — Tuition Exchange is a program whereby students whose parents are employed by other participating colleges and universities may receive a waiver of tuition to attend Wofford. Because a large number of students have chosen to attend Wofford under Tuition Exchange, there is only a limited number of openings for additional students under the program.

Army ROTC Scholarships — The United States Army offers financial assistance to qualified students in the form of four-year, three-year, and two-year scholarships. These ROTC scholarships pay $12,800, $9,000, or $5,000 per year as determined by the Department of the Army. In addition, they pay $450 per year for textbooks, laboratory fees, and other miscellaneous expenses. Scholarship students receive a tax-free allowance of $150 per month for up to ten months of each school year that the scholarship is in effect. The four-year scholarships are awarded on a competitive basis to high school seniors who are about to enter college as freshmen. Any full-time student at Wofford may apply to compete for the three-year and two-year scholarships. The key factors considered in the selection process for these scholarships include academic standing, leadership ability, and general motivation.

Federal Pell Grants — These grants are awarded directly to students by the federal government. The amount for which a student is eligible is determined individually by the U.S. Department of Education. Application is made by submitting the Free Application for Federal Student Aid. The form is available from high school guidance offices or from college financial aid offices.

Federal Supplemental Educational Opportunity Grants (SEOG) — These are awarded by the college from funds it receives from the federal government to a limited number of students with high financial need.

South Carolina Tuition Grants — The Higher Education Tuition Grant Program is funded by the South Carolina General Assembly to assist South Carolina residents who are enrolled in independent colleges in the state. The awards are based on need and merit. Application is made by submitting the Free Application for Federal Student Aid. The form is available from high schools and college financial aid offices. Tuition grants are made for one year but may be renewed.
Assistance to Veterans — Certain veterans and children of deceased veterans are eligible for a monthly allowance from the Veterans Administration. An office of the Veterans Administration should be consulted for details.

Vocational Rehabilitation Scholarships — The South Carolina Vocational Rehabilitation Department awards scholarships to certain persons having vocational handicaps due to physical disabilities.

Private and Regional Grants —
- Miliken & Company Scholarships — These grants provide $2,000 per year to employees or to sons or daughters of employees of Miliken & Company on the basis of scholarship, character, and need. They are awarded through the Independent Colleges and Universities of South Carolina, Inc.
- J. E. Sirrine Scholarships — The Sirrine Scholarship Fund was established by Joseph E. Sirrine as a memorial to his parents. The Fund assists worthy students from Greenville County, South Carolina. Information can be obtained from the Sirrine Scholarship Program, P.O. Box 2848, Greenville, South Carolina 29602.
- Kittie M. Fairey Scholarships — This program was established by Mrs. Kittie M. Fairey to assist eligible students attending colleges and universities in South Carolina. Information may be obtained from Ms. Sandra Lee, Director, Kittie M. Fairey Scholarship Fund, PO Box 1465, Taylors, SC 29687-1465.
- C.G. Fuller Scholarships — This fund was established by Mr. C.G. Fuller to assist deserving and needy students from South Carolina who are attending schools in the state. Information may be obtained from the C.G. Fuller Scholarship Fund, NationsBank of South Carolina, N.A., PO Box 221509, Columbia, South Carolina 29222-1509.

Student Employment

Part-time jobs for students are sometimes available on the campus and in the community. Application for such work should be made to the Director of Financial Aid. The largest work program is known as Federal Work-Study. It is supported by federal funds and provides assistance to students who have financial need. The college also offers a number of jobs without regard to students' financial need.

Student Loans

Several loan programs are available to meet educational expenses and are administered through the Financial Aid Office on the basis of financial need. Inquiries should be made to the Director of Financial Aid.

Federal Perkins National Direct Student Loans — This program provides loans for students who are enrolled at least half-time. Repayment of principal and five percent interest begins after the student leaves college.

Federal Stafford Student Loans — This program, formerly called Guaranteed Student Loans, allows middle-income students to borrow from a participating bank, state agency, or other financial institution. Repayment of principal and interest begins six months after the student leaves college. The interest rate is variable, but is capped at 8.25 percent.

Unsubsidized Federal Stafford Student Loan Program — This program is similar to the Federal Stafford Student Loan Program except it is not based on financial need and the student pays the interest on the loan while in school.

Federal Parent's Loan for Undergraduate Students (PLUS) — This federal program permits parents to borrow each year as much as the cost of education less the financial aid received by the student. There are attractive provisions for repayment with periods extending up to ten years. Repayment begins sixty days after disbursement. The interest charge is variable, but is capped at 9 percent.

United Methodist Student Loans — Students who are members of the United Methodist Church may borrow $1,500 per academic year.

The Pickett and Hatcher Endowment Fund — This fund provides low-interest loans for needy students studying the liberal arts. Information may be obtained by writing to the Pickett and Hatcher Educational Fund, P.O. Box 8169, Columbus, Georgia 31908.

Key Education Resources Monthly Payment Plan — This program allows payment of tuition and fees on a monthly basis for up to four years. Information may be obtained by writing to Key Education Resources Payment Plan, 745 Atlantic Avenue, Suite 300, Boston, Massachusetts 02111-2735 or by calling 1-800-539-5363.

Wofford College Loan Funds — Donors may give the college amounts for student loans. These gifts are used to provide the required matching funds for the Federal Perkins National Direct Student Loan program.

Endowed Scholarships

Following are the funds at Wofford College from which annual scholarships are awarded. The funds are part of the college's permanent endowment. Awards are made annually from interest earned by the endowment. Today, the minimum endowment required before a scholarship fund's earnings may be awarded is $25,000. A full tuition scholarship for one student for one year requires an endowment of $250,000. Persons interested in information about establishing an endowed fund should contact the Development Office.

Persons needing information about applying for financial assistance should contact the Financial Aid Office. It is not possible for students to apply for any of the following scholarships individually; students who have completed the application for financial aid at Wofford will automatically be considered for all of these scholarships for which they may be eligible.

Each of the funds requires that scholarship recipients be outstanding in character, academic achievement, and potential for contribution to society; some have additional requirements for eligibility. Such additional conditions are noted below in the descriptions of the individual funds.
The Belk Stores Endowed Scholarship Fund was established in 1983 with a gift of $500,000 from The Abey Foundation of Greenwood, South Carolina, in memory of John Pope Abney, a member of the Class of 1904. Its principal is presently $2.7 million, making it the second largest scholarship fund administered by the college. Awards from the fund are reserved for students who meet part of their educational expenses through participation in the college's work or athletic programs.

The George Cotton Smith Adams Endowed Scholarship Fund was established by his widow, Adaline Holaday Adams, and their sons, Charles Edward Adams and George Holaday Adams. The family's gift was received in memory of Dr. Adams, Chairman of the Department of Foreign Languages at Wofford from 1959 until his retirement in 1976. Awards from the fund are reserved for students of foreign languages.

The Eugene F. Alexander Memorial Endowed Scholarship Fund was established in 1986 by friends and family members in memory of Eugene F. Alexander, beloved head basketball coach at Wofford from 1958 to 1977. Preference for awards from the fund is given to members of the men's basketball team.

The Paul and Cathryn Anderson Endowed Scholarship Fund was established in 1995 by Paul Anderson, Class of 1930 and a native of White Stone, South Carolina, and his wife, Cathryn Anderson, a native of Birmingham, Alabama.

The S.M. Atkinson, Sr. Endowed Scholarship Fund was established in 1989 by the family of S.M. "Skinner" Atkinson, Sr., a 1929 Wofford graduate. Mr. Atkinson, who died in 1992, was a retired member of the South Carolina Conference of the United Methodist Church and a former member of the Wofford Board of Trustees.

The Barham-Meyers Endowed Scholarship Fund was established by Robert T. Barham, Class of 1953, and William W. Barham, Class of 1957, and their families in memory of their parents, Nannie Dorman and Robert B. Barham, and their maternal grandmother, Mattie Cartledge Meyers, all of Florence, South Carolina. Robert T. Barham served in the administration of Columbia College for 35 years, and William W. Barham is a practicing attorney in Atlanta, Georgia.

The Bernard M. Barach Endowed Scholarship Fund was established by Mr. Bernard M. Baruch of New York, New York, and Georgetown, South Carolina, in February 1939.

The W.E. "Jack" Bass Memorial Endowed Scholarship Fund was created in 1993 with gifts from family members and friends in memory of Mr. Bass, a 1964 Wofford graduate from Hickory, North Carolina. Preference in making awards from this fund is given to student-athletes participating in intercollegiate basketball.

The Belk Stores Endowed Scholarship Fund was established in 1991 by the Belk Stores of the Greenville-Spartanburg region. The creation of this fund is in keeping with a long history of generous philanthropic support of education by this company of retail department stores. Preference in awarding scholarships from this fund is given to students who enter Wofford from the Upstate region served by this Belk Stores group and who are interested in pursuing careers in business.

The Robert P. Bethea Endowed Scholarship Fund was established in 1986 by Dr. Robert P. Bethea, Class of 1965, of Columbia, South Carolina.

The Paula I. Binovetz Memorial Endowed Scholarship Fund was established in 1994 by family members and friends in memory of Paula I. Binovetz, Class of 1985. Awards from the fund are reserved for students pursuing foreign study opportunities.

The Bishop-Booth Memorial Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. S. Hart Booth, Jr., in memory of their parents, Mr. and Mrs. Robert Joseph Bishop, and the Reverend and Mrs. Stannie Hart Booth. Mr. Booth was a member of the Class of 1931. Awards from the fund are reserved for students who have financial need.

The Carsey O. Bonnette Endowed Scholarship Fund was started in 1987 with a bequest from the widow of Mr. C.O. Bonnette, Wofford Class of 1925.

The Walter Booth Memorial Endowed Scholarship Fund was established in 1989 in memory of Walter "Peg" Booth, assistant in the college's football program and friend of Wofford athletics for many years, by the family of Coach Conley Snidow and other friends of Mr. Booth. Awards from the fund are reserved for student-athletes.

The E. Talmage Bowen Endowed Scholarship Fund was established in 1981 with an unrestricted bequest from Mr. Bowen's estate. Mr. Bowen was a member of the Class of 1917. Awards from the fund are reserved for students who have financial need.

The Boys' Home of the South Endowed Scholarship Fund was created in 1985 with a bequest from Mrs. Byrd B. Holmes of Greenville, South Carolina. Awards from the fund are reserved for young men who have been living at the Boys' Home of the South in Belton, South Carolina.

The William H. Brabham Memorial Endowed Scholarship Fund was started in 1985 by family members and friends in memory of William H. Brabham, Class of 1971. Preference for awards from the fund is given to students who demonstrate financial need, have completed satisfactorily at least one semester at Wofford, and plan to major in history.

The Thomas N. Brittain Endowed Scholarship Fund was established in 1985 by members of the First United Methodist Church of Myrtle Beach, South Carolina, in honor of Tom Brittain, Class of 1947, who was minister there. Priority for awards from the fund is given to United Methodist students with demonstrated financial need and interest in ministry.

The Albert Bryan Bullington, Sr., Memorial Endowed Athletic Scholarship Fund was established in 1987 by family members and friends in memory of A.B. Bullington, Class of 1933. Priority for scholarships from the fund is given to students who participate in Wofford's intercollegiate basketball program.

The E. C. Burnett, Jr., and Lucy B. Burnett Endowed Scholarship Fund was established in 1989 by their children, The Honorable E. C. Burnett, III, Class of 1964, of Spartanburg, and Mrs. Glennia Burnett Bowen of Kingsport, Tennessee. Preference for awards from the fund is given to pre-law students from South Carolina who demonstrate financial need and express leadership in extracurricular activities.
The Professor and Mrs. Charles E. Cauthen Endowed Scholarship Fund was established in memory of Professor and Mrs. Cauthen by their children. The Cauthens were beloved members of the Wofford community, where Professor Cauthen, Class of 1917, served on the faculty from 1943 to 1964. Awards from the fund are reserved for students who demonstrate financial need.

The William P. Cavin Endowed Scholarship Fund was started in 1991 by friends and former students of Dr. William P. Cavin, a 1945 graduate of Wofford who served as a distinguished member of the faculty from 1946 to 1987 and as chairman of the Chemistry Department from 1971 until his retirement in 1987. Preference for awards from this fund is given to students pursuing the study of chemistry.

The Cecil Family Endowed Scholarship Fund was established in 1983 in memory of Levi Moffitt Cecil and Inez Felder Cecil by their son, Richard F. Cecil, Class of 1934, and his brothers and son, all of whom attended Wofford College. They include Moffitt, Class of 1935; Charles, Class of 1939; Henry, Class of 1942; Robert, Class of 1945; and Richard, Jr., Class of 1966.

The J. Harold Chandler Endowed Scholarship Fund was established in 1990 by Mr. J. Harold Chandler and his family. Mr. Chandler, President and CEO, Provident Life and Accident Insurance Company, is a 1971 Phi Beta Kappa graduate of Wofford and was the quarterback on the winningest Wofford football teams in the college's history (1968-70). He was named to the Wofford Board of Trustees in 1988 and served as Vice Chairman 1994-96. Preference for awards from this fund is given to students participating in intercollegiate football.

The Virginia L. Chaplin Endowed Scholarship Fund was established in 1983 by Alec H. Chaplin, Class of 1961, in honor of his mother, Virginia L. Chaplin. Awards from the fund are reserved for students who have financial need.

The Dr. James Alburn Chiles, Sr., and Dr. James A. Chiles, Jr., Memorial Endowed Scholarship Fund was established in the will of Marie D. Chiles. Dr. James A. Chiles, Jr. was a member of the Class of 1931.

The Allen O. Clark Memorial Endowed Scholarship Fund was begun by friends and family members in memory of Allen O. Clark at the time of his death in 1980 and endowed by Mrs. Clark in 1986. Mr. Clark, Class of 1950, was a former president of the National Alumni Association. Awards from the fund are reserved for student-athletes.

The J. Willibor and Josephine T. Clark Endowed Scholarship Fund was established in 1995 by Josephine T. Clark of Columbia, South Carolina just prior to her death. The fund honors Mr. and Mrs. Clark, parents of David R. Clark, a 1965 Wofford graduate and former president of the National Alumni Association.


The John B. Cleveland Endowed Scholarship Fund was established in 1976 by Mrs. Agnes Sandifer Stackhouse in memory of her grandfather, John B. Cleveland, Class of 1869, a distinguished benefactor of Wofford College. The fund provides a scholarship for a freshman science student and for a rising junior or senior science student.

The Close Foundation Endowed Scholarship Fund was established in 1989 by the Close Foundation of Lancaster, South Carolina. The only criterion used in selecting recipients for scholarships from the fund is that they have demonstrated financial need.

The T. Keller Cogswell Endowed Scholarship Fund was established in 1975 by his friends in recognition of his service as Director of Alumni Affairs at Wofford. Mr. Cogswell was a member of the Class of 1933. Awards from the fund are reserved for students who have financial need.

The W. Scott Cogswell Endowed Scholarship Fund was established in 1978 by his family and friends in memory of W. Scott Cogswell, Class of 1968, a member of the football team, and an active alumni leader in Charleston, South Carolina. Awards from the fund are reserved for members of the golf team.

The Samuel B. Coker Endowed Scholarship Fund was established in 1996 with a bequest from the Reverend Mr. Samuel B. Coker, a 1957 graduate of Wofford who served as a member of the South Carolina Conference of the United Methodist Church for 37 years. Mr. Coker died in 1994. Preference for awards from the fund is given to students interested in the ministry.

The Pierce Embree Cook Endowed Scholarship Fund was established by Mr. Robert J. Maxwell, Jr. of Greenville, South Carolina, in honor of the Reverend Pierce Embree Cook, Class of 1932. Awards from the fund are reserved for needy students aspiring to be United Methodist ministers.

The Alexander Copeland Memorial Endowed Scholarship Fund was established by Mrs. Kathleen Copeland in memory of her husband, Alexander Copeland, Class of 1908. Awards from the fund are reserved for students who have financial need.

The Wade A. Corn Memorial Endowed Scholarship Fund was established in 1986 by friends and family members in memory of Wade A. Corn, Class of 1950, a member of the undefeated 1949 football team and a friend of Wofford athletics. Mrs. Corn, sons Skip, Class of 1973, and Buddy, Class of 1976, and daughter Linda endowed the fund in 1987. Preference for awards from the fund is given to married student-athletes.

The Sam T. Creech Endowed Scholarship Fund was established in 1994 by Mrs. Lucy C. Stroup in memory of her father, a beloved Methodist minister in South Carolina. Awards provide financial assistance for juniors and seniors who are studying for the ministry and intend to serve in the South Carolina Conference of the United Methodist Church.
The W. J. Bryan Crenshaw Endowed Scholarship Fund was established in 1982 by members of Buncombe Street United Methodist Church and other friends of Dr. Crenshaw. The scholarship honors the Reverend Crenshaw, Class of 1943, for his service to the South Carolina Conference of the United Methodist Church and to Wofford College, to whose Board of Trustees he has given leadership as a member (1970-1982, 1984-1996) and Chairman (1978-82). Consideration in the award of this scholarship is given to promise of Christian leadership as a churchman.

The Francis E. Cronenberg Endowed Scholarship Fund was started in 1982 with gifts from friends and family members in memory of Francis E. Cronenberg, Class of 1929, of Leesburg, Florida, and in recognition of his loyalty to the college. His wife and daughter endowed the fund in 1987.

The Adam Cross Endowed Scholarship Fund was begun in 1989 by J. Russell Cross, Class of 1935, and his family, in memory of Adam Cross, an 1862 Wofford graduate. Preference for awards from the fund is given to members of Friendship United Methodist Church or other members of the community of Cross, South Carolina.

The Thornton W. and Arlene Webster Crouch Endowed Scholarship Fund was established in 1993 by Mr. and Mrs. Thornton W. Crouch of Hartsville, South Carolina. Mr. Crouch is a 1943 graduate of Wofford. Awards from the fund are reserved for varsity athletes who demonstrate financial need. Preference in selection of recipients is given to residents of Darlington County and Dillon County, South Carolina.

The Ralph L. Crutchfield, Sr., Memorial Endowed Athletic Scholarship Fund was established in 1974 by Neil H. Crutchfield. Mr. Crutchfield was a member of the Class of 1926. Awards from the fund are reserved for varsity athletes who demonstrate financial need.

The James Wilborn Cunningham Endowed Scholarship Fund was established in 1970 by the will of James Wilborn Cunningham, Class of 1911. Awards from the fund are reserved for students who have financial need.

The Eleanor Naylor Dana Endowed Science Scholarship Fund was established in 1983 with a gift from the Eleanor Naylor Dana Charitable Trust of New York, New York. Awards from the fund are reserved for students majoring in science.

The Charles E. Daniel Endowed Scholarship Fund provides awards annually for two entering freshmen. Daniel Scholars receive tuition, fees, room, and board for a period of four years. The late Mr. Charles E. Daniel, industrialist and statesman, was devoted to promoting the development of orderly industrialization, improved transportation, and expanded educational opportunities in South Carolina and the region. In memory of Mr. Daniel, the Daniel family provided this scholarship for identifying and developing leadership.

The Walter and Johanna Demopoulos Endowed Scholarship Fund was established in 1979 by the late Walter Demopoulos, a distinguished career as a banker in Atlanta, Georgia. Preference for the award is given to a student who intends to major in one of the humanities and who possesses the ability to work well with others.

The John DePaul Darrall Memorial Endowed Scholarship Fund was established in 1989 as a memorial to John DePaul Darrall of Atlanta, Georgia, by T. Alexander Evans. Mr. Evans, a friend and neighbor of Wofford, was Mr. Darrall's roommate and fraternity brother at the University of Georgia. Preference for the award is given to a student who intends to major in one of the humanities and who possesses the ability to work well with others.
The Magruder Dent Endowed Scholarship Fund was established in 1968 by the Dent family of Spartanburg to provide scholarships for employees or children of employees of Mayfair Mills or worthy students from other textile-connected families.

The Phi Dickens Endowed Athletic Scholarship Fund was established in 1983 by friends, former players, and family of Phi Dickens, a most successful Wofford football coach (1947-52) who died in November 1983. Awards from the fund are made annually to one or more outstanding student-athletes from the football team.

The Harry Donald Dobbs Endowed Scholarship Fund was established by former students of H. Donald Dobbs, Professor of Biology and member of the Wofford faculty 1955-1995, in recognition of his outstanding commitment and leadership in classroom teaching. The scholarship is awarded to outstanding students majoring in biology.

The Robert Daniel Dodson Endowed Scholarship Fund was established in 1997 by the family of Robert Daniel Dodson, a 1995 Wofford graduate. Robert was graduated Phi Beta Kappa, magna cum laude, with High Honors in Philosophy. Preference for awards from the fund is given to participants in the men’s intercollegiate cross country team.

The Mrs. Alfred I. duPont Endowed Scholarship Fund was established by Mrs. Alfred I. duPont for worthy students.

The Ralph A. Durham Endowed Scholarship Fund was established in 1975 by friends of Mr. Durham, Class of 1925, in appreciation for his outstanding service to South Carolina public secondary education and to Wofford College, to whose Board of Trustees he provided leadership for a number of years as a member (1960-1972) and Chairman (1966-1972). The fund was endowed through a bequest from Mr. Durham. Awards from the fund are reserved for students from the public schools of South Carolina who have financial need.

The Joseph H. Dusenbury Endowed Scholarship Fund was established in 1990 by Mrs. Joseph H. Dusenbury of Spartanburg, to honor the memory of her husband, a long-time Spartanburg resident and employee at Milliken Research Corporation. Awards from the fund are reserved for students who have financial need, with preference given to students majoring in the sciences.

The Shirley Nordan Ellis Endowed Scholarship Fund was established in 1996 by family and friends of Shirley Nordan Ellis, a friend of the college whose husband, Bill, is a 1967 graduate. Shirley was a teacher, wife, and mother who died unexpectedly in 1995. Awards from this fund go to women student-athletes.

The William B. and Syble R. Evins Endowed Scholarship Fund was started in 1990 by Dr. and Mrs. William B. Evins of Travelers Rest, South Carolina. Dr. Evins is a 1956 graduate of Wofford, and practices orthopaedic medicine in Greenville. Preference in making awards from this fund is given to student-athletes.

The Faculty Endowed Scholarship Fund was created in 1976 by a group of Wofford faculty members to assist students and to honor or remember members of the faculty.

The Fred W. Felkel Endowed Scholarship Fund was established in 1982 through the bequest of Fred W. Felkel, Class of 1909.

The Barbara Ferguson Memorial Endowed Scholarship Fund was established in 1990 through the leadership of Dr. J. R. Gross in memory of Mrs. Ferguson, a long-time friend of the Wofford Theatre Workshop. Awards from the fund are reserved for upperclassmen who have demonstrated interest and ability in the performing arts.

The Charles Madison Ferguson Memorial Endowed Scholarship Fund was created in 1986 by his wife, Janie Mayes Ferguson, and his daughter, Jane Ferguson Watson. Mr. Ferguson was a member of the Class of 1929. Awards from the fund are reserved for student-athletes.

The James G. and Laura E. Ferguson Endowed Scholarship Fund was established in 1985 by Mr. and Mrs. James G. Ferguson of Laurens, South Carolina. Mr. Ferguson is a member of the Class of 1936. Priority for scholarships from the fund is given to outstanding students who are participants in either football, basketball, tennis, or golf, and who plan careers in either business, medicine, or the ministry.

The Harvey Stafford Floyd Endowed Scholarship Fund was established by Mr. Floyd’s daughters, Harriet Ann Floyd Sessions of Atlanta, Georgia, and Lula Jane Floyd McClymont of Boston, Massachusetts in 1988. Mr. Floyd was a member of the Class of 1926. He was superintendent of schools at Ridge Spring, South Carolina, for ten years and was principal at Hamer and South Elementary Schools in Dillon County, South Carolina, for twenty-four years. Preference for recipients of this scholarship is given to women participants in the intercollegiate athletic program.

The George Waddell Foose Endowed Scholarship Fund was established by June Van Keuren Foose in 1979 in memory of George Waddell Foose, Class of 1895.

The J. E. Ford Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. J. E. Ford of Fairmont, North Carolina. Mr. Ford, a member of the Class of 1926, retired from public education in 1954 as superintendent of the Watts Mill, South Carolina, school which now bears his name. Awards from the fund are reserved for students who demonstrate financial need.

The Fortson Family Endowed Scholarship Fund was established in 1991 by Mr. and Mrs. Norman J. Fortson of Charlotte, North Carolina, in memory of C. Robert Heffner, Class of 1961, Director of Alumni Relations at Wofford, 1980-1984. Awards from the fund are reserved for students who have financial need.

The M. Alex Foster Endowed Scholarship Fund was established by M. Alex Foster, Class of 1935. The scholarship is awarded to graduates of Dorman High School in Spartanburg, who have financial need.
The Philip F. Foster, Jr., Endowed Scholarship Fund was established in 1982 in memory of Philip F. “Flip” Foster, Jr., Class of 1982, by his family and friends. The scholarship is designated for male students interested in careers in medicine or in other health-science professions.

The John Cary Fowler, Lilage Castles Fowler, and James R. Fowler, Sr. Endowed Scholarship Fund was established in 1989 as a memorial to honor John Cary and Lilage Castles Fowler by their sons James R. Fowler, Sr., Class of 1952, and John W. Fowler, and grandson James R. Fowler, Jr., Class of 1982. Mr. John Cary Fowler, 1920 Wofford graduate, was an educator prior to serving as postmaster of Gaffney, South Carolina from 1936 to 1966. After the death of James R. Fowler, Sr. in 1994, his name was added to the scholarship fund by the family. Awards from the fund are reserved for student athletes.

The Samuel Plate Gardner Endowed Ministerial Scholarship Fund was established in 1988 with a bequest from the estate of Mr. Gardner, Class of 1918, a hotel owner and real estate developer in the Murrells Inlet and Myrtle Beach areas of South Carolina. Proceeds from the fund are used for scholarships for pre-ministerial students.

The Rosanna Richards Gary Endowed Scholarship Fund was established in 1989 as a memorial by her son, W. Alan Gary, Class of 1972. Awards from the fund are reserved for students from Georgia.

The Sam A. George Endowed Scholarship Fund was established in 1972 by Mr. and Mrs. Sam A. George in honor of their son, a member of the Class of 1958. The elder Mr. George graduated in 1921.

The Georgia-Witan Endowed Scholarship Fund was established in 1986 by Wofford alumni from the Atlanta area, and was endowed in 1987. Awards from the fund are reserved for students from Georgia.

The Melvin L. Gibbs Endowed Scholarship Fund was established in 1983 by Mr. Jimmy Gibbs of Spartanburg in memory of his father, Melvin L. “Razor” Gibbs, Class of 1943, who earned sixteen letters as a Wofford athlete. His son chose a scholarship, awarded annually to an outstanding football recruit, as the best way to perpetuate his memory.

The J. Stokes Gillespie Endowed Scholarship Fund was established in 1987 by James Stokes Gillespie, Class of 1933, of Ridgwood, New Jersey.

The Glenn-Hardin Memorial Endowed Scholarship Fund was established by Mrs. Elizabeth G. Richardson of Chester, South Carolina, in 1960 as a memorial to John Lyles Glenn, Class of 1879, and Lyles Glenn Hardin, Class of 1935.

The Fred A. Gosnell, Sr., and Family Endowed Scholarship Fund was provided through the generosity of the late Fred A. Gosnell, Sr., Class of 1914, and his family. The fund provides scholarships for students who have financial need. Except for the three scholarships named in honor of Wofford College presidents, the awards are restricted to graduates of Dorman High School, Spartanburg, and of Chapman High School, Inman, South Carolina. Recipients are nominated by their high schools and selected by Wofford in the spring of each year. The scholarships awarded under the program include the following:

Fred A. Gosnell, Sr., Scholarship — Named in honor of the founder of the program.

Addie Sue Gosnell Scholarship — Named during Mr. Gosnell’s lifetime in honor of Mrs. Gosnell.

J. Holland Gosnell Scholarship — Named in memory of Mr. Gosnell’s father, a distinguished Spartanburg County citizen and a leader in obtaining better public schools.

Cullen Bryant Gosnell Scholarship — Named in memory of Mr. Gosnell’s brother, a graduate of Wofford College and a distinguished teacher of political science.

Susie G. Mangum Scholarship — Named in memory of Mr. Gosnell’s sister.

Allen O. Clark Scholarship — Named for the late Allen O. Clark, a graduate of Wofford College and a distinguished educator, for many years principal of Dorman High School in Spartanburg, and later superintendent of Spartanburg County School District 6.

Paul M. Dorman Scholarship — Named for the late Paul M. Dorman, distinguished educator and for many years superintendent of Spartanburg County School District 6. Dorman High School is named in his honor.

Charles F. Marsh Scholarship — Named in honor of the seventh president of Wofford College.

Paul Hardin III Scholarship — Named in honor of the eighth president of Wofford College.

Job M. Lesesne, Jr. Scholarship — Named in honor of the ninth president of Wofford College.

The Sidney M. Gosnell Endowed Scholarship Fund was begun by his family in 1982 in memory of Mr. Gosnell, Class of 1949, Superintendent of Public Schools in Gaffney, South Carolina.

The Thomas Henry Gossett Endowed Scholarship Fund was established by Mr. T. H. Gossett of Spartanburg for orphans from Spartanburg County or the state of South Carolina.

The W. L. Gray, Sr. Endowed Scholarship Fund was established by Dr. Will Lou Gray in memory of her father, W. L. Gray, Class of 1876, and her brothers, Albert Dial Gray and Robert Coke Gray, for needy students.

The Professor Harold Green Endowed Scholarship Fund was begun in 1986 as a tribute to Professor Green, who taught economics and accounting at Wofford from 1965 until his retirement in 1986. Awards from the fund are reserved for senior accounting majors.

The R. Earle Gregory and Ellen R. Gregory Endowed Leadership Scholarship Fund was established in 1986 by Robert E. Gregory, Class of 1964, in memory of his parents. Mr. Gregory is a member of the Board of Trustees (1986-present) and was elected its chairman in 1995. Awards from the fund are reserved for students who would not be able to attend Wofford College without financial assistance and who demonstrate a potential for leadership.
The Robert E. Gregory, Jr. Family Endowed Scholarship was established in 1994 by Mr. Gregory, a member of the Wofford Class of 1964. Mr. Gregory is a member of the Board of Trustees (1986-present) and was elected its chairman in 1995. Also contributing to this fund are his wife Marie, daughter Kelly, and son Scott, a 1990 graduate of Wofford. Awards are made to students who show athletic ability, leadership potential and academic achievement.

The Colonel and Mrs. Marcus S. Griffin Endowed Scholarship Fund was started in 1982. Colonel Griffin was Professor of Military Science at Wofford from 1959-65, and remained at the college as Director of Financial Aid until his retirement in 1978.

The Niles E. and Ann L. Hanna Endowed Scholarship Fund was established in honor of Mr. and Mrs. Hanna by their children, J. Paul, Class of 1975, and Patricia, in 1988.

The William Dixon Hardy Memorial Endowed Scholarship Fund was established in 1993. Friends and colleagues established this fund in memory of Mr. Hardy, a retired Spartanburg business leader who throughout his life and business career was closely associated with Wofford College, especially with the athletics program.

The DeWitt L. Harper Endowed Scholarship Fund was established in 1985 by Mrs. DeWitt L. Harper in memory of her husband, Class of 1921, a distinguished physician in Greenville, South Carolina. Preference in awarding scholarships from the fund is given to students planning to enter the medical and health service fields.

The Florence Andrews Holmes Endowed Scholarship Fund was established by Mr. A. J. R. Helmus of Spartanburg in honor of his wife.

The H. Moody Henry Endowed Scholarship Fund was established in 1990 in memory of Henry by his wife and daughter. Mr. Henry was a 1927 graduate of Wofford. Awards from the fund are reserved for needy upper-classmen, with preference to those pursuing careers in the field of education.

The Dr. R. Bryce Herbert Endowed Scholarship Fund was established in 1996 by the family of Dr. Herbert, a 1923 Wofford graduate and beloved member of the South Carolina Conference of the United Methodist Church who died in 1996. Preference is reserved for students pursing a career in the ministry.

The Boyd C. Hipp, II, Endowed Scholarship Fund provides awards for rising juniors who plan to enter business. A committee interviews applicants and selects recipients, giving consideration to self-reliance, initiative, and resourcefulness; ability to communicate; successful relationships with people; energy and physical vigor; leadership capacity; and a desire to serve. The fund was established by Wofford trustee (1988-present) Boyd C. Hipp, II, Class of 1974.

The Herman N. Hipp Endowed Scholarship Fund was established in 1990 in memory of Mr. Hipp by his widow, Jane F. Hipp, and their children, Edward F. Hipp, Class of 1980, H. Neel Hipp, Jr., Mary Hipp Haddow, Gage Hipp Caulder, and William F. Hipp.

The Neville Holcombe Endowed Scholarship Fund was established in 1982 by friends and family of Mr. Holcombe, Class of 1926, a distinguished Spartanburg attorney and former mayor of the city, in honor of his eightieth birthday. Awards from the fund are reserved for deserving pre-law students.

The Holler-Hobbs Endowed Scholarship Fund was established by Martha Miller Holler Hobbs in memory of her husband, Edwin W. Hobbs, Jr., her father, the Reverend A. E. Holler, and his brothers, Emory A., Eugene M., and the Reverend John D. Holler, and in honor of her brothers and nephews who attended Wofford College. Awards from the fund are reserved for students who have financial need.

The George J. Holliday, III, Memorial Endowed Scholarship Fund was established in 1969 by Mr. and Mrs. John J. Holliday as a memorial to their son, George J. Holliday, III, of the Class of 1968, and a member of the Wofford College golf team. Awards from the fund are reserved for a member of the men's golf team.

The Marvin L. Holloway Endowed Scholarship Fund was established in 1983 by Marvin L. Holloway, Class of 1933, who announced his gift at the 50th reunion of his class. The scholarships are awarded to upperclass business students with outstanding academic records and strong leadership potential.

The Byrd B. Holmes Endowed Scholarship Fund was made possible through a bequest from Mrs. Byrd B. Holmes of Greenville, South Carolina.

The William Stanley Hoole Endowed Scholarship Fund was created in 1991 with a bequest from Dr. Hoole's estate. Dr. Hoole, who died in 1990 at the age of 87, was an author, scholar, teacher, and librarian, most notably serving as the dean of libraries at the University of Alabama. He was one of the few persons to hold three degrees from Wofford: an A.B. in 1924, an A.M. in 1931, and the honorary LL.D. in 1954.

The Hucks-Jones Endowed Scholarship Fund was established in 1988 by Mr. Herbert Hucks, Jr., Class of 1934, and his wife, Sarah Steele Jones Hucks, of Spartanburg, in memory of their fathers, Herbert Hucks, Class of 1911, and Edward Samuel Jones, Class of 1894. Scholarships from the fund are awarded to a junior or senior majoring in French or German with at least a B+ average.

The James G. Huggin Endowed Scholarship Fund was established in 1984 primarily by his daughter and son-in-law and other members of the family to honor this Wofford graduate, Class of 1925, upon whom the college bestowed the Doctor of Divinity degree in 1954. Awards from the fund are reserved for students who demonstrate financial need. Priority in selection is given first to students from the area of High Point, North Carolina, then to other North Carolina students, and then students from outside North Carolina.

The Doane E. Jones Endowed Scholarship Fund was established in 1980 by the Reverend Jerry M. James, a member of the Class of 1970, in honor of his brother Doane, a member of the Class of 1959.
The A. Richard Johnston Endowed Scholarship Fund was established in 1988 in memory of Dr. Johnston, a 1932 Wofford graduate, by his sons: A. Richard Johnston, Jr., Class of 1963; John B. Johnston, Class of 1964; Harry L. Johnston, Class of 1968; and Kirkland S. Johnston, Class of 1974.

The Senator Olin D. Johnston Memorial Endowed Scholarship Fund was established in 1968 by Mrs. Olin D. Johnston of Spartanburg, in memory of her husband, Class of 1921. Awards from the fund are reserved for students who have financial need.

The Lewis P. Jones Endowed Scholarship Fund was created in 1987 by friends and former students of Lewis Pinckney Jones, Class of 1938, at the time of his retirement from the Wofford faculty as the William R. Kenan, Jr., Professor of History and Chairman of the Department of History. Dr. Jones was the senior member of the faculty when he retired, and is a noted scholar, historian, author, and speaker. Preference for awards from the fund is given to outstanding students with a serious interest in history.

The Douglas Henry Joyce Endowed Golf Scholarship Fund was established in 1988 by Douglas Henry Joyce, of Nashville, Tennessee, a member of the Class of 1979. Mr. Joyce is a former member of the Board of Directors of the Wofford College National Alumni Association. This scholarship is awarded to an outstanding student-athlete on the golf team.

The Kappa Sigma Endowed Scholarship Fund was established in 1990 in memory of William Gordon Lynn, Jr., Class of 1965 and a member of Kappa Sigma Fraternity, by his family and friends. Preference in selecting recipients of awards from the fund is given to upperclassmen who are members of Kappa Sigma and who are financially deserving. Recipients are selected by a committee composed of the Director of Financial Aid at Wofford and at least one alumnus representing the fraternity.

The John G. Kelly Endowed Scholarship Fund was established in 1975 as a memorial to John G. Kelly, Class of 1913, by family and friends. Awards from the fund are reserved for students who have financial need.

The Thomas Jeffrey Kennedy Memorial Endowed Scholarship Fund was established in 1992 by family members and friends of Thomas Jeffrey "Jeff" Kennedy, a 1975 Wofford graduate and a church and civic leader from Dillon County, South Carolina, who died in 1991. Awards from the fund are reserved for students from Dillon County.

The Kilgo Family Endowed Scholarship Fund was established in 1993 by family members and friends of John S. Kilgo, Sr., Class of 1932, and Robert L. Kilgo, Class of 1938, brothers who lived in Darlington, South Carolina, until their deaths in April 1991 and March 1992. Contributions made in memory of these two civic and church leaders went to Trinity United Methodist Church in Darlington, and the church and the Kilgo family subsequently requested that these funds be used to establish this scholarship fund at Wofford. Preference in selection of recipients for awards from the fund is given to students from Trinity United Methodist Church in Darlington, then to other students from Darlington County.

The Russell C. King, Sr., Endowed Scholarship Fund was established in 1994 by Mr. Russell C. King, Jr. of Hartsville, South Carolina, Class of 1956, a member (1976-1988, 1994-present) and former chairman (1986-1988) of the Wofford Board of Trustees. This fund honors the memory of Mr. King's father, Russell C. King, Sr., a graduate of the Wofford Class of 1929 and a Wofford trustee (1958-70), who died in 1987.

The William Light Kinney, III, Memorial Endowed Scholarship Fund was established in 1989 by the family and friends of William Light Kinney, III, a member of the Class of 1991. A native of Bennettsville, South Carolina, Mr. Kinney was the fourth generation of Kinneys to attend Wofford. He died in an automobile accident in July 1989. Preference for this award goes to male students who are members of the junior class. Recipients in good standing may maintain the award for their senior year.

The Edwin C. and Mary Neal Kirkland Endowed Scholarship Fund was established in 1993 with a bequest from the estate of Mary Neal Kirkland Johns. The fund honors the memory of Mrs. Johns and her first husband, Dr. Edwin C. Kirkland, a 1922 Wofford graduate who was an English scholar and a member of the faculty of the University of Tennessee and the University of Florida prior to his death in 1972. Preference in making awards from this fund go to students who major in English.

The Farman Jenkins Knight and Richard Warren Knight Memorial Endowed Scholarship Fund was established in 1992 by Dr. James A. Knight of College Station, Texas, Dr. Knight is a member of the Wofford Class of 1941. Awards from the fund are reserved for students from South Carolina.

The James Allen Knight and Sally Templeman Knight Endowed Scholarship Fund was established in 1993 by Dr. James A. Knight of College Station, Texas. Dr. Knight is the son of William Light Kinnery, Ill, a graduate of the Wofford Class of 1924, and his son, James Todd Latimer, a 1933 Wofford graduate, established this fund in memory of his father, Dr. S. T. D. Lancaster, a country doctor in Spartanburg County in the late 19th and early 20th centuries. Preference in making awards from the fund is given to students planning a career in medicine.

The James Todd Latimer Endowed Scholarship Fund was created by a bequest in 1983 from the estate of James B. Latimer, Class of 1909, of Anderson, South Carolina, in memory of his son, James Todd Latimer.

The William A. Law Endowed Scholarship Fund was established in 1937 by Mr. S. Clay Williams of Winston-Salem, North Carolina, as a memorial to Mr. William A. Law of Philadelphia, Pennsylvania, Class of 1883.
The Walter H. Lehner Memorial Endowed Scholarship Fund was established in 1991 in memory of Mr. Lehner by his family and friends as a tribute to his interest and enthusiasm for young people and for golf. Awards from the fund are reserved for student-athletes on the golf team.

The W. Raymond Leonard Endowed Scholarship Fund was established in 1973 by former students of W. Raymond Leonard, William R. Kenan, Jr., Professor of Biology and Chairman of the Department of Biology, Wofford College. Dr. Leonard retired from the faculty in 1993. The scholarship is presented annually to a senior biology major who has demonstrated outstanding professional promise.

The Paul M. Lesesne Endowed Scholarship Fund was started in 1996 by friends of Wofford's ninth President near the time the twenty-fifth anniversary of his election as President of the College. The fund honors Dr. Lesesne and his wife Ruth who continue serving as leaders in the Spartanburg community.

The Katie L. Lester Endowed Scholarship Fund was established in 1984 by bequest from the estate of Katie L. Lester of Saluda, South Carolina. Scholarships from this fund are for orphaned students or students from single-parent homes who have both outstanding academic potential and financial need.

The Lettermen's Club Endowed Scholarship Fund was begun in 1980 by Wofford athletic lettermen to receive gifts in memory of fellow athletes at the college. Awards from the fund are reserved for student-athletes.

The Liberty Corporation Endowed Scholarship Fund was established in 1991 by the Liberty Corporation of Greenville, South Carolina, as an expression of its concern for improving the quality of life in the region in which it operates. Awards from the fund are reserved for upperclassmen who are citizens of the United States and who have demonstrated interest and potential for leadership in business.

The F. Allen Little Endowed Scholarship Fund was established in 1991 with a bequest from the estate of Mr. F. Allen Little of Greenwood, South Carolina. Mr. Little died in 1977, and although he had no official connection with Wofford, he left a portion of his estate to create this scholarship fund.

The R. J. Little Endowed Scholarship Fund was established in 1982 and endowed in 1982 by Mr. J. M. Little of Spartanburg, in memory of his father, Robert Judson Little, his mother, Eddie Greer Little, and his sister, Nan Ethelyn.

The C. Bruce Littlejohn Endowed Scholarship Fund was established by Judge Littlejohn in 1991. Judge Littlejohn, a 1934 graduate of Wofford College, served the state as an attorney, legislator, judge in the circuit court, and justice of the Supreme Court of South Carolina. He retired as Chief Justice in 1985.

The J. C. Loftin Endowed Scholarship Fund was established in 1994 by Mr. Harold M. McLeod, Class of 1926, in memory of his father, James C. Loftin, a distinguished attorney in Walterboro, South Carolina. Awards from the fund are reserved for students who have financial need.
The Meadors Family Endowed Scholarship Fund was established in 1981 by the Meadors family and friends in tribute to three generations of the family who have attended Wofford: Marshall LeRoy Meadors, Class of 1924; Marshall LeRoy Meadors, Jr., Class of 1955; Marshall LeRoy Meadors, III, Class of 1979; James Campbell Meadors, Class of 1981; and John Pascal Meadors, Class of 1983. Awards from the fund are reserved for students who have financial need.

The Claude Mark Melton Memorial Endowed Scholarship Fund was established by Mrs. Melton as a memorial to her husband, Dr. Claude Mark Melton, Class of 1898, who was a Shakespearean scholar and author. Awards from the fund are reserved for students majoring in English.

The Joseph B. and Wilma K. Miller Endowed Scholarship Fund was started in 1995 by LTC (Ret) Joseph B. Miller of Spartanburg, a member of the Wofford Class of 1932. Mr. Miller chose this fund to honor the memory of his wife of nearly 60 years. Preference in selecting recipients for awards from the fund is given to student-athletes.

The C. B. "Slim" Mooneyham Endowed Scholarship Fund was established in 1989 by his widow, Lillian C. Mooneyham of Spartanburg. Mr. Mooneyham was a 1934 Wofford graduate who was a member of the basketball team. Awards from the fund are reserved for student-athletes.

The Moore Memorial Endowed Scholarship Fund was established by Mrs. Miriam W. Moore in memory of her husband, Andrew E. Moore, and his brothers, Alfred Moore and Thomas E. Moore. Awards from the fund are reserved for students who have financial need.

The Morris Family Endowed Scholarship Fund was established in 1995 by Mr. J. Frank Morris, a 1968 Wofford graduate, and Mrs. Linda Morris and their daughter Colby, a 1995 Wofford graduate, all of Winston Salem, North Carolina. Mr. Morris is a former president of the National Alumni Association.

The Samuel R. Meyer Endowed Music Scholarship Fund was established in 1963 in memory of Samuel R. Moyer, who for seventeen years was Director of Music and Professor of Music and Art at Wofford. Awards from the fund are reserved for musically talented students in Wofford music organizations.

The Mungo Family Endowed Scholarship Fund was established in 1990 by Mr. Michael J. Mungo and his sons, M. Stewart Mungo, Class of 1974, and Steven W. Mungo, Class of 1981, all of Columbia, South Carolina.

The Charles E. Nesbitt Endowed Scholarship Fund was provided by friends of Dr. Nesbitt, Class of 1922, for many years a distinguished Professor of Religion and Chairman of the Department of Religion at Wofford. Awards from the fund are reserved for students preparing for the Christian ministry.

The W. F. Nettles, Jr., Endowed Scholarship Fund is a memorial to W. F. Nettles, Jr., Class of 1928. Awards from the fund are reserved for student-athletes on the tennis team.

The C. C. Norton Endowed Scholarship Fund was established by his wife, Mabel B. Norton, in 1983 to honor the memory of Dr. C. C. Norton, former Professor of Sociology (1925-1966) and Dean (1940-1954) of Wofford College. Awards from the fund are reserved for rising juniors who have financial need and who are majoring in sociology.

The Steven W. Mungo, Class of 1981, all of Columbia, South Carolina. Awards from the fund are reserved for students preparing for the Christian ministry.

The Samuel R. Moyer Endowed Music Scholarship Fund was established in 1963 in memory of Samuel R. Moyer, who for seventeen years was Director of Music and Professor of Music and Art at Wofford. Awards from the fund are reserved for musically talented students in Wofford music organizations.

The Mungo Family Endowed Scholarship Fund was established in 1990 by Mr. Michael J. Mungo and his sons, M. Stewart Mungo, Class of 1974, and Steven W. Mungo, Class of 1981, all of Columbia, South Carolina.

The Charles E. Nesbitt Endowed Scholarship Fund was provided by friends of Dr. Nesbitt, Class of 1922, for many years a distinguished Professor of Religion and Chairman of the Department of Religion at Wofford. Awards from the fund are reserved for students preparing for the Christian ministry.

The W. F. Nettles, Jr., Endowed Scholarship Fund is a memorial to W. F. Nettles, Jr., Class of 1928. Awards from the fund are reserved for student-athletes on the tennis team.

The C. C. Norton Endowed Scholarship Fund was established by his wife, Mabel B. Norton, in 1983 to honor the memory of Dr. C. C. Norton, former Professor of Sociology (1925-1966) and Dean (1940-1954) of Wofford College. Awards from the fund are reserved for rising juniors who have financial need and who are majoring in sociology.

The L. Glenn Orr, Jr., Family Endowed Scholarship Fund was established in 1995 by Southern National Corporation (now BB&T) to honor the service of outgoing Southern National Chairman L. Glenn Orr, Jr., Class of 1962. Preference in awarding annual scholarships from this fund is given to children of BB&T employees, provided they meet necessary qualifications for admission to Wofford. If there are no such eligible recipients, scholarships from this fund may be awarded to other worthy and deserving students.

The James Truesdale Outz, Jr., Endowed Scholarship Fund was established with a bequest from his widow, Eva Sanders Outz Hoffman, of Charleston, South Carolina, in memory of her husband, a member of the Class of 1932. Awards from the fund are reserved for students who need financial assistance and who participate in ROTC or in a work or service program to meet a part of their educational expenses.

The John Manning Parham and Anna Mciver Henderson Parham Endowed Scholarship Fund was established by Mr. and Mrs. John M. Parham of Latta, South Carolina, and their son, Dr. John M. Parham, Jr. Mr. Parham is a member of the Class of 1931 and his son is a 1960 graduate.

The John M. Parham, Jr. and Stephanie F. Parham Endowed Scholarship Fund was established in 1995 by Dr. John M. Parham, Jr. and his wife, Stephanie, of Dillon, South Carolina. Dr. Parham, a dentist, is a 1960 graduate of Wofford and a graduate of the Medical College of Virginia. Mrs. Parham is a graduate of Converse College. Dr. and Mrs. Parham have two daughters, Ashley, a 1991 Wofford graduate, and Christi, a graduate of Queens College. Dr. Parham's father, John M. Parham, is a 1931 graduate of Wofford. Financial need is not a factor in selecting recipients of awards from this fund.

The William and Aletha Fennell Pate Endowed Scholarship Fund was begun in 1990 with a gift initiated by Mr. Wallace F. Pate of Georgetown, South Carolina, in memory of his parents, who also were the aunt and uncle of Wofford President Joab M. Lesesne, Jr.

The Raymond Agness Patterson Endowed Scholarship Fund was established by Mrs. Harriet Newell Julienne Patterson in 1979 in memory of her husband, Class of 1916, a member of the Wofford faculty for more than fifty years.

The William Lawrence and Janie Fleming Patterson Endowed Scholarship Fund was established in 1993 by Mr. William L. Patterson, Sr., a member of the Wofford Class of 1947, in memory of his parents. Other members of the Patterson family have continued to contribute to the fund.

The Peele-Ritter Endowed Scholarship Fund was established in 1984 by James C. Ritter, Class of 1941, of Midland, Michigan, in memory of his wife, Sonja V. Ritter, and in honor of the many members of the Peele and Ritter families who have attended Wofford College or have otherwise contributed to educational growth. Awards from the fund are reserved for students who have financial need.

The Lewis Wardlaw Perrin, Jr., Endowed Scholarship Fund was begun in 1984 by his family to honor this outstanding Spartanburg civic leader. Mr. Perrin was a graduate of The Citadel and the University of South Carolina School of Law.

The Joseph C. Plyler Endowed Scholarship Fund was created in 1986 by Mrs. Joseph C. Plyler, in memory of her husband, a 1935 graduate of Wofford. Preference in the selection of recipients of awards from the fund is given to students planning careers in the ministry.

The Elizabeth Ramsey Poole Endowed Scholarship Fund was established in 1992 by her brother, Charles W. Ramsey, of Charlotte, North Carolina. Mrs. Poole was a 1927 graduate of Duke University, and she earned the M.A. degree from Wofford in 1950. She was a public school teacher for 44 years. Preference in making awards from this fund is given to students from Spartanburg School District Seven.

The Roy Singleton Powell and Elizabeth Perrin Powell Endowed Scholarship Fund was established in 1991 by Mr. and Mrs. Powell of Spartanburg. Their son Perrin is a 1969 graduate of Wofford.

The Dr. and Mrs. George W. Price, Jr., Endowed Scholarship Fund was started in 1986 by Dr. and Mrs. George W. Price, Jr., of Hendersonville, North Carolina. Dr. Price was a member of the Class of 1934. Income from this fund provides one scholarship to a rising junior studying pre-medicine. The award may be renewed for the senior year, provided the student remains in pre-medicine and in good academic standing.

The John M. Rampey Endowed Scholarship Fund was established by friends of John M. Rampey, a 1958 Wofford graduate, shortly after his death in November 1963. Mr. Rampey was an executive with Milliken & Company and was an ardent supporter of education at all levels. Awards from this fund are made to students studying the liberal arts who demonstrate high standards of ethical conduct, excellent interpersonal skills, and promise for success in applying their education in practical business-related affairs. These scholarships will be used to give students opportunities in training, internships, and other projects, courses, and activities which should enable the students to gain leadership experiences. Selection of recipients will be made by a committee composed of the Dean of the College or his representative, a faculty member from the Economics Department, and the Director of Financial Aid.

The Reader’s Digest Foundation Endowed Scholarship Fund was established in 1969 by the Reader’s Digest Foundation of Pleasantville, New York.

The C. F. “Frog” Reames Endowed Scholarship Fund was established in 1990 by family and friends of Mr. Carroll Frederick “Frog” Reames, of Anderson, South Carolina. Mr. Reames, a member of the Class of 1926, was a legendary educator in the Anderson community.

The Oscar F. Rearden Endowed Scholarship Fund was established in the will of Oscar F. Rearden to provide financial assistance for the education of any deserving young persons who are studying for the United Methodist ministry and who have need for financial aid.

The Reeves Family Endowed Scholarship Fund was established in 1996 with a gift from the New Jersey-based Reeves Foundation, named for a prominent textile manufacturing family. The late John E. Reeves, Sr., was a Wofford Trustee from 1971 to 1973 and his son, John E. Reeves, Jr., served on the Board from 1984 to 1996. The gift from the Foundation created three academic scholarships and two athletic scholarships. At least two of the scholarships are based on need, and the preference for the athletic scholarships is given to men and women who play varsity tennis.

The William C. Reid Endowed Scholarship Fund was established in 1997 by members of Buncombe Street United Methodist Church in Greenville, South Carolina, and other friends of Dr. Reid. The scholarship honors the Reverend Dr. Reid, Wofford Class of 1955, for his service to the South Carolina Conference of the United Methodist Church and to Wofford College, which bestowed upon him the honorary Doctor of Divinity degree in 1987.

The Myrtle Ezell Reynolds Endowed Scholarship Fund was established by her family and friends as a tribute to her commitment to education and her interest in the welfare of young people. Awards from the fund are reserved for students who have financial need.

The Richardson Family Endowed Scholarship Fund was established in 1989 by Mr. and Mrs. Jerome J. Richardson and their children, Jon, Mark, and Ashley. Mr. Richardson is a member of the Class of 1959. This scholarship, for one student in each class at Wofford, covers comprehensive fees, as well as the costs associated with summer internships following the recipients’ freshman, sophomore, and junior years. It is the intent of the donors that the recipients participate in intercollegiate athletics, be well-rounded, have strong values, and demonstrate love and respect for family.

The Arthur B. Rivers Endowed Scholarship Fund was established in honor and memory of Dr. Arthur B. Rivers, Class of 1919, by his family and his friends. Awards from the fund are reserved for students who need financial assistance.

The Frank E. Roberts Endowed Scholarship Fund was established in 1991, following the death the previous year of Mr. Roberts, a member of the Class of 1917. Mr. Roberts was a native of Latta, South Carolina, who built a successful insurance business in Fort Worth, Texas.

The Thomas C. Rogers Memorial Endowed Scholarship Fund was established in 1979 with a bequest from the estate of the late Mr. Rogers as a memorial to his son, Thomas Clyde Rogers, and his brother, Dr. S. J. Rogers. Awards from the fund are reserved for pre-ministerial students.

The Professor John L. Salmon Endowed Scholarship Fund was established in 1988 by family and friends of Dr. Salmon and his wife, Lynne. Dr. Salmon was a member of the Foreign Language Department from 1921 to 1964. Dr. Salmon died in 1988 and Mrs. Salmon died in 1996. Awards from this fund are for students studying foreign language.

The Scottish Rite of Freemasonry Memorial Endowed Scholarship Fund was established in 1958 in memory of Charles Semple Pettis, a former Professor of Physics at Wofford College.
The Richard W. Scudder Endowed Emergency Scholarship Fund was established in 1992 with a bequest from the estate of Richard W. Scudder, a 1957 Wofford graduate and longtime manager of the bookstore and canteen at the college. Because of Mr. Scudder's interest in assisting students who were experiencing serious financial difficulties, awards from the fund are reserved for students with extreme financial circumstances. Selection is made upon the recommendation of a special committee composed of the Chaplain, the Dean of Students, and the Director of Financial Aid.

The Molly Sessoms Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. Walter W. Sessoms of Atlanta, Georgia, in memory of their daughter, Molly, who died in 1980. Mr. Sessoms is a Wofford graduate, Class of 1956, and is a former member (1985-1997) and former chairman (1990-1995) of the Board of Trustees. The scholarship is intended for an entering freshman.

The Annie Naomi McCarrtha Shirley Endowed Scholarship Fund was established by Mrs. Annie N. M. Shirley of Columbia, South Carolina. Awards from the fund are reserved for needy United Methodist pre-ministerial students.

The Carter Berkeley Simpson Memorial Endowed Scholarship Fund was established in 1969 by Mr. John W. Simpson as a memorial to his brother, Carter B. Simpson. Awards from the fund are reserved for needy graduates of Spartanburg High School.

The Edward H. Sims Endowed Scholarship Fund was established in 1983 by H. Daniel Avant, Class of 1961, Wofford Trustee (1990-present) of Camden, South Carolina, in honor of Edward H. Sims, Class of 1943.

The Cecil O. Smith Endowed Scholarship Fund was established in 1994 with a bequest from the widow of Mr. C.O. Smith, a Spartanburg business leader until his death in 1984. Awards from the fund are reserved for students planning a career in ministry.

The Ralston Eugene Smith, Jr., and Cora T. Y. Smith Endowed Scholarship Fund was established in 1983 by Mrs. Cora T. Y. Smith of Florence, South Carolina, in memory of her husband, a member of the Class of 1910. Awards from the fund are reserved for students planning careers in the ministry or other religious professions.

The Victor M. and James V. Smith Endowed Academic-Athletic Scholarship Fund was established in 1987 in honor of Mr. Victor Mullins Smith, Class of 1935, and his son, James Victor Smith, Class of 1968. Awards from the fund are reserved for student-athletes who are members of the football, golf, or tennis teams.

The Z. A. Smith and Helen W. Smith Endowed Scholarship Fund was established by Mrs. Z. A. Smith of Greenville, South Carolina.

The Conley T. Snidow Endowed Scholarship Fund was established in 1992 by family members and friends of Mr. Snidow, who was the head football coach at Wofford from 1953-1966. Awards from the fund are reserved for students who participate in the intercollegiate football program.

The Soccer Lettermen's Endowed Scholarship Fund was created in 1988 by alumni, parents, and other friends of the Wofford intercollegiate soccer program. Awards from this fund are made to student-athletes participating in the soccer program.

The Herbert Lee Spell and Sarah Cannon Spell Endowed Scholarship Fund was begun in 1982 with gifts from Dr. and Mrs. Herbert Spell of Summerville, South Carolina. Dr. Spell was a member of the Class of 1931.

The Carrie B. Spivey Endowed Scholarship Fund was established in 1992 with a bequest from the estate of Carrie B. Spivey, Jr., of Greenville, South Carolina. Mr. Spivey was a member of the Wofford Board of Trustees from 1986 until his death in 1991. Awards from the fund are reserved for students participating in the college’s intercollegiate athletic program.

The Springs Endowed Scholarship Fund was established by a gift from the Frances Ley Springs Foundation in 1975. Outstanding students from the high schools in Lancaster, Chester, and York counties in South Carolina are eligible candidates for awards from the fund.

The Springs Industries Endowed Scholarship Fund was begun in 1990 with a gift from Springs Industries of Fort Mill, South Carolina.

The Charles William Stein and Hortense Stein Endowed Scholarship Fund was established in 1983 with a gift from Springs Industries of Fort Mill, South Carolina.

The Carter Berkeley Simpson Memorial Endowed Scholarship Fund was established in 1965 in memory of their parents, the Reverend Henry Stokes, Class of 1893, and Mrs. Florence Heath Stokes, and their brother, R. Wilson Stokes, Class of 1930, by Miss Mary Bolling Stokes, and by Allen Heath Stokes and Thomas Henry Stokes, both of the Class of 1924.

The Switzer Family Endowed Scholarship Fund was established in 1986 by Mr. and Mrs. James L. Switzer of Union, South Carolina, and their three children, Paul, Class of 1977, Jim, Class of 1980, and Toccoa, and was significantly increased in 1987 with a gift from the Bailey Foundation of Clinton, South Carolina. Mr. Switzer was a member of the Class of 1940 and Mrs. Switzer is a Wofford Trustee (1990-present). Awards from the fund are reserved for graduates from the top twenty-five percent of their class from Christ School of Arden, North Carolina.

The Sandor Teszler Endowed Scholarship Fund was established in 1993 by family members and friends of Mr. Teszler to honor his 90th birthday. Mr. Teszler, for whom the college's library also is named, is Adjunct Professor of Humanities at Wofford and a beloved friend of the college.

The T. Reginald Thackston Endowed Scholarship Fund was established in 1979. Mr. Thackston, Class of 1956, served the United Methodist Church in South Carolina, including pastorates at Hemingway, Conway, Marion, Charleston, and Columbia, until his retirement in 1997. He has served Wofford as a member (1976-1988) and secretary (1982-1988) of the Board of Trustees.
The Paul Calvert Thomas Endowed Scholarship Fund was established in 1984 by his daughter, Ann Calvert Thomas Irwin, and her husband and three daughters, to honor Mr. Thomas, of Class of 1917, who served the college as Treasurer and member of the Board of Trustees. Preference in selecting recipients for awards from the fund is given to members of the Glee Club and students studying chemistry.

The John B. Thompson Endowed Scholarship Fund was established in the will of John B. Thompson of Spartanburg. Awards from the fund are reserved for needy students.

The Strom Thurmond Endowed Scholarship Fund was created in 1993 by friends of Senator Strom Thurmond, in honor of his 90th birthday. Awards from the fund are made to rising senior students who show promise of excellence in applying their liberal learning in practical affairs. Selection of recipients is made by a special committee.

The G. Cameron Todd and Elizabeth C. Todd Endowed Scholarship Fund was established in 1984 by George C. Todd, Jr., Class of 1977, and his wife, Sarah, to honor his parents. Awards from the fund are reserved for students planning to enter the field of business, with preference given to participants in the college’s intercollegiate athletic program.

The Traywick Endowed Scholarship Fund was established by Thomas Tatum Traywick, Sr. and Elizabeth Deaver Traywick in 1977 in appreciation of all that Wofford has meant to their families over the years. Awards from the fund are reserved for students who have financial need.

The VF Corporation Endowed Scholarship Fund was established in 1990 by the VF Corporation of Reading, Pennsylvania, with the assistance of Mr. Robert E. Gregory, Mr. Gregory, a member (1986-present) and chairman (1995-present) of the Board of Trustees, was President and Chief Operating Officer of VF Corporation until 1991.

The Wachovia Bank of South Carolina Endowed Scholarship Fund provides an annual award to students demonstrating financial need. Preference for awards from the fund is given to the sons and daughters of Wachovia Bank of South Carolina employees.

The T. Emmett Walsh Endowed Scholarship Fund was established by family and friends of Mr. Walsh. A 1941 Wofford graduate and distinguished attorney in Spartanburg, Mr. Walsh was actively involved with his alma mater until his death in 1990. Awards from the fund are reserved for South Carolina residents.

The Eunice Miles Watson Memorial Endowed Scholarship Fund was established by Dr. Paul E. Watson, Jr., Class of 1945, in memory of his mother, Eunice Miles Watson. Awards from the fund are reserved for student-athletes who are members of the tennis team.

The Paul Eligih Watson, Sr., Memorial Endowed Scholarship Fund was established by his son, Dr. Paul E. Watson, Jr., Class of 1945, in his memory. Awards from the fund are reserved for student-athletes who are members of the baseball team.

The J. Anthony White Endowed Scholarship Fund was established in 1980. A member of the Class of 1941, Dr. White served Wofford as president of the student body (1940-1941), and member (1966-1978) and chairman (1975-1978) of the Board of Trustees. He was a leading physician, nationally recognized for his dedication to his family, and an outstanding civic and church leader.

The Woodrow W. Willard Memorial Endowed Scholarship Fund was established in 1993 by Woodrow W. Willard, Jr., Class of 1974, and Cathy Willard Wahlen in memory of their father, a member of the Wofford Class of 1938 and Spartanburg business leader. The fund is used to assist deserving students whose financial needs may not be addressed by federal or state grants or by merit programs.

The John Wiley and Rose Eaddy Williams Endowed Scholarship Fund was established by Mrs. Williams in 1974. Awards from the fund are reserved for students who have financial need. Preference is given to citizens of South Carolina.

The Allen Owens Wood Memorial Endowed Scholarship Fund was established in 1983 by Mrs. Jeannette Brien Wood in memory of her husband, Allen Owens Wood, Class of 1940. Awards from the fund are reserved for English majors who have financial need. Preference is given to a student interested in journalism.

The John M. Younginer, Jr., Endowed Scholarship Fund was established in 1993 by friends of the Reverend Younginer, a 1953 Wofford graduate, and former member (1980-1992) and secretary (1991-1992) of the Board of Trustees, as a surprise tribute to his receiving an honorary Doctor of Divinity degree at Commencement.

Other Endowed Scholarship Funds

These funds, which have not reached the minimum endowment level, are divided into two categories. One contains those from which annual awards are currently being made. These active funds were established prior to the policy requiring a minimum level before awards are made to students. The other category contains funds which are building in accord with that policy. Annual earnings and new gifts are added to such a fund until it reaches the level for an endowed scholarship.

Active Funds

The Bishop James Atkins Memorial Scholarship Fund was established in 1948 by Dr. and Mrs. J. T. Hooker of Spartanburg. Bishop Atkins was a member of the Class of 1918.

The Betty G. Bedenbaugh Scholarship Fund was established by Mrs. Betty G. Bedenbaugh in her will in 1933. Awards from the fund are reserved for students who have financial need.

The Dr. Lewis Jones Blake Scholarship Fund was established in 1945 by Mrs. Louise H. Blake of Spartanburg as a memorial to her husband, Dr. Lewis Jones Blake, Class of 1884.
The Paul Calvert Thomas Endowed Scholarship Fund was established in 1984 by his daughter, Ann Calvert Thomas Irwin, and her husband and three daughters, to honor Mr. Thomas, Class of 1917, who served the college as Treasurer and member of the Board of Trustees. Preference in selecting recipients for awards from the fund is given to members of the Glee Club and students studying chemistry.

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The Eunice Miles Watson Memorial Endowed Scholarship Fund was established by Dr. Paul E. Watson, Jr., Class of 1943, in memory of his mother, Eunice Miles Watson. Awards from the fund are reserved for student-athletes who are members of the tennis team.

The Paul Elijah Watson, Sr., Memorial Endowed Scholarship Fund was established by his son, Dr. Paul E. Watson, Jr., Class of 1945, in his memory. Awards from the fund are reserved for student-athletes who are members of the baseball team.

The J. Anthony White Endowed Scholarship Fund was established in 1980. A member of the Class of 1941, Dr. White served Wofford as president of the student body (1940-1941), and member (1966-1978) and chairman (1975-1978) of the Board of Trustees. He was a leading physician, nationally recognized for his dedication to his family, and an outstanding civic and church leader.

The Woodrow W. Willard Memorial Endowed Scholarship Fund was established in 1993 by Woodrow W. Willard, Jr., Class of 1974, and Cathy Willard Wahlen in memory of their father, a member of the Wofford Class of 1938 and Spartanburg business leader. The fund is used to assist deserving students whose financial needs may not be addressed by federal or state grants or by merit programs.

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**Active Funds**

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The Betty G. Bedenbaugh Scholarship Fund was established by Mrs. Betty G. Bedenbaugh in her will in 1953. Awards from the fund are reserved for students who have financial need.

The Dr. Lewis Jones Blake Scholarship Fund was established in 1945 by Mrs. Louise H. Blake of Spartanburg as a memorial to her husband, Dr. Lewis Jones Blake, Class of 1884.
The Vernon L. Caldwell Memorial Scholarship Fund was established in 1963 by his friends in memory of Vernon L. Caldwell, former athletic trainer at Wofford.

The Hattie L. Phillips and Edwin P. Carroll Endowed Scholarship Fund was established by Mrs. Hattie Carroll and Mr. Edwin Carroll of Charleston, South Carolina. Mr. Carroll was a member of the Class of 1927. Awards from the fund are reserved for students who have financial need.

The Class of 1916 Memorial Scholarship Fund was established in 1957 by Mr. J. Spencer Wolling, Class of 1916.

The Clifton Manufacturing Company Scholarship Fund was established by Clifton Manufacturing Company, of Clifton, South Carolina, in 1943. Preference in selecting recipients for awards from the fund is given to students from Clifton Mills families.

The Julius E. Cogswell Scholarship Fund was established in 1953 by Mr. Julius E. Cogswell, Class of 1885.

The D. E. Converse Company Scholarship Fund was established in 1943 by the D. E. Converse Company of Glendale, South Carolina. Preference in selecting recipients for awards from the fund is given to employees or children of employees of the company.

The A. Mason DuPre Memorial Endowed Scholarship Fund was established in 1979 by Mr. J. M. Ocland, Class of 1919, in memory of Wofford’s legendary Dean DuPre, Class of 1895.

The Wallace Duncan DuPre Scholarship Fund was established in 1977 in memory of Mr. DuPre, Class of 1909.

The Fairforest Finishing Company Scholarship Fund was established by Fairforest Finishing Company of Spartanburg in 1943. Preference in selecting recipients for awards from the fund is given to an employee or son or daughter of an employee of Fairforest Finishing Company.

The William H. Gladden, Jr. Scholarship Fund was established in 1961 by Mrs. Maud Queen Gladden of Rock Hill, South Carolina, in memory of her son, a member of the Class of 1939.

The Chesley C. Herbert Scholarship Fund was established by the Reverend C. C. Herbert, Jr., and his brother, Dr. T. W. Herbert, as a memorial to their father, the Reverend Chesley C. Herbert, Class of 1892.

The Julien C. Hyer Endowed Memorial Scholarship Fund was established in 1975 by the will of Julien C. Hyer, Class of 1913. Awards from the fund are reserved for students who have financial need.

The Isom Scholarship Fund was established in the will of Mrs. Lees G. Isom. Awards from the fund are reserved for students in preparation for the ministry of the United Methodist Church.

The O. C. Kay Scholarship Fund was established in 1956 by the gift of Mr. O. C. Kay. Awards from the fund are reserved for students who have financial need.

The Ray M. and Mary Elizabeth Lee Foundation Scholarship Fund was established to provide assistance for needy students from Georgia.

The Donald F. McCarter Memorial Scholarship Fund was established by Mr. and Mrs. James McCarter in memory of their son, Donald, Class of 1973.

The Mills Mill Scholarship Fund was established by Mills Mill of Woodruff, South Carolina, in 1943. Preference in selecting recipients for awards from the fund is given to an employee or a son or daughter of an employee of Mills Mill.

The Emphasis Ann Murph Scholarship Fund was established by her son, Mr. D. S. Murph of St. Andrews, South Carolina and Washington, D.C.

The William L. Ouze Endowed Scholarship Fund was established by the late William L. Ouze, Class of 1912, of Spartanburg. Awards from the fund are reserved for student-athletes.

The Pacolet Manufacturing Company Scholarship Fund was established by Pacolet Manufacturing Company of Pacolet, South Carolina, in 1943. Preference in selecting recipients for awards from the fund is given to students from Pacolet Manufacturing Company families.

The Darwin L. Reid Memorial Scholarship Fund was established in honor of Mr. Darwin L. Reid, Class of 1895, by Mrs. D. L. Reid of Sandy Springs, South Carolina, and her daughter, Mrs. John D. Rogers of Easley, South Carolina, in 1950.

The Sims-Lyles-Dawkins-Martin Scholarship Fund was established by Mr. and Mrs. T. P. Sims of Spartanburg for orphaned students from Spartanburg, Union, and Fairfield counties in South Carolina.

The Snyder-DuPre Scholarship Fund was established by the Washington, D.C. Alumni Association in honor of President Henry Nelson Snyder and Dean Arthur Mason DuPre.

The Spartan Mills Scholarship Fund was established in 1943 by Spartan Mills, Spartanburg. Preference in selecting recipients for awards from the fund is given to students from Spartan Mills families.

The James M. Swanson, Jr., Scholarship Fund was established by Mr. and Mrs. James M. Swanson of South Boston, Virginia, in 1964 as a memorial to their son, a 1961 graduate.

The William R. Thomas, Jr., Memorial Scholarship Fund was established in 1968 by Mr. and Mrs. William R. Thomas of Virginia Beach, Virginia, as a memorial to their son, William R. Thomas, Jr., Class of 1970. Awards from the fund are reserved for students who have financial need.

The Coleman B. Waller Scholarship Fund was established by Dr. Coleman B. Waller, Class of 1895 and Emeritus Professor of Chemistry at Wofford.

The D'Arcy P. Wannamaker Scholarship Fund was established by Mr. John E. Wannamaker, Class of 1872, in memory of his son, D'Arcy P. Wannamaker, Class of 1911. Awards from the fund are reserved for students who have financial need.
Wilbur D. White Memorial Scholarship Fund was established by Mr. and Mrs. R. W. Barnewell of Warner Robins, Georgia, in memory of Wilbur D. White, Class of 1919, the brother of Mrs. Barnewell. Preference in selecting recipients for awards form the fund is given to naturalized citizens or children of naturalized citizens.

The John Mitchell Witsell Memorial Scholarship Fund was established in the will of Mrs. Edith D. Witsell as a memorial to her son, a member of the Class of 1927.

The Wofford Memorial Scholarship Fund is provided by memorials sent to the college as endowed scholarship funds.

**Funds Which Are Building**

Scholarship funds named in honor and memory of the people, groups, and Wofford classes specified below are building in accord with Wofford endowment policy.

| Frederick Rowell Atkinson                        | James G. Haltford, Jr.               |
| Jennie Allen Capers                              | Dorothy B. and                       |
| Class of 1922                                    | William W. Halligan, Jr.             |
| Class of 1925                                    | John Q. Hill                         |
| Class of 1928                                    | George Hedges                        |
| Class of 1929                                    | Charles E. Holmes                    |
| Class of 1937                                    | William W. Lancaster                 |
| Class of 1942                                    | Jonathan R. Lide                     |
| Class of 1944                                    | J. Grady Locklear                    |
| Class of 1946                                    | C.J. Lupo, Jr.                       |
| Class of 1948                                    | Melvin K. and                        |
| Class of 1949                                    | Mayme D. Medlock Family              |
| Class of 1951                                    | Charles C. Moore                     |
| Class of 1963                                    | Curtis Lynn Nichols, Jr.             |
| Class of 1966                                    | Panhellenic                          |
| Class of 1967                                    | Dwight F. Patterson                  |
| Class of 1969                                    | Pinson Family                        |
| Class of 1981                                    | Presidential International           |
| Class of 1984                                    | Joel E. Robertson                    |
| Class of 1986                                    | Conrad W. Sanders                    |
| Class of 1987                                    | Major and Mrs. Harry O. Shaw, Jr.    |
| Class of 1988                                    | Marshall and Frances Shearouse       |
| Class of 1992                                    | Dennis W. Shedd                      |
| Class of 1993                                    | Donna R. Thrailkill                  |
| Class of 1994                                    | Tyson Cross                          |
| Class of 1995                                    | W. Carl Walsh                        |
| Class of 1996                                    | John B. Williams                     |
| Thomas M. Davis                                  | Wofford Club of Columbia             |
| Wallace G. Dean                                  | Julian S. Wolfe                      |
| G.B. Dukes                                       | Women Athletic Founders              |
| James F. Duncan                                  | Julien Wyatt                         |

**General Scholarships**

Scholarships listed in this category are awarded annually, but are not considered part of the college’s permanently endowed funds. These general funds exist through contributions given to Wofford for the purpose of making annual scholarship awards.

The Robert D. Atkins Scholarship Fund was established in 1989 by Robert D. Atkins of Spartanburg, a 1965 graduate of Wofford and a varsity football letterman. Preference in selecting recipients for awards from the fund is given to students who participate in the college’s intercollegiate football program.

The Joseph B. Bethea Scholarship Fund was established to honor the memory of Bishop Joseph B. Bethea, who died in 1995 while serving as Resident Bishop of the South Carolina Conference of the United Methodist Church. The fund is administered by the Conference.

The Robert M. Carlisle Memorial Scholarship is made possible by the income on the Robert M. Carlisle Scholarship Fund held in trust by the Spartanburg County Foundation. Mr. Carlisle was a member of the Class of 1926.

The Ruth B. Caudle Scholarship Fund was established in her will for the education of ministerial students or those preparing themselves for service in the United Methodist Church, preferably those students attending Spartanburg Methodist College and Wofford College. The trustees of the Caudle Fund generally make an annual award to a Wofford student.

The First Federal Savings and Loan Scholarship, given by First Federal Savings and Loan Association of Spartanburg, is awarded each year to one or more residents of Spartanburg County. Need and academic achievement are considered in selecting recipients.

The Olney Scholarships are for Spartanburg-area students are made possible by the income earned on the Olney Educational Fund held in trust by the Spartanburg County Foundation.

The Neofytos Papadopoulos Scholarship, given by Dr. Constantinos N. Papadopoulos, Class of 1954, of Houston, Texas, provides $1,000 per year for a student from Greece, in memory of Dr. Papadopoulos’ father.

The Rotary Club of Spartanburg Scholarship, supported by an annual gift, is annually awarded to one or more Spartanburg County students. Need and scholastic promise are considered in selecting recipients.

The D. L. Scurry Foundation Scholarship is provided by the Scurry Foundation, Greenville, South Carolina, to assist deserving students.

The South Carolina Electric and Gas Company Scholarship is a one-year $1,000 award made to a student in the upper one-third of his or her class who has demonstrated leadership and needs financial assistance, and whose parents or guardians are customers of South Carolina Electric and Gas Company or customers of the Department of Public Utilities of Orangeburg, Winnsboro, or McCormick counties.
The Spartanburg High School Scholarship, renewable for four years, is awarded annually by Wofford College to a member of the graduating class of Spartanburg High School.

The Spartanburg Methodist College Scholarship, renewable for two years, is awarded annually by Wofford College to the member of the graduating class of Spartanburg Methodist College transferring to Wofford with the highest grade average.

The D. W. Stacy Scholarship is made possible by a gift from Mr. Danny W. Stacy, Class of 1969, of Gaffney, South Carolina. It is awarded annually to a married upperclassman on the basis of financial need.

The Algernon Sydney Sullivan and Mary Mildred Sullivan Revolving Scholarships were established in 1969 by the Algernon Sydney Sullivan Foundation. Awards are made to students who have need and a sense of obligation to help others to enjoy similar benefits.

The Robert Arthur Thomas Scholarship Fund was established in 1980 by Green Pond United Methodist Church. Awards are to be made annually to any young person from Green Pond United Methodist Church who wishes to attend Columbia College, Spartanburg Methodist College, or Wofford College. In the event there is no applicant from Green Pond United Methodist Church, the money is contributed to one of the mentioned colleges rotating from year to year.

The United Methodist Scholarships are awarded annually by the Board of Education of the United Methodist Church to outstanding Methodist students.

The Junie L. White Scholarship, given by Junie L. White of Spartanburg, is awarded each year with preference given to a student-athlete who also is an English major and has financial need.

The Lettie Pate Whitehead Scholarships, established by the Lettie Pate Whitehead Foundation of Atlanta, Georgia, are awarded annually to deserving women from the South.

The Ruth Winn Wickware Scholarship and the Ruth Winn Wickware Foundation were established by the will of Ruth Winn Wickware of Laurens, South Carolina. The Foundation awards scholarships to students in the field of economics and business administration.

The David G. Williamson Football Scholarship Fund was established in 1988 by Mrs. David G. Williamson as a memorial to her late husband, a member of the Class of 1950. Preference in awarding the scholarship is given to applicants who participate in the college's intercollegiate football program and exhibit character, leadership, and service to others.

**Other Endowment Support**

Through the years, contributions from alumni and other friends have enabled Wofford to build its permanent endowment to the point that its market value in September 1997 is approximately $70 million. The growth of Wofford's endowment provides additional operating funds for the college, thereby affording financial stability to the academic program and relieving considerable institutional dependence on income derived from student tuition and fees. In 1994, the Board of Trustees revised the minimum gift amounts for funds restricted to specific endowed opportunities. Those minimum dollar levels are:

- Faculty Chair: $1,000,000
- Professorship: $750,000
- Lecture Series: $100,000
- Scholarship: $25,000
- (full tuition): $250,000
- Library Book Fund: $25,000

The largest gift Wofford has received, totaling more than $14 million, came from the Estate of Mrs. Homozel Mickel Daniel, distributed over the 1993-1995 period. Mrs. Daniel, of Greenville, was the widow of Charles E. Daniel, who built one of the largest and most successful construction firms in the world before his death in 1964. Mrs. Daniel was a great friend to higher education, and she left more than $55 million in bequests to charitable organizations.

Endowed funds (excluding scholarship funds, which are listed previously in this chapter of the Catalogue) whose principal amounts total at least $500,000 are listed below.

- The Chapman Family Chair in Humanities, established by the James A. Chapman family
- The Samuel Pate Gardner Chair, established by the Estate of Samuel P. Gardner, Class of 1918.
- The Mr. and Mrs. T. R. Garrison Professorship in Humanities, established by the Estate of T. R. Garrison, in memory of their son William McClure Garrison
- The Peter Berley Hendrix Professorship in Religion, established by the Estate of Peter B. Hendrix
- The Lewis P. Jones Distinguished Visiting Professorship was established in 1996 by Susu and George Dean Johnson, Class of 1964, to support annually a semester-long visit by a nationally prominent professor of history.
- The William R. Kenan, Jr. Professorship, established by the William R. Kenan Charitable Trust
- The Dr. and Mrs. Larry Hearne McCalla Chair in Chemistry, established by the Estate of Homozel Mickel Daniel
- The Dr. Larry Hearne McCalla Chair in Biology, established by the estate of Homozel Mickel Daniel
- The Dr. Larry Hearne McCalla Chair in Mathematics, established by the Estate of Homozel Mickel Daniel
- The Presidential Endowment Fund for Faculty and Curricular Development and Institutional Self-Renewal, established by the William and Flora Hewlett Foundation and the Andrew Mellon Foundation.

Endowed funds (excluding scholarship funds, which are listed previously in this chapter of the Catalogue) whose principal amounts total at least $500,000 are listed below.

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- The Samuel Pate Gardner Chair, established by the Estate of Samuel P. Gardner, Class of 1918.
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- The Dr. Larry Hearne McCalla Chair in Biology, established by the estate of Homozel Mickel Daniel
- The Dr. Larry Hearne McCalla Chair in Mathematics, established by the Estate of Homozel Mickel Daniel
- The Presidential Endowment Fund for Faculty and Curricular Development and Institutional Self-Renewal, established by the William and Flora Hewlett Foundation and the Andrew Mellon Foundation.
Academic Regulations

DuPre Administration Building, 1854
Calendar

Wofford's September-May academic year is divided into two semesters and a four-week Interim. The official college calendars for 1997-98 and 1998-99 are printed in this Catalogue.

Matriculation, Registration, and Enrollment

On specified dates late in each semester, currently enrolled students preregister for courses for the following semester. Matriculation and final registration then take place at the beginning of the new semesters on dates also indicated in the college calendar; at these times pre-registered students confirm (or may change) their course schedules, and students who are not pre-registered do their original registering for the semester. Late-registration fees are charged students who do not complete their registration or pre-registration on time. No student is permitted to register or add courses after the dates indicated in the calendar as the last for those procedures.

Students must present their schedules to their faculty advisors for review and approval. Schedules calling for more than the normal maximum permissible load (see the following section) can be carried only with the approval of the Registrar.

Registration procedures for the Interim are undertaken mid-way in the fall semester.

To be permitted to register for classes, students must clear all financial obligations to the college. In the spring semester, students must make their reservation deposits for the following year before pre-registering for the upcoming fall semester.

Course Load

The normal course load for a student in a semester is four or five full courses (those of three or four semester hours credit each). In addition, each freshman is to take a one-hour course in physical education each semester and juniors are required to take a short, non-credit course in career planning. Also in addition, students may take one-hour courses in music, and freshmen and sophomores may take one-hour or two-hour courses in military science. The normal (and maximum) load in Interim is one project.

First-semester freshmen may take no more than the four full courses, plus physical education and the one-hour options. All but one of the courses are prescribed as indicated in the following outline.

The Full-Year Course Sequence for Freshmen:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities 101</td>
<td>English 102</td>
</tr>
<tr>
<td>A Laboratory Science Course</td>
<td>A Laboratory Science Course</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>A General Education Required Course</td>
<td>A General Education Required Course</td>
</tr>
<tr>
<td>An Elective Course</td>
<td>An Elective Course</td>
</tr>
</tbody>
</table>

Any student other than a first-semester freshman or a student on academic probation may take up to seventeen hours in a semester. (A student on probation must obtain permission from the Registrar to take more than the normal four courses.) Students wishing to take more than seventeen hours must seek approval prior to the last day of the add period by completing a form that is available in the office of the Registrar. Students with cumulative grade-point averages lower than 3.00 will not be allowed to carry more than seventeen hours.

Students otherwise eligible to live in residence halls must have special permission from the Dean of Students to do so in any semester in which they are enrolled for less than nine hours, or in any Interim in which they are not taking a project.

Course Restrictions

Enrollment space in beginning-level foreign language courses, in science courses numbered 104 and 105, and in physical education courses is reserved for freshmen. Students who do not complete General Education requirements in those areas by the end of their freshman year cannot be guaranteed space in the courses exactly when they want it later.

Juniors and seniors are not permitted to enroll in the 100- and 200-level military science courses unless they are under ROTC contract and are required to take the courses.

For French and Spanish 101, 102, 103, 201, 202, 303, and for German 101, 102, 103, 201, 202, 301, a general restriction applies. Students who receive credit for a more advanced course normally may not take or repeat a less advanced course in the same language and receive credit or grade-points for it (except that courses 201, 202 are not sequential and may be taken in any order). This restriction applies also to students who receive credit for Greek 201 or 202 (which are sequential and 201 must be taken first). Students should not plan to enroll in restricted foreign language courses without first seeking the approval of the Registrar and the Chairman of the Department of Foreign Languages.

In physical education, students may participate for credit in only the two semesters of Physical Education 101, 102 as called for in General Education requirements, and will not be granted more credits in physical education than the required two semester hours.
A student may earn a maximum combined total of eight semester hours in the applied music courses (Music 101, 102, 200, 250+) and a maximum of six semester hours in theatre practica (Theatre 400+).

In foreign languages, a student may earn a maximum of four semester hours in courses 241, 242, 243; in computer science, a student may earn a maximum of six semester hours in Computer Science 280+; and in chemistry, a student may earn a maximum of four semester hours in Chemistry 250+ and a maximum of four semester hours in Chemistry 450+.

Grading System

For most courses and for a few Interim projects the Wofford grading system includes the grades A (Superior) through A-, B+ , B-, C+, C, C-, D, and F (Failure), and for all courses and projects the grades I (Incomplete), WP (Withdrawal Passing), and WF (Withdrawal Failing). The WP is given only if the student officially withdraws from the course on or before the date specified in the college calendar as the last day to drop with a passing grade, and is passing at the time of official withdrawal.

Grades of H (Pass with Honors), P (Pass), and F (Fail) are given for most Interim projects and for physical education and honors courses.

The I grade indicates that for some legitimate reason not all the work required of the student has been completed and thus a final grade determination cannot be made. All Incompletes for courses must be made up not later than mid-term of the following semester (including those of students not then enrolled), except under extremely extenuating circumstances as determined by the instructor and the Registrar. The I grade is used only rarely for Interim work, and then only with the expectation that it will be in effect for no longer than one week after the end of the Interim, by which time all work should be completed and final evaluation made. Incompletes not made up by these dates will be recorded as grades of F.

A system of grade-point averages is used to determine Wofford students' status regarding graduation, honors, the Dean's List, academic probation and exclusion, and other such concerns and circumstances. The calculation of the grade-point average includes only the grades recorded for students on work graded A-F and taken at Wofford, or taken in Wofford-related foreign study programs, or at Converse College when the cross-registration program is in effect, or at the University of South Carolina at Spartanburg when approved in advance by the Wofford Registrar as part of the cross-registration agreement with that institution.

Grade-point values are assigned to grades as follows: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D = 1.0; F = 0; I = 0; WP = 0. WR = 0.

The grade-point average is determined by multiplying the number of hours in each course attempted (and each Interim project attempted when graded A-F) by the grade points for the grade received, and dividing the total grade points by the total number of hours attempted. Interim projects (except those graded A-F), courses graded by the Pass/Fail system, and courses and projects for which students receive grades of WP are not included in calculations of grade-point averages. All work (except that graded by the Pass/Fail system) for which students receive the grade of WF is included in the calculations.

Any plus or minus designations appearing in the grades of students matriculating earlier than the Class of 1993 have no impact on the grade points or grade-point averages for those students.

Examinations

Final examinations are normally part of every course. A student who wishes to take an examination during the examination week at a time other than the scheduled time may do so only at the discretion of the course instructor.

Under no circumstances may an examination be administered before or after the established examination week without the approval of the Dean of the College. Such approval is given for an individual student only in cases of illness, death in the family, or other extremely extenuating circumstance.

Reports On Academic Progress

At the end of each semester and Interim, grade reports will be sent to students and to their parents or guardians in accordance with the eligibility established under the Family Educational Rights and Privacy Act of 1974. Mid-semester progress reports will also be sent.

Academic Honors

The Dean's List

Compiled at the end of each semester, the Dean's List recognizes students' high achievement in their courses. To be eligible for the Dean's List a student must:

1. have attempted at least twelve hours in the semester (not counting repeated courses or courses in physical education); and
2. either have achieved grades of A, A-, B+, B, or H in all courses attempted, including repeated courses (but not physical education), or have achieved a grade-point ratio of 3.5 or higher based on all courses attempted, including repeated courses.

A student is not eligible for the Dean's List for a semester in which he or she has a grade of I (Incomplete) for any course. The student may be eligible when the work has been completed and the final grade determination has been made.

Graduation Honors

Candidates for degrees who have achieved certain levels of academic excellence at Wofford College are graduated with one of the following honors: cum laude, magna cum laude, or summa cum laude. These honors are determined on the basis of grade-point average, and the averages required are 3.25 for cum laude, 3.50 for magna cum laude, and 3.75 for summa cum laude.
Honors Courses and In-Course Honors
Wofford College provides opportunities for qualified students to broaden their educational experience through creative independent study in the area of their current coursework or major field. Two such programs are Honors Courses and In-course Honors.

Honors Courses
At the discretion of the faculty, a student may undertake a six-hour independent course of study in the senior year to graduate with honors in his or her major. Honors courses are subject to the following regulations:
1. Only students having a cumulative grade average of at least B or grade of B or better in all courses taken at Wofford during the preceding two semesters are eligible to undertake honors courses.
2. Upon approval of the instructor and the student's major advisor, the advisor shall submit to the curriculum committee of the faculty a request that the student be permitted to undertake an honors course. The request shall be accompanied by a detailed proposal setting forth clearly the work to be done and the standards and procedures for evaluating the results. The project should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology. Application for the honors course should be made at least in time for consideration by the curriculum committee of the faculty in the student's junior year.
3. An honors course may be undertaken only in the senior year and will carry six hours of credit over two semesters. Final grade options are Pass, Pass with Honors, and Fail. No partial credit may be given. The honors course may count toward major requirements with the approval of the major advisor. When successfully completed, the course will be identified on the student's permanent record as an honors course.
4. A student may be removed from an honors course at any time if in the judgment of the instructor and the major advisor the student's work is not of sufficient merit to justify continuation.
5. Each student completing an honors course shall prepare and submit to the instructor three copies of a written report describing the work done in the course. The student will then undergo a final oral examination by a committee of three faculty members, appointed by the major advisor, and including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour. The major advisor will retain one copy of the final report and submit one copy to the curriculum committee for review. The curriculum committee copy will then be deposited in the college archives.
6. A student who receives a grade of Pass in an honors course and achieves at least a 3.75 grade-point average for major coursework shall be mentioned at the commencement exercises as being graduated with High Honors in his or her major and shall be listed in a special section of the Catalogue. The same notation shall be recorded on the student's permanent record.
7. A student who receives a grade of Pass with Honors in an honors course and achieves at least a 3.75 grade-point average for major coursework shall be mentioned at the commencement exercises as being graduated with High Honors in his or her major and shall be listed in a special section of the Catalogue. The same notation shall be recorded on the student's permanent record.

In-Course Honors
In-course Honors is a program intended to enrich and expand regular courses offered at Wofford through independent, supplemental study. Qualified students are permitted to attempt in-course honors in accordance with the following regulations:
1. The student must have had at least one previous semester at Wofford and must have attained a B average, either cumulative or in the last full semester completed at Wofford.
2. A written request for in-course honors and a planned program of study must be presented to the course instructor before the end of the third week of the semester. Approval of the application and program of study must be obtained from the course instructor, department chairman, and the Dean of the College. A special form for this purpose is available at the office of the Registrar.
3. In-course honors work shall consist of independent study under tutorial guidance and relating to the subject of the course in which it is undertaken. It should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology. In-course honors work will include a terminal essay which analyzes or exhibits the results of the study, and culminate in an oral examination by a committee of three faculty members, appointed by the department chairman, and including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour.
4. The student must also meet all of the requirements of the regular course, including the final examination. Credit may not be given for in-course honors unless the student earns a grade of at least B for both the regular course requirements and in-course honors work. Upon the student's satisfactory completion of in-course honors the instructor will report the final course grade with the suffix H added to the course number. The Registrar will identify the course on the student's record as including in-course honors and award one semester hour of credit in addition to the regular course credit. The grade-points for the additional hour, if earned, will be based on the grade awarded for the in-course honors work.
5. No student may elect more than one in-course honors program per semester.
6. No student shall be penalized for failure to undertake honors work. Failure to successfully complete in-course honors shall in no way affect the final grade assigned for regular course work.
7. An individual faculty member may be unable to meet a student's request for in-course honors, and the college is not obliged to provide this opportunity in every course. No first-semester faculty member may give in-course honors; the interested student should consult the department chairman for other possible arrangements.

Adding or Dropping Courses

At the start of each semester there is an official period during which students have the opportunity to change their class schedules and course loads, within limits, by adding or dropping courses. During this add/drop period, which extends from registration day to the ending date noted in the college calendar, students obtain permission from instructors of courses they wish to add to their schedules and/or notify instructors of courses they wish to drop, and deliver to the office of the Registrar add or drop slips initialed by the instructors to signify their permission or acknowledgment. Add or drop slips must also be signed by the students' faculty advisor.

Courses dropped during this official add/drop period do not appear on the students' permanent records.

Students may still drop courses (but may not add) after the end of the official add/drop period, but the consequences of doing so are quite different. Students wishing to drop courses should always seek advice on the matter from their advisors and instructors, but this is particularly so when the add/drop period has passed, because all courses dropped after that period will appear on the students' permanent records, with WP or WF grades. A course dropped after the official add/drop period but on or before the day four weeks prior to the last day of semester classes may be recorded with the grade WP if the student carries out the official drop process and is passing the course at the time he or she officially drops; otherwise the grade WF will be recorded. The drop slip, properly initialed by the course instructor (and by the faculty advisor) and indicating the grade to be recorded, is returned to the office of the Registrar by the instructor and not by the student. Students who drop courses during the last four weeks of semester classes will automatically and routinely be assigned grades of WF for those courses.

For information regarding the effect of the WF grade on the grade-point average, refer to the Grading System section which appears earlier in this chapter of the Catalogue.

Some financial aid awards require that recipients be enrolled full-time. Students receiving awards should consult the Director of Financial Aid before they drop any course at any point in the semester.

Repeating Courses

Students may repeat only those of their courses for which final grades of C-, D-, F, or WF were recorded in the prior attempt, and in their careers at Wofford, students may undertake no more than four such repeats without the course hours being counted again as hours attempted. Thus the student who undertakes four repeats or fewer and makes higher grades will receive the full grade-point value of the higher grades; but for repeats beyond four, all attempts in those courses will be included in the calculation of the grade-point average.

The limitations referred to in the paragraph above do not apply to students who entered Wofford on an officially matriculated basis before September 1, 1989.

Interim projects and certain courses may not be repeated; the prohibition applies to all students regardless of their date of matriculation. Humanities 101 may not be repeated, and under certain conditions, French, German, and Spanish 101, 102, 103, 201, 202, and Greek 105 and 201 may not be repeated (see section on course restrictions, found earlier in this chapter of the Catalogue).

In any instance in which a student repeats a course, he or she must complete and submit a notification form available at the office of the Registrar. Otherwise, none of the benefits potentially to be derived from repeating will be gained. Note also that even though courses may be repeated, the prior attempts and grades are not removed from permanent records, and, of course, credit hours are awarded only once.

The opportunity for the credit or grade-point benefits of repeating courses as discussed here is available only when the courses are both first taken and repeated at Wofford.

A student who has twice failed a course (or courses in the same department) needed for a General Education requirement for graduation may appeal to be exempted from that requirement. Before the end of the add/drop period in the semester following the second failure, the student wishing to appeal must request that the Dean of the College convene a committee to review his or her case and to decide whether to grant the exemption sought. The committee's decision is final. Although a similar appeal opportunity exists in relation to courses listed as prerequisites to majors in Economics or Business Economics, there is no such opportunity regarding courses taken to earn elective hours or to meet requirements for majors.

Class Standing

For a student to rank as a sophomore, he or she must have earned a minimum of thirty semester hours; as a junior, sixty semester hours; as a senior, ninety semester hours.
Course Work at other Institutions

A student who wishes to take course work at another college or university and to apply that work toward the requirements for a Wofford degree must secure the advance approval of the Registrar and the chairman of the Wofford departments in which the desired courses would normally be offered. The chairman will determine the suitability and equivalency of the courses, while the Registrar will consider whether the student's request meets certain required conditions.

Among the conditions for eligibility for work elsewhere are that the student may not repeat at another college or university a course he or she has failed at Wofford; may take work only at a senior college or university if he or she has accumulated as many as sixty-two semester hours; may not take course-hour loads considered by the Wofford Registrar to be excessive; and may not take at another college or university in the Spartanburg area any course or courses being offered at Wofford in that same semester or term.

For other circumstances affecting eligibility for work elsewhere, refer to the section on Academic Probation and Exclusion toward the end of this chapter of the Catalogue, and the paragraph on the Residency Requirement early in the next chapter.

Upon receipt by the Wofford Registrar of official transcripts of work taken elsewhere, credits will be accepted for those approved courses in which the students received grades higher than C-. The grades on courses elsewhere are not included in the computation of the students' grade-point averages. The exception is for course work done in Wofford-related foreign study programs, or at Converse College when the cooperative cross-registration program is in effect, or at the University of South Carolina at Spartanburg when approved in advance by the Wofford Registrar as part of the cross-registration agreement with that institution. In these three programs credits are accepted for all approved courses officially documented as having been passed, and the grades for all courses thus taken are included in the computation of grade-point averages in the same fashion as grades for courses taken at Wofford.

Auditing Courses

A student who wishes to audit a course may do so upon securing the permission of the instructor and the Registrar. Under no circumstances may an audit be changed to a registration for credit or a registration for credit changed to an audit after the end of the add/drop period. The notation "Audit" will be affixed to the student's permanent record only if the instructor submits at the end of the course a grade of Audit, indicating the student indeed audited the course satisfactorily.

An audit fee is charged each course-auditor who is not a full-time Wofford student.

Class Attendance

In class meetings, students not only receive instruction from their teachers, but in discussion give reactions and listen to the reactions of fellow students. In such a teaching/learning process both the student and the class suffer a loss when the student is absent from class. Thus, all students are expected to attend all classes and activities scheduled for courses in which they are registered for credit, and they should understand that if they do not do so, they must accept the academic consequences of that behavior.

Absences from class, including those excused in accord with the provisions outlined below, do not excuse students from the responsibilities they bear for fulfilling the academic requirements of their courses. Generally, course instructors will determine whether make-up work will be required or permitted for students who miss tests or other course work because of their absence from class for reasons other than documented illness and participation in official college events. When absences are excused, the instructor will make every reasonable effort to help the students make up missed work in some non-punitive way. But in every case of missed class, students are ultimately responsible for the material and experiences covered during their absence.

A student who is absent from a final examination must request permission from the Dean of the College to take such an examination at a later date; permission will be granted only in extenuating circumstances.

A student who is absent from classes of a given course too many times, particularly if he or she is also performing poorly academically, should be warned by the instructor and may be required to withdraw from the course under the following procedures:

Through the Dean of the College, the instructor sends the student a Class Attendance Warning, requesting an interview. Since the Class Attendance Warning is official and provides documentation and because copies are sent to the student's advisor and parents, as well as to the student, it is important that faculty use it to communicate the warning and the interview request to the student.

If the student fails to respond to that warning, or if an interview is held but is unsatisfactory, or if the student fails to show satisfactory improvement in attendance and/or in academic performance, the instructor sends to the Dean of the College for approval a Required Class Withdrawal notice for the student. Upon approval, the Dean informs the instructor, the student, and other interested parties (including the student's parents) of the required withdrawal. The student is assigned a grade of WP or WF as determined by the instructor.

Absence from classes is sometimes a sign of more serious underlying problems. In order that the college can determine if a student is in trouble or needs assistance, faculty are asked to call the Dean of Students whenever a student has two consecutive absences in a class.
Student absences resulting from participation in official college events are generally to be considered excused. The policy, approved by the faculty, is as follows:

An official college event is (a) an athletic event approved by the faculty through its Committee on Athletics or (b) a non-athletic event approved by the Dean of the College. The Faculty Athletic Committee will provide the faculty with copies of all athletic schedules as soon as such schedules are approved. The Athletic Department will provide the faculty with a roster of students who will participate in those events and indication of the class times they may miss as a result. As far in advance as possible, the Dean of the College will notify the faculty of any non-athletic event approved and will name the students who will participate in the event.

Although the college will identify, through the procedures outlined in the paragraph above, the events treated as "official," it is the students' responsibility to inform their course instructors as soon as possible and not later than one week in advance of any tests or other required work they will have to miss in order to participate in the event. The notices from the Athletic Department and/or the Dean serve as confirmation of the information provided by students. Because students bear the responsibility for completing all academic requirements of their courses, it is important that they arrange their academic and extracurricular schedules in such a way as to minimize conflicts, and that they make arrangements when conflicts do occur. Indeed, students should examine their academic and athletic and other extracurricular schedules at preregistration and again prior to the start of each semester in order to identify conflicts and discuss them with the instructors to seek a suitable agreement. This responsibility is especially crucial in the case of laboratory exercises, the scheduling of which is absolutely fixed.

If students unavoidably miss tests or other required work to participate in official events, in most such cases they may expect their instructors to arrange some non-punitive way for them to make up the work. Some laboratory exercises, however, cannot be replicated to be "made up," and when students must choose between attending such a laboratory or an official event, they must also accept the consequences of the decisions they make; they will not be punished for their decisions by either their lab instructors or the persons to whom they are responsible in the official events, but nevertheless they must recognize that their absence from either the lab or the event will affect the evaluation of their performances or contributions. Clearly, therefore, it is very important that students minimize conflicts between their curricular and extracurricular schedules, and work out arrangements in advance for dealing with any unavoidable conflicts.

If students are remiss in their academic duties, then they may be penalized for work not performed. If students feel that they have been unfairly penalized for missing tests or other required work, and that they have acted according to their responsibilities, then they may present a plea to the Dean of the College who, after conferring with the persons involved, will resolve the impasse. The Dean's resolution will be binding on all parties.

Student absences resulting from personal emergencies (such as a death in the family) are generally to be considered excused. Absences because of special events (such as the marriage of a sibling) or opportunities (such as an interview for a job or a scholarship) are likewise to be considered excused. Students should discuss the need for absences with their instructors and work out arrangements for making up any work they miss because of such absences. In the case of an emergency, students should notify the Dean of Students, who will then inform the students' instructors. The Dean of Students will help provide confirmation of personal emergencies and/or opportunities if necessary.

Students requesting an excuse because of illness must present to the faculty member a statement signed by the Director of Health Services or by one of the nurses in the infirmary recommending that they be excused. The following guidelines are used in issuing statements recommending that students be excused from class due to illness or injury:

A statement may be issued for students who have been ill at home or hospitalized off-campus and present to the Health Services Office a written statement from a physician certifying the illness or hospitalization.

A statement may be issued for students who have been "admitted" to the infirmary for bed rest and monitoring. Bed rest in the dormitory will not result in a statement recommending an absence be excused.

A statement may be issued when it has been verified that students are seen by one of the college physicians through an appointment made by the Wofford Health Services Office.

Students should not miss class for medical examinations and treatment which can be scheduled during times they do not have a class or lab, but a statement will be issued if Health Services personnel can verify that the procedure took place and that the schedule conflict was unavoidable.

When it is recommended that an absence be excused, the student must present the statement from the Health Services staff member to the instructor to gain permission to make up the work missed. The instructor should, in every case possible, assist the student in making up the work in some non-punitive way.

Both students and instructors bear important responsibility in the maintenance and implementation of the policies and procedures outlined in this section.

Class Meetings and Inclement Weather

Wofford College ordinarily does not close because of weather which brings snow and ice to the area. Every effort will be made to hold classes and to have offices open. Commuting students should understand that classes are held, but that they are to run no unreasonable risk to get to the campus.
They will be permitted to make up work they miss. If an exception is made to this policy, Spartanburg radio and television stations will be notified. Otherwise, it is safe to assume that the college is open and conducting classes as usual.

### Academic Probation and Exclusion

At all stages in the educational undertaking in which its students are engaged, Wofford College expects the students to be performing academically at levels which indicate that they are profiting from their opportunity. This means at least that the students are expected to be making reasonable progress toward attaining the grade-point average (GPA) required for degrees. In situations in which such progress is not evident, as measured by the graduated qualitative standards shown in the table below, Wofford places students on academic probation and academic exclusion, not only as notice that their sub-par academic work has endangered their opportunity to continue, but also as incentive to seek whatever motivation, discipline, and assistance may be necessary to improve their performance. Students’ records are evaluated against these standards at the end of each semester and summer session.

The GPAs to which the table refers are cumulative figures and are based only on work undertaken at Wofford, or in Wofford-related foreign study programs, or at Converse College in the cooperative cross-registration program, or at the University of South Carolina at Spartanburg when approved in advance by the Wofford Registrar as part of the cross-registration agreement with that institution. They include all such work except hours graded on a Pass/Fail basis and work in which the student receives the grade of WP. Attempted hours include those transferred to Wofford in addition to those attempted in the institutions and programs stated above. The standards shown apply to students who entered Wofford after August 31, 1989.

<table>
<thead>
<tr>
<th>Students with Attempted Hours in these Ranges:</th>
<th>Are Placed on Probation if their GPAs are Below these Levels:</th>
<th>Are Placed on Probation and are Excluded if their GPAs are Below these Levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - 15</td>
<td>1.60</td>
<td>—</td>
</tr>
<tr>
<td>16 - 26</td>
<td>1.60</td>
<td>1.20</td>
</tr>
<tr>
<td>27 - 56</td>
<td>1.80</td>
<td>1.50</td>
</tr>
<tr>
<td>57 - 86</td>
<td>1.90</td>
<td>1.70</td>
</tr>
<tr>
<td>87 and over</td>
<td>2.00</td>
<td>1.90</td>
</tr>
</tbody>
</table>

Students who fail to achieve the minimum levels of performance required are placed on probation for the subsequent semester or are placed on probation and excluded from Wofford for the subsequent semester. (The status of exclusion includes probation.)

Also, a student is excluded for the subsequent semester if at the end of a second consecutive semester on academic probation the student has not raised his or her cumulative GPA above the probation level. (For purposes of administering this provision, any summer session in which a student attempts as many as twelve semester hours, whether new or repeated, is considered to constitute a semester.)

Students who are excluded in or at the end of either semester and who wish to attempt to qualify (i.e., to reach the cumulative GPA required) for September reinstatement must attend the Wofford summer session to make that attempt. Students qualifying for reinstatement after being placed on exclusion will be required to be in good standing (i.e., not on probation) at the end of the reinstatement semester in order to continue. Those not meeting this requirement are excluded for the subsequent semester.

Any of the provisions above notwithstanding, however, any student, whether or not his or her cumulative GPA is at the level required for good standing, will be considered to be academically eligible to re-enroll following any semester or summer session in which he or she earns a current GPA of at least 2.50 on a full load of at least twelve new hours.

On the other hand, at any point at which a student’s current academic performance becomes extremely poor, the Dean of the College may require, after consultation with the Registrar, the student, and the student’s faculty advisor, that the student withdraw from the college forthwith, whether or not his or her cumulative GPA meets the technical standard for good standing.

Normally, a student who is excluded may attempt to achieve good standing in the first summer session following his or her exclusion. But students who have been excluded more than once may be required to wait for periods as long as two years before they are considered for readmission, whether or not they are permitted to attempt any summer session work and regardless of the outcome of any such work they do attempt. Application for the readmission of excluded students should be directed, when timely, to the Registrar.

Although excluded students may regain good academic standing through successful work in summer session, they lose their priority for residence hall rooms and for financial aid when they are excluded. (See Catalogue section on Financial Aid.)

Permanent exclusion from the college is of course a very serious matter which is to be considered only after thorough deliberation among the Dean of the College, the Registrar, the student concerned, and the student’s faculty advisor. No specific regulations, therefore, are prescribed for those situations in which permanent exclusion might be a possibility.

Wofford will not accept for credit any work undertaken at other institutions by any student during his or her exclusion from Wofford. Normally this policy applies to all students on probation, but in very extenuating circumstances such students may be granted waivers on the basis of acceptable written petitions to the Registrar. Even in the event of such waivers, however, in no case is it likely that the work done or grades earned at the other institutions would be considered to have improved the students’ probationary status at Wofford.
Response to Communications from Faculty and Staff

Students are expected to respond to all communications from members of the faculty or staff of the college. All students are required to have campus post office boxes where they may receive notices and requests from college personnel. E-mail accounts are encouraged (and are required in some courses). Students are expected to check their mail daily and to respond to faculty and staff during the next school day after they receive a request. Failure to comply may be grounds for academic or disciplinary sanction.

Withdrawal from the College

In the interest of the welfare of both the student and the institution, Wofford expects each student who withdraws from the college to have an exit interview with the Registrar. In extenuating circumstances, such interviews may be conducted by telephone.


**Degrees Offered**

Wofford College offers the degrees of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.).

Candidates who meet all requirements and successfully complete the major in art history, English, French, German, government, history, humanities, intercultural studies, philosophy, religion, sociology, or Spanish qualify for the B.A. degree.

Candidates who meet all requirements and successfully complete the major in biology, chemistry, physics, or psychology qualify for the B.S. degree.

Candidates who meet all requirements and successfully complete the major in economics, business economics, accounting, computer science, finance, or mathematics qualify for the B.A. or the B.S. degree depending on how they meet the college's natural science requirement (see below).

Candidates who successfully complete 154 hours and meet all requirements for each degree, including the successful completion of two appropriate majors, will qualify for the B.A. and the B.S. degrees. (Note, however, that double majors involving one B.A. field and one B.S. field do not ordinarily or necessarily require the completion or result in the award of two degrees.)

**Requirements for Degrees**

*It is the responsibility of each student to know and meet the requirements for the completion of his or her degree.*

Achievement of the bachelor's degree is based on a broad distribution of studies among representative fields of liberal arts learning and a concentration of studies in one field. The object of distribution, accomplished by requirements that each student successfully complete courses in designated departments and programs, is to give the student a general view of our intellectual heritage and to broaden his or her outlook. The concentration, provided for by the requirement that each student complete a major in one academic discipline or program, gives opportunity for the student to achieve a competence in a particular field of scholarship.

In all work done toward a degree a candidate's grades must meet certain standards.

Degree requirements are outlined in this chapter. In addition to completing these requirements, each student must be approved for the B.A. or B.S. degree by the faculty at its May meeting, held prior to commencement.

Those students enrolled for degrees who have met all requirements and have been approved, and who have no outstanding disciplinary charges or sanctions and no unmet financial obligations to the college.

**Outline of Distribution Requirements for the B.A. or B.S. Degrees**

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Semester Hours Required</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Fine Arts</td>
<td>B.A. 3-4 B.S. 3-4</td>
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<tr>
<td>Foreign Languages</td>
<td>B.A. 3-6 B.S. 3-6</td>
</tr>
<tr>
<td>Humanities 101</td>
<td>B.A. 3 B.S. 3</td>
</tr>
<tr>
<td>History 101 or 102</td>
<td>B.A. 8 B.S. 16</td>
</tr>
<tr>
<td>Natural Science</td>
<td>B.A. 3 B.S. 3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>B.A. 3 B.S. 3</td>
</tr>
<tr>
<td>Religion</td>
<td>B.A. 3 B.S. 3</td>
</tr>
<tr>
<td>Additional hours in history (101 or 102) or philosophy or religion</td>
<td>B.A. 3-3 B.S. 3-3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>B.A. 3 B.S. 3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>B.A. 2 B.S. 2</td>
</tr>
<tr>
<td>Major work</td>
<td>B.A. 21-39 B.S. 21-40</td>
</tr>
<tr>
<td>Intern Projects</td>
<td>B.A. 16 B.S. 16</td>
</tr>
</tbody>
</table>

Electives to attain a Minimum Total of 124

**Specifcics of Distribution Requirements**

**General Education Requirements**

Students with superior preparation in any of the courses included in the General Education requirements are encouraged (or may be required) to omit those in whose content, in the judgment of the department concerned, they demonstrate satisfactory proficiency. Students relieved of such required courses in this manner must still complete 124 hours in college. Hours credited through the Advanced Placement Program, the College-Level Examination Program, the International Baccalaureate Program, or certain other tests and experience, however, may be included in the 124 hours.

Teacher Education students must fulfill the General Education requirements listed below. Additionally, state certification requires a second course in fine arts, a course in public speaking, study of non-Western cultures, study of minority cultures, and one more course in social studies. The science requirements are to be met by taking laboratory courses in biological science and physical science (with these courses being chosen from the departments of biology, chemistry, geology, or physics). Students interested in becoming teachers are referred to the Teacher Education Handbook for a listing of specific courses for certification. Students seeking certification should become thoroughly familiar with the requirements in the handbook.

**ENGLISH**

*Six Semester Hours*

This requirement is met by successfully completing English 102 and a 200-level English course.

**FINE ARTS**

*Three or Four Semester Hours*

This requirement is met by successfully completing one three-semester-hour 200-level course in Art, Music, or Theatre, or by successfully completing four semester hours in Music 100, 101, 102, and/or 200.
FOR\textsc{eign Languages} \hspace{1em} Three or six \textsc{se}mester \textsc{h}ours

This requirement is met by successfully completing one of the following six-hour course sequences or three-hour courses, or by demonstrating equivalent proficiency:

- French 101, 102 or 201 or 202
- German 101, 102 or 201 or 202
- Spanish 101, 102 or 201 or 202
- Greek 201-202
- Latin 101-102

\textsc{h}umanities 101 \hspace{1em} Three \textsc{se}mester \textsc{h}ours

This course is required of every freshman.

\textsc{natural science,} \hspace{1em} \textsc{b.a. degree} \hspace{1em} Eight \textsc{se}mester \textsc{h}ours

This requirement is met by successfully completing two semesters of coursework, preferably in the same department or program, in courses chosen from the following:

- Biology 101, 102, 111, 113, 212, 214
- Chemistry 123-124
- Geology 111, 112
- Physics 121, 122, or 141, 142
- Psychology 331, 332, 341, 342

The introduction to science series: Biology, Chemistry, Physics, and Psychology 104, and Chemistry 105. To meet the requirement in this program, students must complete one in life science (Biology or Psychology) and one in physical science (Chemistry or Physics). Chemistry 105 is a combination and may be applied toward either the life science or the physical science.

Only certain sections of these courses count toward Teacher Education science requirements. Teacher Education Program students pursuing B.A. degrees should consult the \textit{Teacher Education Handbook} and the chairman of the education department for information regarding which of the courses and sections are acceptable for their science requirements.

\textsc{natural science,} \hspace{1em} \textsc{b.s. degree} \hspace{1em} Sixteen \textsc{se}mester \textsc{h}ours

This requirement is met by successfully completing two semesters of coursework in each of two departments, in courses chosen from the following:

- Biology 101, 102, 111, 113, 212, 214
- Chemistry 123-124
- Geology 111, 112
- Physics 121, 122, or 141, 142
- Psychology 331, 332, 341, 342

Only certain sections of these courses count toward Teacher Education science requirements. Teacher Education Program students pursuing B.S. degrees should consult the \textit{Teacher Education Handbook} and the chairman of the education department for information regarding which of the courses and sections are acceptable for their science requirements.

\textsc{history, philosophy,} \hspace{1em} \textsc{and religion} \hspace{1em} Twelve \textsc{se}mester \textsc{h}ours

This requirement is met by successfully completing one applicable course (see below) in each of the three departments, plus one other course, chosen as indicated below, in one of the departments.

\textit{History:} Only 101 and 102 count toward the requirement. If the student wishes to apply one more history course toward the requirement, it too must be History 101 or 102.

\textit{Philosophy:} Any 200-level course may be taken for the one course. If the student wishes to apply one more philosophy course toward the requirement, any other three-hour course in the department for which the student has the prerequisites may be taken for that purpose.

\textit{Religion:} Any 200-level course may be taken for the one course. If the student wishes to apply one more religion course toward the requirement, any other 200-level or any 300-level course in the department for which the student has the prerequisites may be taken for that purpose.

\textsc{mathematics} \hspace{1em} Three \textsc{se}mester \textsc{h}ours

This requirement is met by successfully completing three semester hours in mathematics in any course in the department.

\textsc{physical education} \hspace{1em} Two \textsc{se}mester \textsc{h}ours

This requirement is met by successfully completing PE 101 and 102. These courses are required of every freshman.

\textbf{Major Work Requirements}

At the close of the sophomore year, students normally select the academic area in which they will take their major work. At that point, the student completes the major work form, which is then reviewed for approval by the chairman of the student's major program and filed with the Registrar.

Major work involves the successful completion of substantial numbers of semester hours in one academic department or, under certain circumstances, in a selected combination of departments. The number of hours required for the various majors ranges from twenty-one to forty (in addition to any prerequisite hours); the specific requirements for given majors are found under the departmental headings in the Courses of Instruction chapter of this Catalogue.

Candidates for degrees must complete all requirements for a major. Qualified students may achieve two majors by completing all the requirements of each of two separate programs.

Under normal circumstances, no student may take (to apply toward a bachelor's degree) more than thirty-six hours in any one department, with courses used to satisfy General Education requirements not included in calculating that total. Similarly, neither those courses open primarily to freshmen nor those used to meet General Education requirements may be applied toward completion of major work requirements under normal circumstances.

A majority of the courses in a student's major must be taken and successfully completed at Wofford.
Interim Requirements

In general terms, the graduation requirement for Interim for students who entered Wofford after August 31, 1994 is that each student must complete and pass four projects (one for each full-time year or equivalent at Wofford). In general terms, the requirement for students who entered Wofford between August 31, 1980 and August 31, 1994 is that such students must complete four projects and pass at least three.

More specifically, each student must complete and pass in accord with the requirement terms shown in the preceding paragraph one project for every twenty-seven semester hours of course work awarded or accepted by Wofford for the student after he or she matriculates at the college (except that students who complete all other requirements for graduation in three years must each complete and pass only three projects).

The requirements regarding the numbers of projects which must be passed by transfer students and others who finish all other graduation requirements in less than four years (or the equivalent) at Wofford are somewhat different for students who entered Wofford between August 31, 1980 and August 31, 1994 than for those who entered the college after August 31, 1994. Students in the first group who are required to complete three projects must pass at least two; students in the second group who must complete three projects must pass all three. For students who must complete fewer than three projects, the rules are the same for both groups: those required to complete two projects must pass two, and those required to complete one project must pass one.

For students permitted one non-passing project completion, credits lost through unsuccessful work in that one project may be regained in semester course hours; but the credits lost when students fail more projects than is allowable can be regained only by completing and passing projects in subsequent winter Interim periods (during any of which only one project may be undertaken by any student, as is always the case) or in the summer.

Credit hours earned in Interim projects may be applied only toward Interim requirements, certain Teacher Education program requirements for students in that program, and hours for graduation; they cannot be used to satisfy any portion of General Education or major requirements.

When a student undertakes an approved foreign study program whose calendar precludes his or her participation in Wofford’s Interim in that year as ordinarily required, satisfactory completion of the foreign study program will stand in lieu of completion of an Interim project for that year.

When other extenuating circumstances in individual cases require such, the Coordinator of the Interim and the Registrar will determine whether the student’s Interim requirements for graduation have been met. Normally, Interim grades of WP or WF would not signify project completion.

Elective Requirements

In addition to the General Education, major, and Interim requirements, the student must pass sufficient elective courses to complete the 124 semester hours necessary for graduation.

Short Course in Career Planning

In the junior year, students are required to complete a non-credit short course in the fundamentals of career planning. Students register for it along with their other classes.

Grade Requirements for Graduation

Candidates for degrees must complete 124 semester hours, including all general and major requirements and the prescribed number of Interim projects. The candidate must have at least a C average (2.0 grade-point average) on all work attempted. Courses and Interim projects graded on the Pass/Fail system and any course or project for which students receive grades of WP are not included in calculations of grade-point averages. All courses and projects (except those graded on the Pass/Fail system) for which students receive the grade of WF are included in the calculations.

A candidate may also qualify by presenting a number of hours with grades higher than C equal to the overall graduation requirement (124 semester hours) minus the number of hours accumulated in courses and projects graded on the Pass/Fail system, and presenting grades higher than C in each course used to meet General Education and major requirements.

The quality of a student’s major work must be such that he or she finishes with a grade-point average of 2.0 or higher in all work that could be applied toward the major. Grades earned in all required and elective courses (not Interim projects) attempted in the discipline or disciplines comprising the major are included in the calculation. Grades earned in prerequisites are not included. A candidate may also meet the standard for quality of work in the major by presenting grades higher than C in the minimum number of hours required for the major and in each of the courses specifically required for the major.

Grades earned at Wofford College, at Converse College when the cross-registration program is in effect, in Wofford-related programs in overseas institutions, and at the University of South Carolina at Spartanburg when approved in advance by the Wofford Registrar as part of the cross-registration agreement with that institution, are used in computing students’ grade point averages or in determining whether other grade requirements for graduation have been met. Grades transferred from other institutions are not used in these determinations.

Residency Requirement

The last thirty hours of work toward the degree and more than half of the hours toward the major must be completed at Wofford College. In extremely extenuating circumstances (such as the unavailability in the senior year of required courses), students may be permitted to take up to eight of those hours at an accredited senior college or university other than Wofford. Before undertaking such work, the student must obtain the approval of the Registrar and the chairmen of the departments concerned.
Pre-Professional And Combined Programs

- Combined Academic-Engineering Programs

Wofford College has agreements with two institutions which allow students opportunity to become liberally educated engineers. The programs usually involve three years of study at Wofford, followed by two years at the other institution. After a student has completed General Education requirements and certain prescribed courses in mathematics and the physical sciences at Wofford and has been recommended by the faculty, he or she will normally be automatically accepted at the school of engineering at Columbia University or Clemson University. With successful continuation into the second year at the professional school, the student may be awarded the bachelor's degree by Wofford, and after meeting requirements at the professional school (usually by the end of the second year there), the student is awarded the Bachelor of Science Degree in Engineering by that school.

These pre-engineering programs are tightly structured, and the requirements of the engineering schools differ slightly. Therefore, it is wise for those interested to consult early and frequently with the program advisor.

- Pre-Professional Programs:

Pre-Health Care, Pre-Ministry, and Pre-Law

Wofford College has an excellent reputation for preparing persons for the graduate study required for entry into medicine, dentistry, nursing, veterinary medicine, the Christian ministry, and law. Generally, any of the college's majors provides useful and appropriate background for students who wish to enter professional schools. There are, however, certain specific course requirements which must be met for admission to most professional and graduate schools. It is very important therefore that interested students stay in close and frequent contact with the appropriate program advisors at Wofford.

Students interested in studies in the health-care fields especially should be aware of course requirements for admission to schools of medicine, nursing, dentistry, or veterinary medicine. They should obtain the necessary information before choosing a major or deciding upon elective course-work.

While there are no specific course requirements which must be met for admission to law schools, Wofford College wants students who wish to prepare for the practice of law to choose electives which include English, American history, government, accounting, economics, ethics, writing, and public speaking. Statistics, logic, and religion are also recommended. Pre-law students should major in one of the humanities or social sciences.

In rare instances, professional schools may offer students admission on transfer upon their completion of undergraduate general requirements and certain other conditions but before completion of their undergraduate degrees. A Wofford student who accepts such opportunity at an accredited school of medicine, dentistry, law, or veterinary medicine may yet receive the Bachelor of Arts or Bachelor of Science degree from Wofford by completing certain requirements in the professional school. Qualified students to whom these prospects are of interest should pursue them first with the professional schools they are considering, and then with the Registrar and the appropriate pre-professional advisors at Wofford.

- Teacher Education Program

Wofford College offers a program to prepare graduates to teach in public and private secondary schools in South Carolina and the nation. The program leads to certification in grades 7-12 in biology, chemistry, English, French, mathematics, physics, social studies (economics, government, history, and sociology), or Spanish, and grades 9-12 in psychology. These programs of teacher preparation are designed to comply with the Standards for State Approval of Teacher Education published by the National Association of State Directors of Teacher Education and Certification (NASDTEC) as modified and approved by the South Carolina Board of Education. Students successfully completing the Teacher Education Program at Wofford are recommended for certification in South Carolina and numerous other states.

The goals of the Teacher Education Program are:

1. To provide prospective teachers with a broad background of general knowledge and skills as a basis for the development of cultural literacy and understanding of our intellectual heritage.
2. To provide prospective teachers with professional courses and experiences that will form the philosophical, psychological, sociological, historical, and methodological bases of teaching and learning.
3. To provide prospective teachers with effective models, methods, materials and resources for teaching and learning.
4. To provide prospective teachers with a depth of knowledge and skills in at least one teaching area or specialization.

The Teacher Education Program provides both the academic courses and the clinical experiences to prepare the Wofford student for excellent service as a secondary school teacher.

Careful planning and selection of courses are required in order to satisfy both Wofford's requirements and those of teacher certification agencies. The earlier a student registers interest in teaching with the chairman of the Department of Education, the more readily can the planning be effected.

Program Components

The program at Wofford College has three interrelated components. First, there are those studies required of all students to ensure a broad exposure to our intellectual heritage. For this purpose, students are required to take courses in English, fine arts, foreign language, humanities, science, history, philosophy, religion, mathematics, and physical education. These are commonly referred to as "general education" courses and requirements. The requirements in general education for graduation established by Wofford and the requirements in general education mandated for certification to teach are different in certain respects; certification requires an additional course in fine arts, a course in public speaking, study in non-Western
cultures, study of minority cultures, and an additional course in social studies. Students should consult the chairman of the Department of Education and become familiar with the specific general education requirements listed in this Catalogue for graduation and in the Teacher Education Handbook for certification.

The second component of the Teacher Education Program is concentrated study in one or more fields. The college requires each student to complete a major in one of several fields. In order to obtain solid grounding in their subject of teaching specialization, students in teacher education also complete a major in the field they will teach. To graduate, students in teacher education must complete the Wofford College requirements for a major; to become certified to teach, they must complete the South Carolina Department of Education approved program requirements provided at Wofford in the teaching specialization. The latter are referred to as "teaching major" requirements. Students should become familiar with both the college's requirements and the state's approved program requirements offered in the teaching major at Wofford College. A statement of the Wofford requirements for a major can be found in this Catalogue. The state-approved program requirements are listed in the Teacher Education Handbook.

The third part of the Teacher Education Program is made up of courses in education and of applied or practical experiences in the public schools. This is referred to as the "professional education" component of the program. These offerings include depth of study for those who wish to become professional teachers, but several may be taken by any student who wishes to broaden his or her understanding of education.

The required professional education courses and the year in which they are recommended are:

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Education 200: Foundations of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Year</td>
<td>Education 301: Human Growth and Development</td>
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<tr>
<td></td>
<td>Education 310: The Teaching of Reading</td>
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<td></td>
<td>Education 332: Educational Psychology</td>
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<td></td>
<td>Education 333: Seminar and Practicum in Secondary School Methods I</td>
</tr>
<tr>
<td>Senior Year</td>
<td>Education 433: Seminar and Practicum in Secondary School Methods II</td>
</tr>
<tr>
<td></td>
<td>Education 440: Student Teaching</td>
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</tbody>
</table>

Explanations of the professional education requirements are included in the Teacher Education Handbook, the Clinical Experiences Handbook, and the Student Teaching Handbook, available in the Department of Education and through consultation with the chairman.

Admission to the Program

The following basic standards must be met by the Wofford student before he or she can receive admission to the Teacher Education Program. The student must have:

1. completed at least sixty (60) semester hours of course work applicable toward degree requirements;

2. achieved a cumulative 2.5 grade-point average on a 4.0 scale or a 2.0 grade-point average and a score above the 50th percentile of examinees in South Carolina taking the SAT or ACT in the year of graduation from high school;

3. received a passing score on all three parts of the Education Entrance Examination (EEE) which is administered through programs established by the South Carolina Department of Education (EEE may be taken a maximum of three times; if any remediation is needed after the first attempt, the chairman of the Department of Education should be contacted);

4. received at least two professional recommendations (one from general education faculty and one from teacher education faculty).

To initiate admission procedures, the student must complete the Wofford College Teacher Education Program Interest Form, confer with a faculty member in the Department of Education, and submit the Application for Admission to the Teacher Education Program to the chairman of the Department of Education. The student should request two recommendations (one from general education faculty and one from teacher education faculty), using a form obtained from the chairman of the Department of Education.

The chairman of the Department of Education will review the application for completeness and submit it and the recommendations to the Teacher Education Committee for review, discussion, and action. The chairman of the Department of Education will notify the student of the committee's action.

Students not in the Teacher Education Program may enroll for elective hours in a number of courses offered by the Department of Education; however, no student may enroll in Education 440 until he or she has formally applied for and received admission to the program. Admission to the program must be obtained no later than one full semester prior to student teaching.

Transfer students interested in teacher education should discuss their status with the chairman of the Department of Education upon their arrival on campus.

Students who have already earned bachelor's degrees and who desire to earn certification through Wofford's program must follow the established procedure for admission to the program. They must present transcripts of all college work and a letter of character recommendation. They must fulfill all the requirements of the program in which they enroll. The chairman of the Department can advise what requirements are met by the work previously completed at Wofford or other institutions.
Retention in the Program

Evaluation of students enrolled in the Teacher Education Program is a continuous process. Both attitude and performance are important. If a student's attitude toward teaching indicates a probable lack of interest as a teacher, or if performance in course work and clinical experiences indicates academic deficiency, the student may be advised to withdraw from the program.

Specifically, to be retained in the program the student must:

1. maintain a grade-point average of at least 2.0 overall and in the teaching major;
2. complete satisfactorily each prerequisite professional education course and the prescribed clinical experiences in Education 200, 310, 333, and 433, prior to enrolling in Education 440.

Recommendation for Certification

The college advises students about requirements of the program and helps with scheduling the appropriate sequences of courses. Responsibility for starting the program and pursuing it to completion, however, rests upon the individual student. Deficiencies in preparation at the time the candidate seeks recommendation for certification are not the responsibility of the college. Wofford College recommends for certification only those students who have completed satisfactorily all requirements in the three Teacher Education Program components.
On the following pages are brief statements concerning course offerings, prerequisites, and major requirements. For fuller statements and more detailed explanations contact department chairmen or the Registrar.

Not all courses are offered each year. Department chairmen should be consulted for scheduling information.

Wofford students should be aware that, under the terms of a cross-registration agreement, they may have access also to a number of courses offered at Converse College. The privileges of this arrangement are available to students who have a C average or better and who are otherwise in good standing, provided that there is space for their enrollment in the given courses. Wofford students may not take at Converse courses that are offered at Wofford nor may they take courses at Converse to meet Wofford's General Education requirements. Priority for classroom space for Wofford students at Converse is given to upperclass students. Freshmen may not take courses at Converse unless they have the permission of the Wofford Registrar.

Information as to specific courses which are offered at Converse may be obtained from the Registrar at Wofford.

The college also has an arrangement with the University of South Carolina at Spartanburg which makes it possible for a limited number of Wofford students to enroll in courses there. The Registrar at Wofford handles the registration. The Registrar's approval and permission are necessary before a Wofford student may take a course through this program.

**Numbering System**

Courses numbered in the 100's and 200's are primarily for freshmen and sophomores; courses numbered in the 300's and 400's are primarily for juniors and seniors.

In general, courses numbered in the 250's, 450's, or 460's are research courses or directed study courses; those numbered in the 470's are independent study courses; and those numbered in the 280's, 480's, or 490's are special topics courses. Honors courses, which may be developed for individual senior students, are numbered in the 500's.

Course numbers separated by a colon (e.g.: 201:202) indicate a full year course for which credit is not given unless the work of both semesters is completed. Such a course may not be entered at the second semester.

Course numbers separated by a hyphen (e.g.: 201-202) indicate a year course for which credit for one semester may be given, but which may not be entered at the second semester.

Course numbers separated by a comma (e.g.: 201,202) indicate two one-semester courses, the second of which continues from the first; these courses may be entered at either semester.

Single course numbers (e.g.: 201) indicate one-semester courses.

Although as a general rule odd-numbered courses are offered in the fall semester and those with even numbers are offered in the spring semester, some courses may be offered in either semester.

On the last line of individual course descriptions are three numbers (in parentheses) which indicate, in turn, the number of class hours or equivalent normally met each week, the number of laboratory hours or equivalent normally met each week, and the number of semester hours credit for the course.
Course and Program Descriptions

Accounting and Finance

JAMES E. PROCTOR, Department Chairman
PHILIP S. KEENAN, W. EDDIE RICHARDSON, SUSAN M. WILEY

Students majoring in Accounting or Finance have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the college's natural science requirement). Students may not major in both Accounting and Finance. Additionally, students majoring in Accounting may not major also in Business Economics, and students majoring in Finance may not major also in Economics or Business Economics.

Computer Proficiency Requirement:
Students majoring in either Accounting or Finance will be expected to use computers for the following applications: word processing, spreadsheet analysis, internet access, e-mail, and database searches. Students who are not proficient in these applications may elect to take Computer Science 101. The department does not specify a particular word processor or spreadsheet that a student must use in accounting or finance assignments. Management Information Systems (Accounting 336) is required of all Accounting or Finance majors. Students in either major will become proficient in using a financial calculator.

Major Prerequisites:
Completion of Economics 201, 202 and Mathematics 140 is required of all students majoring in Accounting or Finance.

Accounting Major Requirements:
Completion of thirty-nine hours as follows:
(1) twelve hours from core courses: Accounting 211 and 336, Finance 321, and Economics 372
(2) nine hours from Accounting 341, 351, and 352
(3) six hours from among Finance 331, 338, and 376
(4) three hours from Finance 448
(5) nine hours from among the following: any other Accounting courses numbered 300 or above and not otherwise applied toward the Accounting major.

Finance Major Requirements:
Completion of thirty-nine hours as follows:
(1) twelve hours from core courses: Accounting 211 and 336, Finance 321, and Economics 372
(2) three hours from Finance 322
(3) six hours from among Finance 331, 338, and 376
(4) three hours from Finance 448
(5) fifteen hours from among the following: Finance courses numbered above 322, Economics 322, up to six hours of Accounting courses numbered 300 or above and not otherwise applied toward the Finance major, and/or up to three hours of approved foreign study credit.

Accounting

211. Accounting Principles
Introduction to the basic concepts and methodology of financial accounting, with emphasis on the analysis and recording of business data, and the preparation and use of corporate financial statements.

336. Management Information Systems
A study of the information systems which assist an organization in meeting its objectives efficiently and effectively. The course will include an overview of the purpose, design, and use of specific systems. Students will study and utilize the tools, such as computer applications, which are used to operate an enterprise's management information systems.

341. Cost Accounting I
Introduction to managerial accounting, with emphasis on management use of accounting data for planning, budgeting, and decision making. Prerequisite: Accounting 211.

342. Cost Accounting II
A continued study of current cost accounting issues. Topics will include manufacturing costs, cost accounting trends, and analysis and interpretation of managerial accounting data. Prerequisite: Accounting 341.

351. Intermediate Accounting I
In-depth study of financial accounting theory and practice primarily related to assets. Prerequisite: Accounting 211.

352. Intermediate Accounting II
In-depth study of financial accounting theory and practice primarily related to liabilities and stockholders' equity. Prerequisites: Accounting 351, Finance 321.

411. Advanced Accounting
Study of accounting entities such as multi-national enterprises, partnerships, not-for-profit and governmental organizations, and consolidated corporations. Prerequisite: Accounting 351.
412. Auditing
Theory of auditing, using generally accepted auditing standards. Additional emphasis on practical applications of auditing techniques. Prerequisite: Accounting 351.
(3/0/3) WILEY

423. Income Taxation of Businesses and Investments
Theory and practice of federal income taxation of businesses and of investment transactions, with an emphasis on tax planning. Prerequisites: Accounting 211.
(3/0/3) KEENAN

424. Income Taxation of Individuals
Theory and practice of federal income taxation of individuals, with an emphasis on tax planning. Prerequisite: Accounting 211.
(3/0/3) KEENAN

480+. Special Topics in Accounting
Topics and credit may vary from year to year. Prerequisite: Permission of instructor.
(1-3/0/1-3) STAFF

Finance

210. Personal Finance
A study of personal financial matters in preparation for a lifetime of personal financial management. Topics to be studied will include goal setting; spending, saving, borrowing and investing; risk management and insurance; taxes; planning for retirement.
(3/0/3) STAFF

280+. Special Topics in Finance
This listing covers a variety of topics that may be offered occasionally. Ordinarily, these offerings will require few, if any, prerequisites and will not count toward fulfillment of the Finance major.
(3/0/3) STAFF

321-322. Business Finance I and II
A study of the fundamental concepts in financial management, including present value, stock and bond valuation, financial analysis and forecasting, capital budgeting, and long-term financing alternatives. Prerequisite: Accounting 211 or permission of instructor.
(3/0/3) each semester PROCTOR, RICHARDSON

331. Management
A study of management, including such major topics as performance, worker productivity, social responsibilities, managerial skills, organizational theory, and strategy. Both historical and contemporary examples are used to illustrate important concepts. The course contains a significant writing component that is used to analyze current issues in management.
(3/0/3) PROCTOR

338. Marketing
A study of basic marketing concepts. Topics will include product, price, promotion and distribution strategies, and analysis of market information and buying behavior.
(3/0/3) WILEY

448. Business and the Liberal Arts
This is a capstone course required of Accounting majors and Finance majors, but open to other interested students on a space-available basis. It will treat business in a liberal arts context, relating key concepts to ideas from the humanities, social sciences, and sciences. Its focus will be on strategic management and on the mature analysis and expression of issues.
(3/0/3) PROCTOR

480+. Special Topics in Finance
These vary from offering to offering and may be used as partial fulfillment of the requirements of the Finance major. Prerequisite: Finance 321 or permission of instructor.
(3/0/3) PROCTOR

340. Real Estate Analysis
An introduction to real estate analyses emphasizing discounted cash flow methods, financing alternatives, tax implications, and uncertainty. Prerequisite: Finance 321.
(3/0/3) RICHARDSON

276. Creative Problem-Solving — Team Projects
In this course students will be assigned to teams to solve actual organizational problems. The instructor will assist in team-building and will oversee students' projects. Students will be responsible for much of their scheduling, assignments, and follow-up. Each team will present its results at the end of the project. Open first to majors in accounting and finance, then to other interested students if space is available.
(3/0/3) PROCTOR

411. Investments
A study of investment alternatives such as stocks, bonds, options, and futures, and of the markets which provide for trading in these instruments. Modern portfolio theory will be studied and applied using groups of investment possibilities. Using a computer software package, students will construct several portfolios and track their performance throughout the semester. Prerequisite: Finance 321.
(3/0/3) RICHARDSON

430. Capital Budgeting
A study of methods used to discriminate among investments in long-term assets, assuming that limited resources are available. Applications relying on present value, statistics, and probability theory will be used for long-lived assets, leases, and securities portfolios. Analyses will be augmented by using an electronic spreadsheet. Prerequisite: Finance 321.
(3/0/3) PROCTOR

440. International Finance
A course covering the essentials of international finance, including international portfolio analysis, capital markets, investment instruments, and contemporary geopolitical events affecting foreign investments. Prerequisite: Finance 321.
(3/0/3) PROCTOR

448. Business and the Liberal Arts
This is a capstone course required of Accounting majors and Finance majors, but open to other interested students on a space-available basis. It will treat business in a liberal arts context, relating key concepts to ideas from the humanities, social sciences, and sciences. Its focus will be on strategic management and on the mature analysis and expression of issues.
(3/0/3) PROCTOR

480+. Special Topics in Finance
These vary from offering to offering and may be used as partial fulfillment of the requirements of the Finance major. Prerequisite: Finance 321 or permission of instructor.
(3/0/3) PROCTOR
Biology

GEORGE W. SHIFLET JR., Department Chairman
CLARENCE L. ABERCROMBIE, GEORGE R. DAVIS, JR., ELLEN S.
GOLDEY, DAVID I. KUSHER, ROBERT E. MOSS, DOUGLAS A. RAYNER

Major Requirements:
Thirty-eight semester hours as follows: Biology 111, 113, 212, 214, plus six advanced courses chosen in consultation with the department chairman. Two of these may be three-hour, non-laboratory courses. No more than two three-hour courses in Biology may be counted toward the major. Additional three-hour courses taken beyond the two will be treated as non-major electives. No prospective major should take advanced courses before completing 111, 113, 212, and 214.

In the senior year, performance to the satisfaction of the department faculty on a comprehensive examination is required.

As related work, eight hours of laboratory courses in another science are required for the B.S. degree (Chemistry 104 and 105, Physics 104, and Psychology 104 do not contribute to this requirement).

Students in the Teacher Education Program who are seeking to complete teaching majors in biology should refer to the Teacher Education Handbook and consult with the biology and education department chairmen to review the extent to which departmental and teaching major requirements differ and to develop plans for meeting both.

101. General Zoology
Fundamental facts and principles of animal life. Offered in summer only; does not count toward a major in Biology.
(3/3/4) STAFF

102. General Botany
Fundamental facts and principles of plant life. Offered in summer only; does not count toward a major in Biology.
(3/3/4) STAFF

104. Biology: Concepts and Method
A study of topics selected to introduce students to basic concepts in biology and to the scientific method. Does not count toward a major in Biology or toward science requirements for the B.S. degree.
(3/3/4) STAFF

111. Introductory Animal Biology
Study of animal life, with emphasis on form and function.
(3/3/4) GOLDEY, KUSHER

113. Introduction to Plants and the Ecosystem
Study of the structure and function of vascular plants, with an emphasis on flowering plants. Also an introduction to environmental biology and to major ecological principles, especially at the levels of community and ecosystem.
(3/3/4) RAYNER

212. Introduction to Genetics and Development
Study of the basic concepts of heredity and subsequent development of organisms.
(3/3/4) MOSS

214. Introduction to Molecular and Cell Biology
Introduction to structure and function of biological systems at the cellular and molecular levels.
(3/3/4) SHIFLET

250. Introduction to Research
Individual projects designed to introduce students to research.
(Variable credit up to 4 hours) DAVIS

320. Genetics
Study of the principles of heredity with emphasis on the more recent experimental work.
(3/3/4) SHIFLET

324. Microbiology
Study of the biology of microorganisms, with emphasis on bacteria and viruses.
(3/3/4) SHIFLET

331. Developmental Biology
Study of the biological mechanisms driving organismal development, the process by which complex organisms are formed from single cells. Includes a description of early embryonic development from fertilization through formation of the nervous system.
(3/0/3) DAVIS, MOSS

332. Developmental Biology
Identical in content to Biology 331 but has a laboratory component.
(3/3/4) DAVIS, MOSS

340. Human Anatomy and Development
Designed for students interested in human health-care professions, this course uses a system-by-system approach to understanding the anatomy of the human body. Lecture material is supplemented with computer imaging and comparative laboratory dissection.
(3/3/4) GOLDEY

342. Human Physiology
Study of the leading ideas and concepts of the physiology of animals, with emphasis on human systems.
(3/3/4) DAVIS

344. Mammalian Histology
Microscopic study of the cellular structure of tissues and organs.
(3/3/4) DAVIS

351. Critical Analysis of Scientific Literature
Reading, analysis, evaluation, and presentation of current research literature in the biological sciences. Topics will be chosen by the students, but will certainly include AIDS and the mechanisms behind cancer. Strongly recommended for those wishing to pursue a career in research.
(3/0/3) MOSS

360. The Plant Kingdom
Study of body structure, life cycles, and relationships in major groups of plants.
(3/3/4) RAYNER

364. Invertebrate Zoology and Animal Parasitology
Study of selected invertebrates, with emphasis on symbiotic relationships and species parasitic in human beings.
(3/3/4) STAFF
370. Field Biology
Introduction to the natural history of selected groups of native animals and plants. Emphasis on techniques for field capture and identification of animals and non-vascular plants. (3/3/4) RAYNER

372. Field Botany
Principles and practices in identifying, naming, and classifying vascular plants. Taxonomic principles, descriptive terminology, and use of keys in plant identification are the lecture emphases. Labs involve the study of vascular plants in their natural environment. (3/3/4) RAYNER

382. Ecology
Study of the environmental interactions that determine the distribution and abundance of organisms. Ecological principles discussed at the level of the organism, the population, the community, and the ecosystem. (3/3/4) GOLDEY, RAYNER

389. Evolution
Study of the facts and concepts of the synthetic theory of organic evolution, with an emphasis on adaptation and the origin of organic diversity. Class discussion based on original writings and a brief textbook. (3/0/3) RAYNER

401. History of Biology
Study of the development of the biological sciences from antiquity to the present. (3/0/3) MOSS

421. Human Genetics
Study of the principles of genetics, using the human as the primary organism. (3/0/3) SHIFLET

423. Immunology
A concise but comprehensive and up-to-date introduction to immunology. (3/0/3) MOSS

433. Advanced Topics in Cell Biology
Study of the mechanisms of life on the cellular level. Topics may include cell metabolism, enzyme mechanisms and regulation, cell-cell communication, and inborn errors of metabolism. (3/0/3) SHIFLET

436. Advanced Topics in Molecular Biology
Study of the mechanisms of life on molecular level. Topics include gene cloning and analysis of biotechnology, control of gene expression, control of cell division, and the molecular basis of cancer. In the laboratory, students will use modern technologies including DNA fingerprinting, Southern blot, gene cloning, and PCR. (3/3/4) MOSS

440. Comparative Anatomy
A system-by-system approach to the study of animal anatomy with emphasis on extensive comparative dissection of representative vertebrate species. (3/3/4) GOLDEY

445. Neurobiology
Study of the structure and function of the nervous system from subcellular to systems levels with emphasis on the experimental foundation of modern principles. (3/0/3) DAVIS

446. Neurobiology
Identical in content to Biology 445 but has a laboratory component. (3/3/4) DAVIS

450. Research
Original research in an area of student’s interest. (Variable credit up to four hours) DAVIS

480. Selected Topics in Biology
The topic for any semester may be one of special interest, special need, or special content. (3/0/3 or 3/0/3) STAFF

Honors Courses and In-Course Honors
The Department of Biology encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses and In-Course Honors in this Catalogue.

Chemistry
DONALD A. CASTILLO, JR., Department Chairman
CHARLES G. BASE, JAMEICA B. HILL, W. SCOT MORROW, DAVID M. WHISNANT

In order to allow flexibility in the major and to provide for differing professional goals, the chemistry department offers two different major tracks. The Pre-Professional Chemistry Track of 36 semester hours is for students who plan to do graduate work leading to the M.S. or Ph.D. degree in chemistry or who plan to become industrial chemists. It is designed to conform to the criteria recommended by the American Chemical Society for undergraduate professional education in chemistry. The Liberal Arts Chemistry Track of 32 semester hours in chemistry and four in biology (other than Biology 104) provides more flexibility in selecting courses within the major and in taking elective courses in other departments. It is designed to give a sound foundation in chemistry for students pursuing medically related careers.

Major Prerequisites for either Major Track:
Chemistry 123-124 and 360; Physics 141,142; Mathematics 181,182.

Major Requirements for either Major Track:
Chemistry 201-202, 213, 311.
Participation in departmental seminars in junior and senior years.

Additional Requirements for the Pre-Professional Track:
Chemistry 312, 322, 410, 420, and one additional four-hour chemistry course or four hours in chemistry research. Majors who plan to do graduate work in chemistry are strongly advised to take Mathematics 210 and to acquire a reading knowledge of German.

Additional Requirements for the Liberal Arts Track:
Chemistry 301, 305 or 307, 312 or 322, 410 or 420, and one four-hour biology course (other than Biology 104). Pre-medical and pre-dental students will
need to take a minimum of three semesters of biology to meet admission requirements of most professional schools.

Students in the Teacher Education Program who are seeking to complete teaching majors in chemistry should refer to the Teacher Education Handbook and consult with the chemistry and education department chairman to review the extent to which departmental and teaching major requirements differ and to develop plans for meeting both.

104. **Chemistry: Concepts and Method**
A study of topics selected to introduce students to basic concepts in chemistry and to the scientific method. Does not count toward a major in Chemistry or toward science requirements for the B.S. degree.
(3/3/4) STAFF

105. **Biochemistry: Concepts and Method**
A study of topics selected to introduce students to basic concepts in biochemistry and to the scientific method. Does not count toward a major in Chemistry or toward science requirements for the B.S. degree.
(3/3/4) MORROW

123-124. **General Chemistry**
A thorough treatment of the fundamentals of chemistry from a strictly modern point of view.
(3/3/4) each semester STAFF

201-202. **Organic Chemistry**
A study of the major classes of organic compounds, with emphasis on structure and mechanisms. Prerequisite: Chemistry 123-124.
(3/3/4) each semester BASS

213. **Introductory Analytical Chemistry**
Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 123-124.
(3/3/4) CASTILLO

250+. **Introduction to Research**
Elementary investigations in chemistry for students who wish to begin research early in their undergraduate studies. A student may earn a maximum of 4 semester hours in Chemistry 250+. Prerequisite: Chemistry 123-124 or permission of the department faculty.
(0/3/1) STAFF

280+. **Selected Topics in Chemistry**
Group or individual study of selected topics in chemistry at an intermediate level. Intended for non-chemists as well as chemistry majors. Specific topics will vary with student interest and will be announced one semester in advance.
(1-3/0-3/1-4) STAFF

301. **Biochemistry**
A rigorous introduction to modern biochemistry with an emphasis on the molecular basis of cellular structure and biological function. A thorough treatment of the physico-chemical properties of informational macromolecules is employed to provide a sound basis for the study of bioenergetics and metabolic organization. Prerequisite: Chemistry 202.
(3/3/4) MORROW

302. **Biochemistry**
Identical in prerequisite and content to Chemistry 301 but has no laboratory component.
(3/0/3) MORROW

305. **Pharmacology**
An introduction to the molecular action of therapeutic and toxic substances on living organisms. Laboratory work will focus on the isolation and analysis of bio-active chemical compounds. Prerequisite: Chemistry 202.
(3/3/4) MORROW

306. **Pharmacology**
Identical in prerequisite and content to Chemistry 305 but has no laboratory component.
(3/0/3) MORROW

307. **Biotechnology**
An introduction to the application of biochemical processes to industrial chemistry and industrial microbiology. Prerequisite: Chemistry 202.
(3/3/4) MORROW

308. **Biotechnology**
Identical in prerequisite and content to Chemistry 307 but has no laboratory component.
(3/0/3) MORROW

311. **Physical Chemistry**
A study of the laws and theories of chemistry, thermodynamics, kinetics, quantum theory, molecular structure, etc., from a modern viewpoint. Emphasis on problem solving. Prerequisites: Chemistry 213; Physics 141, 142; Mathematics 181, 182.
(3/3/4) each course WHISNANT

322. **Inorganic Chemistry**
A survey of inorganic chemistry with emphasis on the periodicity of the elements and development of the modern theories of the relationships of chemical behavior and structure. Prerequisite: Chemistry 311.
(3/3/4) HILL

360. **Chemical Information Retrieval**
An introduction to the retrieval of information from commercial online databases in chemistry, including STN, Dialog, and the World Wide Web. Emphasis will be placed on the content and scope of these databases and on the development of effective search strategies. The goal of the course is to provide students with the tools, including the computer skills, necessary to conduct independent literature searches for courses and research. Students also will learn how to make effective computer-assisted presentations. Prerequisite: Chemistry 202.
(1/0/1) WHISNANT

410. **Chemical Instrumentation**
A study of the theories employed in analytical instrumentation. The application of instruments for methods in absorption and emission spectroscopy, gas chromatography, mass spectroscopy, radiotopes, electrometric measurements, and separations will be emphasized. Prerequisite: Chemistry 311.
(2/0/4) CASTILLO
Organic Syntheses
An introduction to the application of organic reactions to the synthesis of moderately complicated molecules. Basic reactions learned in organic chemistry and new reactions and reagents will be explored. Strategies in the design of multistep syntheses will be presented. In the laboratory, students work as small research teams which perform several multistep syntheses, employ modern separation methods, and identify the products by spectoscopic techniques. Prerequisite: Chemistry 202.

450+. Senior Research
Guided original research in the field of a student's interest. Introduction to basic principles of library and laboratory research leading to a solution of the problem and written report. A student may earn a maximum of four semester hours in Chemistry 450+. Prerequisites: Permission of instructor and department chairman.
(0/6/2) STAFF

480+. Advanced Topics in Chemistry
Group or individual study of special topics in chemistry at an advanced level. Topics will vary with student interest, but will be selected from an advanced area of analytical, organic, inorganic, physical, or biochemistry, and will be announced one semester in advance. Prerequisites: Introductory course in area of study and permission of instructor.
(3/0/3) STAFF

Communication Studies
DENNIS M. DOOLEY, Coordinator
VIVIAN B. FISHER, LINDA POWERS, DENO P. TRAKAS

A major in Communication Studies is not available at Wofford, but the courses offered provide background, training, and experience in communication skills and disciplines which are among those most essential in professional life, community service, and personal development.

341, 342, 343. Business and Professional Communication
A series of three one-credit-hour courses offered sequentially during one semester. The 341 course (Interpersonal Communication) focuses on interpersonal skills — oral communication, listening, conflict management, and negotiation. The 342 course (Team Dynamics) focuses on skills needed for problem solving by small groups. The 343 course (Visual Aids for Presentations) focuses on adding clarity, interest, and proof to presentations through the use of transparencies, slides, and computerized displays.
(3/0/1) each course POWERS

351. Introduction to Journalism
A study of newspaper reporting skills, with emphasis on the writing of straight news stories.
(3/0/3) POWERS

352. Reasoning and Writing
An advanced composition course in which students will study a wide variety of essays from different disciplines and write for a variety of purposes.
(3/0/3) TRAKAS

353. Public Speaking
An introduction. Students will be expected to prepare, deliver, and criticize various types of speeches.
(3/0/3) POWERS

354. Business and Professional Writing
A practical course in writing and analyzing reports, instructions, letters, memoraanda, and other material typical of business, industry, and the professions.
(3/0/3) FISHER

Computer Science
DANIEL W. OLDS, Department Chairman
DONALD A. CASTILLO, ANGELA B. SHIFLET, BENJAMIN F. YARN, JR., DAVID M. WHISNANT

The department offers a variety of courses which will help students acquire the knowledge, experience, and skill to use a computer as an effective tool in many areas. The department also offers, with the Department of Mathematics, a major in Computer Science. Students completing the major may qualify for either the B.A. degree or the B.S. degree, depending upon how they meet the college's natural science requirement.

Major Prerequisites:
Computer Science 235, Mathematics 181.

Major Requirements:
The major requires completion of 31 semester hours as follows:

Computer Science: Computer Science 350, Physics 203, and at least three other computer science courses at the 300- and 400-level (which may include several offerings in the 480+ series).

Mathematics: Mathematics 182, 220, 235, 431, and at least one of 140, 230, 320, 330, or 421.

101. An Introduction to Computers
This course is an introduction to the general field of data processing and to the capabilities of Wofford's time-sharing computer system and micro-computers. Topics covered are the influence of the computer, computer hardware and software, input/output devices, and auxiliary storage devices. "Hands-on" experience is gained by working with software on the time-sharing system and on the micro. Software for communication (including Internet access), word processing, electronic spreadsheets, and database management will be given particular emphasis, as well as the graphic capability of the computer.
(3/0/3) STAFF
220. **Programming Mathematics and Science Applications in FORTRAN**

In this course students are to learn to design, write, and debug computer programs using the FORTRAN language and emphasizing mathematics and science applications. Prerequisite: Computer Science 101 or a programming course.

(3/0/3) STAFF

230. **Programming Business Applications in COBOL**

In this course students are to learn to plan, write, and debug computer programs using the COBOL language and emphasizing business applications. Prerequisite: Computer Science 101 or a programming course.

(3/0/3) STAFF

235. **Programming Computer Science Applications in C**

In this course students are to learn to write computer programs using the C language. Topics dealt with include string processing, list processing, searching and sorting, recursion, and data types and structures. Students are introduced to problem solving and algorithm development, with emphasis on good programming style and data-structuring techniques. Prerequisite: Computer Science 101 or a programming course.

(3/0/3) STAFF

280+. **Selected Topics in Computer Science**

The 280+ courses provide opportunity for group or individual study of selected topics in computer science at an intermediate or advanced level. Students must present proposals for their study projects before the date for pre-registration. Projects for one, two, or three semester hours may be proposed and repeated for cumulative credit up to six hours. A formal paper must be included in any three-hour project and for the first cumulative credit beyond three hours for a student with no such paper on file. Prerequisite: Normally, at least three credits in computer science, but this may be waived by unanimous consent of the Computer Science faculty; other prerequisites may be set by the instructor of any project.

(0/0/1-3) STAFF

310. **Computer Graphics**

This course is an introduction to computer graphics. Particular emphasis will be placed on the algorithms used to produce 2D graphics with a computer. Topics will include graphics devices, line drawing, polygons, circles, vectors, transformations of pictures, raster graphics, curves, and an introduction to 3D graphics. Prerequisites: Mathematics 181 and proficiency in computer programming language such as Pascal, C, or FORTRAN.

(3/0/3) STAFF

320. **Programming Languages**

This course is a comparative study of high-level programming languages, including study of the design, evaluation, and implementation of such languages. Emphasis is placed on the ways in which such languages deal with the fundamentals of programming. Prerequisite: Computer Science 235.

(3/0/3) STAFF

340. **Theory of Computation**

This course is a study of formal models of computation, such as finite state automata and Turing machines, along with the corresponding elements of formal languages. These models are used to provide a mathematical basis for the study of computability and to provide an introduction to the formal theory behind compiler construction. Prerequisites: Mathematics 181 and either Computer Science 220 or Computer Science 235.

(3/0/3) STAFF

350. **Data Structures**

This course is an introduction to the formal study of data structures such as arrays, stacks, queues, lists, and trees along with algorithm design and analysis of efficiency. Prerequisite: Computer Science 235.

(3/0/3) STAFF

360. **Operating Systems**

This course discusses fundamental concepts that are applicable to a variety of operating systems, such as tasking and processes, process coordination and synchronization, scheduling and dispatch, physical and virtual memory organization, device management, file systems, security and protection, communications and networking. Prerequisites: Computer Science 350 or permission of instructor.

(3/0/3) STAFF

410. **Programming Projects**

The goal of this course is to study software engineering through a project-oriented approach. The emphasis will be on the specification, organization, implementation, testing, and documentation of software. Students will work in groups on various software projects. Prerequisite: A 300- or 400-level computer science course.

(3/0/3) STAFF

480+. **Special Topics in Computer Science**

Specific topics offered will vary from semester to semester. Prerequisites will vary with topics.

(3/0/3) STAFF

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**Economics**

MATTHEW A. STEPHENSON, Department Chairman

JOHN K. FORT, FRANK M. MACHOVEC, JOHN B. MCArTHUR,

RICHARD M. WALLACE

Two separate major programs are offered: Economics and Business Economics. For either major, students have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the college's natural science requirement). Students may major in both Economics and Accounting, but they may not major in both Economics and Finance. Students may not major in both Business Economics and Economics, or Finance, or Accounting.

Any student who has twice failed a course listed as an Economics/Business Economics major prerequisite may appeal to be exempted from that prerequisite. The student must request before the end of the add period of the subsequent semester that the faculty of the Department of Economics review the appeal. The department faculty's decision is final.

**Major Prerequisites for either Major Program:**

Mathematics 130, 140, 181; Computer Science 101.

**Economics Major Requirements:**

Twenty-seven semester hours as follows: Economics 201 and 202 each with grades of C- or better, Economics 301 and 302, plus 15 additional hours in Economics.
Economics majors seeking to complete certification requirements to teach social studies in secondary schools should refer to the Teacher Education Handbook and consult with the economics and education department chairmen to plan for the related work they must do in history, geography, government, and sociology.

**Business Economics Major Requirements:**

Economics 201, 202, 301, 302; Accounting 211, 341; grades of C-minus or better in Economics 201 and 202.

Two of the following courses: Economics 372, Finance 321, 331.

Two additional courses in Economics (excluding Economics 372).

The total is 30 semester hours.

**201. Principles of Microeconomics**
An introduction to the economic way of thinking and a study of market processes.
(3/0/3) STAFF

**202. Principles of Macroeconomics**
An introduction to macroeconomics, a study of the theory of income and employment and of the policies that affect the level of income and employment. Prerequisite: Economics 201.
(3/0/3) STAFF

**301. Microeconomic Theory**
An intermediate-level course in the economic analysis of market processes. Prerequisites: Economics 201, Mathematics 181; a grade of C-minus or better in Economics 201.
(3/0/3) STEPHENSON

**302. Macroeconomic Theory**
An intermediate-level course in the economic analysis of the determination of income, employment, and inflation. Prerequisites: Grades of C-minus or better in Economics 201 and 202.
(3/0/3) MAUCHOVCE, McARTHUR

**311. Economic History of the United States**
A historical treatment of the economic development of America from colonial times to the present. Prerequisites: Economics 201, 202.
(3/0/3) STEPHENSON

**322. Money and Banking**
A study of the relationship between money and the level of economic activity, commercial and central banking, credit control under the Federal Reserve System, and the theory and objectives of monetary policy. Prerequisites: Economics 201, 202.
(3/0/3) MAUCHOVCE

**331. Public Choice**
A study of collective economic choice as to government activities and the influence of institutional structure on such choice. Prerequisite: Economics 201.
(3/0/3) McARTHUR, WALLACE

**332. Law and Economics**
An economic analysis of Anglo-American legal institutions with emphasis on the economic function of the law of property, contract, and torts. Prerequisite: Economics 201.
(3/0/3) McARTHUR, WALLACE

**333. Environmental Economics**
The application of economic principles to explain the existence of environmental problems and to evaluate proposals for improving environmental amenities. Prerequisite: Economics 201.
(3/0/3) McARTHUR

**372. Business Law**
A study of the uniform commercial code and the legal environment of business.
(3/0/3) FORT

**401. International Economics**
A study of the theory of international specialization and exchange, the making of international payments, and the relation of international transactions to national income. Prerequisite: Economics 301.
(3/0/3) MAUCHOVCE

**432. Managerial Economics**
The application of microeconomic theory and quantitative methods to manager- decision-making. Prerequisite: Economics 301.
(3/0/3) STEPHENSON

**440. History of Economic Thought**
A study of the evolution of economic analysis, including a brief survey of the economic ideas of Aristotle, the scholastics, mercantilists, and physicists, and a more detailed study of the economic analysis of the classicists, Marxists, marginalists, and Keynesians. Prerequisites: Economics 201, 202.
(3/0/3) WALLACE

**441. Comparative Economic Systems**
A study of the nature and characteristics of the free market economy in comparison to controlled or managed economies such as socialism, communism, fascism, and mercantilism. Prerequisites: Economics 201, 202.
(3/0/3) MAUCHOVCE

**442. Public Policy Toward Business**
A study of government regulation of business and antitrust policy. Prerequisite: Economics 301.
(3/0/3) STEPHENSON

**480+. Special Topics in Economics**
Topics may vary from year to year.
(3/0/3) STAFF
Education

JAMES P. MAHAFFEY, Department Chairman
CYNTHIA A. SUAREZ

The Education Department does not offer a major, but offers courses required for students who wish to prepare for certification as teachers in secondary schools. The Teacher Education Program requires Education 200, 301, 310, 332, 433, and 440. For further information, consult the Catalogue section on the Teacher Education Program and the Teacher Education Handbook or contact the chairman of the Education Department.

200. Foundations of Education
A study of the purposes, background, organization, and operation of the total educational program. The development of the American education system is traced from its beginnings to the present day with emphasis placed on major developments influencing the school in modern society. Students engage in school observations and tutorial work while acquiring fundamental knowledge essential to preparing for a career in education. To be taken in the sophomore year. Prerequisite to all other teacher education courses.
(3/0/3) STAFF

301. Human Growth and Development
A survey designed to acquaint students with basic knowledge and understanding of the principles of lifelong human growth and development. Content addresses the various patterns of physical, intellectual, social, and emotional aspects of growth with a focus on developmental applications in educational settings. Prerequisite: Education 200 or permission of instructor.
(3/0/3) STAFF

310. The Teaching of Reading
Theories, methods, and materials for teaching and enhancing reading and study skills at the middle and secondary levels (grades 7-12). Course content includes (1) a survey of techniques, strategies, and materials which facilitate students' reading and study skills in content areas, (2) an introduction to the fundamental knowledge and skills needed to help students through remediation to build self-esteem and confidence in various reading/study activities, and (3) a study of applied communicational skills for the Tech Prep Program. Special attention is devoted to the diagnosis of reading difficulties, prescriptive remediation techniques, and computer-assisted instruction. A clinical experience is included. Prerequisite: Education 200.
(3/0/3) MAHAFFEY

332. Educational Psychology
Psychology of learning, learning theories, and stages of development as applied to the learner in the classroom. Attention is given to research into learning problems, management and assessment of learning, and the least restrictive environment for exceptional learners. Integrating career guidance and career planning in grades 7-12 is included. Prerequisite: Education 200 or permission of instructor.
(3/0/3) STAFF

333. Seminar and Practicum in Secondary School Methods I
A generic course in methods designed (1) to provide teacher education students a further view of teaching as a career; (2) to introduce students to general instructional strategies, methods, planning techniques, teaching resources and applied methodologies for academic courses for use in middle and secondary classrooms; (3) to afford students an opportunity to further refine their philosophy of education, their understanding of the learning process, and their knowledge of how to assist their students in building self-esteem and confidence; and (4) to give students selected practical experience in working with students in a secondary school classroom and communicating with students and parents. The course has three components: (1) on-campus class seminars conducted by Education Department faculty, (2) practicum experiences in public school classrooms of selected cooperating secondary teachers, and (3) school-based seminars led by certified secondary subject area classroom teachers. Offered in the Interim. Prerequisites: Education 200, 301, and either 310 or 332.
(4 semester hours) STAFF

433. Seminar and Practicum in Secondary School Methods II
A specialized course in secondary teaching methods which focuses precisely on the teaching of English, foreign language, mathematics, science, and the social sciences (social studies and psychology). Students enroll in the component related to their academic teaching majors. Contents within each component include instruction in (1) curriculum content and trends based on national standards, state curriculum frameworks, local curriculum guides, and subject area textbooks and other resources; (2) best practices or teaching strategies; (3) planning thematic teaching units and daily lessons; (4) selecting and using teaching resources and materials, including technology; (5) accommodating varied learning styles and needs; (6) assessing learning outcomes using authentic procedures; and (7) applied methodologies for academic courses (i.e., Tech Prep). A required practicum in a middle or secondary school provides reinforcement of theoretical content and allows for some supervised practice of teaching skills. Offered in the Interim. Prerequisites: Education 200, 301, 310, 332, and 333.
(4 semester hours) STAFF

440. Student Teaching
Full-time observation, participation, and teaching in public schools for one semester (60 full school days) under the supervision of public school personnel, the education faculty, and faculty from the student's teaching area. Weekly seminars. Usually taken in the spring semester of the senior year. Prerequisites: Education 200, 301, 310, 332, 333 and 433.
(6 or 12 semester hours) STAFF

480+. Special Topics in Education
Study of selected pertinent topics in education.
(3/0/3) STAFF
English Language and Literature
DENNIS M. DOOLEY, Department Chairman
JOHN C. COBB, BENJAMIN E. DUNLAP, VIVIAN B. FISHER, NATALIE S.
GRINNELL, SALLY A. HITCHMOUGH, JOHN E. LANE, NANCY B.
MANDLOVE, MARY MARGARET RICHARDS, DENO P. TRAKAS,
CAROL B. WILSON

Major Prerequisites:
English 200, 201, and 202.

Major Requirements:
Ten advanced courses (30 semester hours), three (9 semester hours) of which
may come from Communication Studies, the Creative Writing sequence
(English, 351, 352, 353, and 356) and Humanities 381 and 382. Major work
must include at least one course from each of the following groups:
B. 309, 311, 312, 314, 331, 332.
C. 321, 322, 323, 326, 327, 328 (English 328 is listed also as Theatre 351).

With the permission of the chairman of the English department, Theatre 350
and Theatre 400+ may be counted toward a major in English.

Students in the Teacher Education Program who are seeking to complete
teaching majors in English should refer to the Teacher Education Handbook
and consult with the English and education department chairmen to review
the extent to which departmental and teaching major requirements differ
and to develop plans for meeting both.

 Majors intending to do graduate work in English are advised to acquire a
reading knowledge of French or German or both.

202. Seminar in Literature and Composition
An in-depth study of some topic in short fiction. Reading and discussion will
lead to written work and independent investigation. Objectives will be to read
critically, think analytically, and communicate effectively. Several short pa-
pera and one documented paper will be written. The course must be taken in the
freshman year. Prerequisite: Humanities 101.
(3/0/3) STAFF

200. Introduction to Literary Study
An in-depth study of the genres of poetry and drama designed to develop the
student's ability to read literature with sensitivity and understanding and with
a sense of literary tradition. Emphasis will be on close critical reading of works,
classroom discussion, and analytical essays. The drama will include at least one
Greek play and one Shakespearean play.
(3/0/3) STAFF

201. English Literature to 1800
A study of works representative of the major writers and periods from the
Middle Ages through the eighteenth century, with emphasis on critical under-
standing of these works and on the influences that produced them.
(3/0/3) STAFF

203. Non-dramatic English Literature of the Sixteenth Century
A study of important works of poetry, prose, fiction and criticism from the Tudor
period of the English Renaissance. Writers include More, Wyatt, Spenser,
Sidney, Lily, Nash, Marlowe, Surrey, and others.
(3/0/3) COBB, GRINNELL, RICHARDS

204. English Literature Since 1800
A study of works representative of the major writers and periods from the
Romantic movement to the present, with emphasis on critical understanding of
these works and on the influences that produced them.
(3/0/3) STAFF

301. English Medieval Literature
Readings in Old and Middle English literature, in translated or modernized
versions, through the end of the fifteenth century, excluding Chaucer.
(3/0/3) GRINNELL

302. Chaucer
A study of Chaucer's major poetry, with some attention to the medieval
background and to Chaucerian criticism.
(3/0/3) GRINNELL

303. English Drama from the Beginning to the Closing of the Theatres,
Excluding Shakespeare
A study of Medieval and Renaissance drama, including Mystery and Morality
plays and such dramatists as Marlowe, Kyd, Greene, Middleton, Beaumont and
Fletcher.
(3/0/3) COBB, GRINNELL, RICHARDS

305. Shakespeare (Early Plays)
A study of the principal plays of the first half of Shakespeare's career, including
representative romantic comedies and histories.
(3/0/3) COBB, RICHARDS

306. Shakespeare (Later Plays)
A study of the principal plays of the latter half of Shakespeare's career,
including the major tragedies and romances.
(3/0/3) COBB, RICHARDS

307. Seventeenth-Century English Literature to the Time of the
Restoration
A study of important works of poetry, prose, and criticism from the period. Chief
among the authors studied will be Ben Jonson, Webster, Bacon, Donne, George
Herbert, Vaughan, Marvell, and Milton.
(3/0/3) COBB

309. English Literature of the Restoration and Eighteenth Century,
1660-1800
A study of important works from the literature of this period, selected from
salons (poetry and prose), essay, lyric, biography, and drama. The chief authors
studied will be Dryden, Swift, Pope, Gray, Johnson, and Boswell.
(3/0/3) COBB

311. The Romantic Period
A consideration of the new creative spirit which shows itself in the poetry of
Wordsworth, Coleridge, Shelley, Byron, and Keats, as well as in the minor
writers of the age.
(3/0/3) FISHER
English Language and Literature

DENNIS M. DOOLEY, Department Chairman
JOHN C. COBB, BENJAMIN B. DUNLAP, VIVIAN E. FISHER, NATALIE S. GRINNELL, SALLY A. HITCHMOUGH, JOHN E. LANE, NANCY B. MANDLOVE, MARY MARGARET RICHARDS, DENO P. TRAKAS, CAROL B. WILSON

Major Prerequisites:
English 200, 201, and 202.

Major Requirements:
Ten advanced courses (30 semester hours), three (9 semester hours) of which may come from Communication Studies, the Creative Writing sequence (English 351, 352, 353, and 356) and Humanities 381 and 382. Major work must include at least one course from each of the following groups:
B. 309, 311, 312, 314, 331, 332.
C. 321, 322, 323, 326, 327, 328 (English 328 is listed also as Theatre 351).

With the permission of the chairman of the English department, Theatre 350 and Theatre 480+ may be counted toward a major in English.

Students in the Teacher Education Program who are seeking to complete teaching majors in English should refer to the Teacher Education Handbook and consult with the English and education department chairmen to review the extent to which departmental and teaching major requirements differ and to develop plans for meeting both.

Majors intending to do graduate work in English are advised to acquire a reading knowledge of French or German or both.

102. Seminar in Literature and Composition
An in-depth study of some topic in short fiction. Reading and discussion will lead to written work and independent investigation. Objectives will be to read critically, think analytically, and communicate effectively. Several short papers and one documented paper will be written. The course must be taken in the freshman year. Prerequisite: Humanities 101.
(3/0/3) STAFF

200. Introduction to Literary Study
An in-depth study of the genres of poetry and drama designed to develop the student's ability to read literature with sensitivity and understanding and with a sense of literary tradition. Emphasis will be on close critical reading of works, classroom discussion, and analytical essays. The drama will include at least one Greek play and one Shakespearean play.
(3/0/3) STAFF

201. English Literature to 1800
A study of works representative of the major writers and periods from the Middle Ages through the eighteenth century, with emphasis on critical understanding of these works and on the influences that produced them.
(3/0/3) STAFF

202. English Literature Since 1800
A study of works representative of the major writers and periods from the Romantic movement to the present, with emphasis on critical understanding of these works and on the influences that produced them.
(3/0/3) STAFF

301. English Medieval Literature
Readings in Old and Middle English literature, in translated or modernized versions, through the end of the fifteenth century, excluding Chaucer.
(3/0/3) GRINNELL

302. Chaucer
A study of Chaucer's major poetry, with some attention to the medieval background and to Chaucerian criticism.
(3/0/3) GRINNELL

303. English Drama from the Beginning to the Closing of the Theatres, Excluding Shakespeare
A study of Medieval and Renaissance drama, including Mystery and Morality plays and such dramatists as Marlowe, Kyd, Greene, Middleton, Beaumont and Fletcher.
(3/0/3) COBB, GRINNELL, RICHARDS

304. Non-dramatic English Literature of the Sixteenth Century
A study of important works of poetry, prose, fiction and criticism from the Tudor period of the English Renaissance. Writers include More, Wyatt, Spenser, Sidney, Lily, Nashe, Marlowe, Surrey, and others.
(3/0/3) COBB

305. Shakespeare (Early Plays)
A study of the principal plays of the first half of Shakespeare's career, including representative romantic comedies and histories.
(3/0/3) COBB, RICHARDS

306. Shakespeare (Later Plays)
A study of the principal plays of the latter half of Shakespeare's career, including the major tragedies and romances.
(3/0/3) COBB, RICHARDS

307. Seventeenth-Century English Literature to the Time of the Restoration
A study of important works of poetry, prose, and criticism from the period. Chief among the authors studied will be Jonson, Webster, Bacon, Donne, George Herbert, Vaughan, Marvell, and Milton.
(3/0/3) COBB

309. English Literature of the Restoration and Eighteenth Century, 1660-1800
A study of important works from the literature of this period, selected from satire (poetry and prose), essay, lyric, biography, and drama. The chief authors studied will be Dryden, Swift, Pope, Gray, Johnson, and Boswell.
(3/0/3) COBB

311. The Romantic Period
A consideration of the new creative spirit which shows itself in the poetry of Wordsworth, Coleridge, Shelley, Byron, and Keats, as well as in the minor writers of the age.
(3/0/3) FISHER
312. The Victorian Period
   A study of representative British literature of the Victorian era, with emphasis
   on the poetry of Tennyson, Browning, and Arnold. (3/0/3) FISHER

314. The Irish Revival
   A study of the major writers of the period, with emphasis on the particular
   cultural and historical context in which the Irish Renaissance occurred. The
   chief figures to be studied include Synge, Yeats, Joyce, O'Casey, and Behan.
   (3/0/3) DOOLEY, WILSON

321. American Romanticism
   A survey of American literature, from its beginning to the Civil War.
   (3/0/3) DOOLEY

322. American Realism and Modernism
   A survey of American literature since the Civil War.
   (3/0/3) DOOLEY

323. Southern Literature
   A study of major Southern authors of this century, with emphasis on the
   literature as an expression of Southern culture. Authors include the
   (3/0/3) DOOLEY

326. Contemporary Fiction
   A study of major writers of contemporary (post-World War II) fiction.
   (3/0/3) TRAKAS, WILSON

327. Contemporary Poetry
   A study of major contemporary (post-World War II) poetry.
   (3/0/3) LANE

328. Contemporary Drama
   A reading and analysis of modern dramas from Ibsen to the present. Also listed
   as Theatre 351. (3/0/3) GROSS, WILSON

331. The Early English Novel
   A study of representative British novels of the sixteenth and Romantic
   period. (3/0/3) RICHARDS

332. The Later English Novel
   A study of major novels of the Victorian and modern periods.
   (3/0/3) FISHER

333. The Modern Novel
   A critical consideration of selected American, British, and European novels
   from Flaubert to the present. The student should gain some insight both into
   the development of the modern novel as a genre and into the part the modern
   novel has played in the development of the modern mind. Specific selections will
   vary from year to year but will include such writers as James, Lawrence, Joyce,
   Faulkner, Hemingway, and Beckett. (3/0/3) RICHARDS, WILSON

334. Modern Poetry
   A study of representative poetry from the first half of the twentieth century,
   focusing on such modernists as Yeats, Eliot, Pound, Frost, and Stevens.
   (3/0/3) RICHARDS

336. European Masterpieces: Antiquity to the Renaissance
   A study of selected masterpieces from the European tradition, including such
   writers as Homer, Rabelais, Dante, and Cervantes. (3/0/3) DUNLAP, RICHARDS

337. European Masterpieces: Seventeenth Century to the Present
   A study of selected masterpieces from the European tradition, including such
   writers as Moliere, Goethe, Ibsen, Flaubert, and Dostoyevsky.
   (3/0/3) DUNLAP

339. Comparative Literature of the Emerging World
   A study of the literature of emerging peoples, to include Asian, African, Central
   and South American, African-American, and Native American literatures,
   designed to enhance our understanding and appreciation of the diversity of
cultures that make up our world and our heritage.
   (3/0/3) MANDLOVE

341. Princites of Literary Criticism
   A study of the principles by which one judges the best from the inferior
   in literature. Some attention will be given to the opinions of major critics, but
   the main part of the course will be practical and inductive, and concerned with
   the discussion of selected works drawn from a variety of cultures.
   (3/0/3) COBB

342. Grammar and History of English
   A study of traditional and modern transformational grammars and of the
   history and development of the English language, including the study of orality
   and literacy as aspects of language development. Required for certification
   as a teacher of English.
   (3/0/3) GRINNELL

344. Adolescent Literature
   Principles for selection of works of literature appropriate for study at various
   levels in secondary schools; methods of teaching such works, including use of
   various media; analytical discussion of specific works from major genres. Does
   not count toward the major in English.
   (3/0/3) TRAKAS

351. Short Story Workshop
   A creative writing course focusing on the writing of short stories. Students will
   read manuscripts in class and meet with instructor for individual conferences.
   (3/0/3) DUNLAP, LANE, TRAKAS

352. Poetry Workshop
   A creative writing course focusing on the writing of poetry. Students will read
   manuscripts in class and meet with instructor for individual conferences.
   (3/0/3) LANE, TRAKAS

353. The Art of the Personal Essay
   A creative writing course focusing on personal essays. Students will write and
   revise at least six personal essays and discuss assigned readings, student
   essays, and essays by visiting writers.
   (3/0/3) LANE

356. Advanced Fiction Workshop
   An advanced course in creative writing, focusing on short stories and/or novels.
   (3/0/3) DUNLAP, TRAKAS

480+. Special Topics in Literature
   A seminar intended mainly for advanced English majors. Topics may vary from
   year to year.
   (3/0/3) STAFF
The department offers study in music and theatre and a major in Art History.

Art and Art History

PETER L. SCHMUNK, Coordinator

A major in Art History is offered in conjunction with Converse College. Students from either college may take the major. Some courses are offered only at Wofford and some courses only at Converse, while others are available at both schools. Under normal circumstances, students intending to complete the major in Art History should first take the survey courses, 201 and 202, which provide a foundation for the major program. In addition to the major requirements listed below, a semester or Interim spent in study abroad is strongly recommended.

Major Requirements:

Twenty-seven semester hours as follows: Art 201, 202 (or the equivalent introductory art history courses at Converse), Philosophy 310, Art 245, Art 411, and four other Art History courses.

Students pursuing the major in Art History must take and pass an appropriate course in music or theatre to fulfill the General Education requirement in fine arts. Philosophy 310, a requirement for the major in Art History, may not also be applied toward the General Education requirement in philosophy.

201, 202. Survey of the History of Western Art
An introductory survey of Western art and its major monuments, artists, techniques, styles, and themes. Art 201 encompasses the art of prehistory, the ancient world, and the Middle Ages; 202 surveys the art from the Renaissance to the present.

210. Principles and Styles of Architecture
An introduction to the study of architecture through an examination of the principles that underlie architectural design and experience and a survey of the major styles that comprise the history of architecture.

240. Oriental Art
A survey of the art of the Orient with particular emphasis on that of China. The course opens with an examination of ancient Chinese bronzes and concludes with contemporary Chinese painting. Indian sculpture and Japanese painting and architecture will be scanned for their contributions to or derivation from the art of China.

301. Ancient and Classical Art
A study of the greatest of the ancient art traditions, that of Greece, against a background of its Egyptian and Near Eastern origins. The course concludes with a brief treatment of the art of the Etruscans and a more extensive examination of Roman painting, sculpture, and architecture.

302. Medieval Art
A study of the major developments in the visual arts during the Middle Ages, including the art of Constantine, Rome and Byzantium, the pre-Christian art of the North and its assimilation into the Christian tradition, the artistic expression of pre-Christianism and pilgrimage, and the Gothic flowering of art in cathedral construction, sculpture, and manuscript illumination.

303. Italian Renaissance Art
An in-depth study of the art of the Italian peninsula between 1300 and 1600, with emphasis on the distinctive nature of the various cultural centers there, the rising status of the artist, the culture of humanism, the impact of science on art, and the development of artistic technique and style that led to the masterworks of such figures as Raphael, Michelangelo, Titian, and Palladio.

304. Baroque and Rococo Art
A study of the various individual, national, and period styles practiced during the seventeenth and eighteenth centuries, a period encompassing the artistic expression of absolute monarchy, Catholic encouragement versus Protestant rejection of liturgical art, the foundation of academies of art, and the revolutionary works of Bernini, Rubens, Velazquez, and Rembrandt.

305. Nineteenth-Century Art
A study of the principal styles and artists that distinguish the art produced just prior to and throughout the nineteenth century, seen against the background of significant cultural developments: political and industrial revolutions, nationalism, secularism, and the waning influence of the academies vs. the emergent concept of the avant-garde.

310. History of American Architecture
A study of the art which most closely surrounds us, from Spanish and New England colonial architecture to the Post-Modern style in current practice.

411. Art Historiography
An exploration of the theory and methodology of art history, intended to develop critical thinking skills, to further the student's ability to write persuasively about art, to develop research and bibliographic skills, and to cultivate an awareness of some of the approaches employed by historians of art, including biography, connoisseurship, style criticism, iconology, and feminist criticism. Prerequisite: At least one course in art history, or permission of the instructor.
Music

A student may earn a maximum combined total of eight semester hours in the applied music courses (100, 101, 102, 200, 280+).

100. Men's Glee Club
The study and performance of selected choral literature for men's voices from the Renaissance to the contemporary period. Requirements include performance in a Homecoming concert, a Christmas concert, a spring concert, and a spring tour. Prerequisite: Permission of Instructor.
(3/0/3) STAFF

101. Wofford Singers
The study and performance of selected choral literature for mixed voices from the Renaissance to the contemporary period. Requirements include performance in a Homecoming concert, a Christmas concert, a spring concert, and a spring tour. Prerequisite: Permission of Director.
(0/5/1) BILANCHONE/McCRAW

102. Women's Choir
The study and performance of selected choral literature for women's voices from the Renaissance to the contemporary period. Requirements include performance in a Homecoming concert, a Christmas concert, a spring concert, and a spring tour. Prerequisite: Permission of Director.
(0/3/1) SELLARS

200. Band
The study and performance of selected band literature with emphasis on stage and band training. Requirements may include performance in Homecoming and Christmas concerts and in a pep band for sports events. Prerequisite: Permission of Director.
(0/3/1) McCRAW

201. The Understanding of Music
An introduction to the art of perceptive listening through a general survey of music from the Renaissance to the present time.
(3/0/3) BILANCHONE

202. The Elements of Music
The development of aural recognition and identification of musical patterns. The development of proficiency in recognizing and responding to the symbols of music notation.
(3/0/3) BILANCHONE

280+. Music Laboratory
Applied music in the form of vocal/instrumental instruction for students simultaneously enrolled in a music ensemble. Prerequisite: Permission of instructor.
(0/1/1) STAFF

Theatre

201. Introduction to the Theatre
Script analysis, dramatic structure, production styles, introductory overview of acting, directing, and the technical elements of production—lighting, set design and construction, costuming, make-up, theatre management. Participation in some phase of major play production (onstage or offstage) required.
(3/3/3) GROSS

205. History of the Theatre
Studies in Greek and Roman theatre.
(3/0/3) GROSS

251. History of the Theatre
A course of study in theatre which includes close reading and analysis of modern drama from Ibsen to the present. Also listed as English 328.
(3/0/3) GROSS

400+. Theatre Practicum
A special course of individual study and instruction wherein an advanced student of theatre may pursue a special interest such as set design, lighting, theatrical management, acting, or playwriting, under the direction of the instructor. Active participation in laboratory and major productions required. A maximum of 6 semester hours may be earned in Theatre 400+.
(0/5/1) GROSS

480+. Special Topics in Theatre and Related Areas
A seminar for advanced students. Subject matter will vary from year to year. Prerequisite: Permission of instructor.
(2/3/3) STAFF

490+. Advanced Studies in Film
A topics course involving close study of specific directors, genres, or national cinemas. Topics will change from semester to semester. Screenings of feature films may be held outside of class. Students may take Theatre 490+ for credit only once. Prerequisite: Theatre 250, or permission of instructor.
(3/2-3/3) DUNLAP, LANE
Foreign Languages

DENNIS M. WEISEMAN, Department Chairman
SUSAN C. GRISWOLD, Coordinator for Spanish
JOHN C. AKERS, CAROLINE A. CUNNINGHAM, KIRSTEN A. KRICK-AIGNER, NANCY B. MANDLOVE, WILLIAM W. MOUNT, JR., ERIKA SCAVILLO, ANNE MARIE J. WEISEMAN

Major Prerequisites:
Completion of course 102 (or the equivalent) of the language selected for the major. (Courses taken at the 100 level may not be counted toward a foreign language major.)

French Major Requirements:
Twenty-four semester hours of course work in French, including eighteen semester hours in courses numbered 300 or higher, beginning with 301 (in which the student must make a grade of C or higher in order to continue in the major). Major work will also include 304 or 306, and 308, and two 400-level courses (including at least one in literature). A senior reading program is required. Normally, a semester of foreign study is expected.

Students in the Teacher Education Program who are seeking to complete teaching majors in French should refer to the Teacher Education Handbook and consult with the foreign language and education department chairmen to review the extent to which departmental and teaching major requirements differ and to develop plans for meeting both.

German Major Requirements:
Twenty-four semester hours of course work in German, including eighteen semester hours in courses numbered 300 or higher, beginning with 301 (in which the student must make a grade of C or higher in order to continue in the major). Major work will also include 302, 303, and two 400-level courses (including at least one in literature). A senior reading program is required. Normally, a semester of foreign study is expected.

No 400-level courses in German were offered at Wofford prior to fall semester 1997. The 400-level curriculum will be added over the next two years. Information may be obtained from the department chairman or the German coordinator.

Spanish Major Requirements:
Twenty-four semester hours of course work in Spanish, including eighteen semester hours in courses numbered 300 or higher, beginning with 303 (in which the student must make a C or higher in order to continue in the major). Major work will also include 305 or 307, and 308, and two 400-level courses (including at least one in literature). A senior reading program is required. Normally, a semester of foreign study is expected.

Students in the Teacher Education Program who are seeking to complete teaching majors in Spanish should refer to the Teacher Education Handbook and consult with the foreign language and education department chairmen to review the extent to which departmental and teaching major requirements differ and to develop plans for meeting both.

Restrictions:
Students who have received credit for a 300-level or 200-level course may not take or repeat a course at a lower level in the same language and receive credit or grade-points for it. Students who have received credit for a course at the 100-level may not take or repeat a lower numbered 100-level course in the same language and receive credit or grade-points for it.

Departmental Courses

241, 242, 243. Language and Culture via Satellite
Students may use the Earth Station as a language and culture classroom, electing the amount of viewing time they wish to undertake in a given semester: 3 viewing hours per week (241 = 1 credit hour), 6 viewing hours per week (242 = 2 credit hours), 9 viewing hours per week (243 = 3 credit hours). Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The courses may be repeated up to a maximum of 4 credit hours. Prerequisite: Spanish, French, or German 201 or permission of instructor.
(1/3-9/1-3) STAFF

2804. Special Topics in a Foreign Language
The study of special topics, at the introductory and intermediate levels, in French, German, Greek, Spanish, or other foreign languages as available.
(1-3/0-3/1-4) STAFF

3804. Foreign Language Drama Workshop
Participation in foreign language drama productions. Prerequisite: Permission of instructor.
(3/0/3) STAFF

4804. Special Topics in a Foreign Language
The study of special topics, at the advanced level, in French, German, Greek, Spanish, or other foreign languages as available.
(1-3/0-3/1-4) STAFF

French

101, 102. Beginning Active French
A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of French in the classroom.
(3/1/3) each course STAFF

103. Beginning Active French
Same as 101, 102 above, but conducted in one semester.
(3/1/3) STAFF

201, 202. Intermediate Active French
An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: French 102 or the equivalent.
(3/1/3) each course STAFF
303. Advanced French
To refine reading, writing, and speaking skills in the French language. Attention will be paid to levels of discourse and written expression of French as it is currently used. Improvement in the ease and richness of expression by each student is a major goal of the course. Conducted in French. Prerequisite: French 202 or the equivalent.
(3/0/3) STAFF

304. The French World: France
A discovery of France and its social and cultural institutions through a study of contemporary issues and of differences and similarities between American and French attitudes, policies, and tastes. Conducted in French. Prerequisite: French 202 or permission of instructor.
(3/3/4) CUNNINGHAM, D. WISEMAN

306. The French World: Africa, Europe, the Americas
An exploration of the French-speaking countries of the world beyond the metropole, in Europe (Belgium, Switzerland), Africa (Morocco, Algeria, Chad, Senegal, and the Ivory Coast), and the Americas (Haiti, Quebec). Focus will be on the social and cultural institutions of non-French francophones and their concerns as expressed in a foreign idiom. Conducted in French. Prerequisite: French 303 or equivalent.
(3/0/3) CUNNINGHAM, D. WISEMAN

308. Introduction to French Literature
An introduction to French literature. The student will learn reading techniques which illuminate the content of a text through an appreciation of style, syntax, and rhetorical device. Diverse literary genres will be studied, including works of prose (fiction and non-fiction), poetry, and theater. At the same time, emphasis will be placed on the historical, social, and cultural contexts of the chosen works. Conducted in French. Prerequisite: French 303 or permission of instructor.
(3/0/3) CUNNINGHAM, D. WISEMAN

412. The French Novel
Readings from selected texts that represent the evolution of the French novel. Attention will be paid to technique and style, with emphasis also on the historical and social importance of each novel. The student will also become familiar with a substantial corpus of critical literature. Conducted in French. Prerequisite: French 303 or permission of instructor.
(3/0/3) CUNNINGHAM, D. WISEMAN

413. French Poetry
Study of a variety of texts from representative poetic movements from the seventeenth century through the twentieth century. Emphasis will be placed on poetry as a social and historical document and close attention will also be paid to the evolution of poetic structure and technique. Conducted in French. Prerequisite: French 303 or permission of instructor.
(3/0/3) CUNNINGHAM, D. WISEMAN

414. French Non-Fiction
A careful reading of selected major essays, journalistic articles and reviews, biographies and autobiographies, and other non-fictional texts by writers in French. The course will focus on important themes and perspectives of influential French authors—contemporary and historical—as well as on the basic elements and strategies of their prose styles. Conducted in French. Prerequisite: French 303 or the equivalent.
(3/0/3) CUNNINGHAM, D. WISEMAN

415. The French Theater
A careful reading of representative texts of the French theater designed to acquaint the student with the different genres of theater and to teach the student to read critically. Conducted in French. Prerequisite: French 303 or permission of instructor.
(3/0/3) CUNNINGHAM, D. WISEMAN

421. French Film Seminar
A study of French film as an art form. Using a representative sample of films as "texts," the course will consider narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the contrastive analysis of literary and cinematic fictions; the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda); the historical development of a national film industry; and the director as auteur. Conducted in French. Prerequisite: French 303 or permission of instructor.
(3/0/3) CUNNINGHAM, D. WISEMAN

442. Oral Proficiency: Conversing and Interpreting in French
A practical approach to speaking French. Using a wide variety of spoken samples for listening practice and role-play tasks for speaking practice, the course will examine the functions and contexts of oral proficiency levels from intermediate to superior abilities. The course will also consider techniques of oral assessment and the nature of professional interpreting as a career. Conducted in French. Prerequisite: French 303 or equivalent.
(3/0/3) A. WISEMAN

443. French Phonetics
An introduction to the International Phonetic Alphabet and its application to problems of correct phonetic utterance. Phonetic accuracy will improve oral expression by the student and aural comprehension by the listener. Conducted in French. Prerequisite: French 303 or permission of instructor.
(3/0/3) CUNNINGHAM, D. WISEMAN

German

101, 102. Beginning Active German
A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of German in the classroom.
(3/1/3) each course SCAVILLO

103. Beginning Active German
Same as 101, 102 above, but conducted in one semester.
(3/1/3) STAFF

201, 202. Intermediate Active German
An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: German 102 or the equivalent.
(3/1/3) each course SCAVILLO
301. Conversation and Composition
Modern short stories will be the basis for discussions on a wide range of topics contrasting German and American cultural attitudes and the ways in which they are expressed. Written assignments will be related to discussion topics. The course will stress application of grammar, idiomatic usage of German, and vocabulary acquisition. Conducted in German. Prerequisite: German 202 or the equivalent.
(3/0/3) SCAVILLO

302. Germany Today
An introduction to present-day Germany. The course will explore Germany's recent history, its geographical development, and its political, cultural, and educational institutions through authentic listening and reading materials. Conducted in German. Prerequisite: German 202 or the equivalent.
(3/1/3) SCAVILLO

303. Introduction to German Literature
Selected readings in poetry, drama, and prose will introduce the student to the historical development of various literary genres and foster an appreciation of diverse styles and literary techniques. Conducted in German. Prerequisite: German 202 or the equivalent.
(3/0/3) SCAVILLO

304. Film as Mirror of Twentieth-Century Germany
From Nazi propaganda to the dangers of Neo-Nazism, from the constraints placed on women to the plight of the "Gastarbeiter," German films depict the spectrum of political and social issues that face Germany today. These issues will be discussed and more fully explored through complementary readings. Conducted in German or English. Prerequisite: German 202 or the equivalent.
(3/0/3) SCAVILLO

Greek
105. Intensive Elementary Greek
An introduction to classical Greek grammar with exercises and selected readings.
(3/0/3) MOUNT

201-202. Intermediate Greek
Review of grammar and extensive reading from classical and Hellenistic writings, including the New Testament, for the purpose of developing reading facility.
(3/0/3) each semester MOUNT

303, 354. Readings in Greek Literature
Reading and detailed study of selected works in Greek. Readings to be determined by consultation.
(3/0/3) each course MOUNT

Spanish
101, 102. Beginning Active Spanish
A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of Spanish in the classroom.
(3/1/3) each course STAFF

103. Beginning Active Spanish
Same as 101,102 above, but conducted in one semester.
(3/1/3) STAFF

201, 202. Intermediate Active Spanish
An intensive review of the language, with emphasis on development of strong oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: Spanish 102 or the equivalent.
(3/1/3) each course STAFF

303. Advanced Spanish
Intensive practice in the passive skills (reading, listening) and in the active skills (writing, speaking) to move the student toward advanced proficiency in Spanish. Practice with an extensive range of authentic listening and reading materials will allow students to work toward a superior level of recognition control. In the active skills, manipulative and creative practice in real communication will help students to improve productive control. The course will also stress vocabulary acquisition and accuracy in the application of grammatical principles. Conducted in Spanish. Prerequisite: Spanish 202 or the equivalent.
(3/1/3) STAFF

305. The Hispanic World: Spanish America
An introduction to the culture of Spanish America. A study of Spanish-American historical development and major aspects and issues of its social, artistic, intellectual, and political life today. Conducted in Spanish. Prerequisite: Spanish 202 or permission of instructor.
(3/0/3) GRISWOLD, MANDLOVE

307. The Hispanic World: Spain
An introduction to the culture of Spain, with emphasis on physical and human geography, historical development, and contemporary Spanish society. Conducted in Spanish. Prerequisite: Spanish 202 or permission of instructor.
(3/0/3) AKERS

308. Modern Writers of the Hispanic World
An advanced language and introductory literature course emphasizing basic techniques of discerning reading and articulate writing. Readings will include poetry, novels, and short stories by major Spanish and Spanish-American authors; short critical essays will provide practice in clear expository writing. Conducted in Spanish. Prerequisite: Spanish 303 or permission of instructor.
(3/0/3) AKERS, GRISWOLD, MANDLOVE, A. WISEMAN

411. Cervantes' Don Quixote de la Mancha
A careful reading of Don Quixote to enjoy and appreciate this major work of art and to gain insight into the novel's central influence on the development of modern narrative forms. Readings in English (for elective credit) or in Spanish (for Spanish major credit). Class discussion in English or Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) AKERS, GRISWOLD

412. Hispanic Narrative Fiction
A careful reading of representative short stories and novels by major authors of the Hispanic world. The course will also focus on the fundamental elements and techniques of narrative fiction and critical reading strategies. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) AKERS, GRISWOLD, MANDLOVE, A. WISEMAN
442. Spanish and Spanish-American Film Seminar
A study of Hispanic film as an art form. Using a representative sample of films as "texts," the course will consider narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda); the historical development of a national film industry; and the director as auteur. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor. (3/0/3) AKERS, GRISWOLD, MANDLOVE, A. WISEMAN

443. Hispanic Poetry
A careful study of representative poetry by major authors of the Hispanic world. The course will also focus on the fundamental genres, forms, elements, and techniques of poetry in Spanish and critical reading strategies. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor. (3/0/3) MANDLOVE

444. Practical and Creative Writing in Spanish
A practical approach to writing in Spanish. The course will sample a wide variety of writing projects, such as personal letters and diaries, business letters and memos, newspaper and magazine articles, commercial advertisements, recipes, instructions, letters of recommendation, and the traditional genres of autobiography, short story, essay, and poetry. Course work will concentrate on the development of clarity of expression, lexical precision, structural accuracy, and graceful, persuasive, and appropriate styles. Conducted in Spanish. Prerequisite: Spanish 303 or the equivalent. (3/0/3) AKERS, GRISWOLD, MANDLOVE, A. WISEMAN

445. Oral Proficiency: Conversing and Interpreting in Spanish
A practical approach to speaking Spanish. Using a wide variety of spoken samples for listening practice and role-play tasks for speaking practice, the course will examine the functions and contexts of oral proficiency levels from intermediate to superior abilities. The course will also consider techniques of oral assessment and the nature of professional interpreting as a career. Conducted in Spanish. Prerequisite: Spanish 303 or the equivalent. (3/1/3) A. WISEMAN

Geology

TERRY A. FERGUSON, Coordinator

A major in Geology is not available at Wofford, but the courses offered in the Department of Geology are designed to help students appreciate the scientific method and understand the Earth by exposing them to the minerals, rocks, structures, landforms, and processes of representative portions of this region and this continent. Much of the laboratory work is conducted in the field. Extended field trips necessitating expenditures by students are required.

111. Introduction to Physical Geology
A study of the Earth as a planet, the rocks and minerals of which it is composed, and the processes that continually modify its surface. (3/4/4) FERGUSON

112. Introduction to Historical Geology
A study of the history of the Earth from its creation to modern times as this may be read from the record of the rocks and fossils. Prerequisite: Geology 111 or permission of instructor. (3/4/4) FERGUSON

201. Introduction to Geography
An introduction to fundamental concepts of geography and their application to the interrelationships between humans and their natural environment. (3/3/4) FERGUSON

400. Geography—Regional Studies
An interdisciplinary elective in which the advanced student blends the knowledge and interest gained in his or her major field with the methodology of earth science. The course is designed as a bridge between the two cultures of the scientist and the humanist. Prerequisite: Permission of instructor. (3/3/4) FERGUSON
Government

DAVID H. TYNER, Department Chairman
LINTON R. DUNSON, JR., JOHN L. SEITZ

Major Requirements:

Government 201 and 202, in sequence, must be completed, with a grade average of at least C, before other courses. Eighteen semester hours are required beyond Government 201 and 202 (for a total of 24). Within the 18 hours, the following distribution requirement must be met:

At least six semester hours in Division A (American Government) beyond Government 202;
At least six semester hours in Division B (International Relations and Comparative Government); and
At least three semester hours in Division C (Political Theory).

Government majors seeking to complete certification requirements to teach social studies in secondary schools should refer to the Teacher Education Handbook and consult with the government and education department chairmen to plan for the related work they must do in history, geography, economics, and sociology.

201. Introduction to Political Science
An introduction to the study of politics surveying all the major subdivisions of the discipline.
(3/0/3) SEITZ, TYNER

450. Senior Directed Study
Intensive guided study and research on selected topics in any field of political science. The instructor, in consultation with the student, will establish the subject for study and the requirements. Enrollment normally is limited to senior majors of high academic standing. Prerequisite: Permission of instructor.
(3/0/3) DUNSON

Division A: American Government

202. Introduction to American Government
An introduction to American national government emphasizing constitutional principles and the historical development of institutions and processes.
(3/0/3) DUNSON, TYNER

330. American State and Local Government
A study of the institutions and processes of state and local governments including a survey of intergovernmental relations.
(3/0/3) DUNSON

411. Constitutional Law of the United States
A study of major decisions of the Supreme Court of the United States.
(3/0/3) DUNSON, TYNER

444. The American Constitution
A study of the Constitution of the United States with emphasis on the text of the document and the evolution of some of the major provisions. Prerequisite: Government 202 or permission of instructor.
(3/0/3) DUNSON

480. Special Topics in American Government
Selected topics in the functions, policies, organization, and theory of American government. Subject matter will vary. Prerequisite: Permission of instructor.
(3/0/3) STAFF

Division B: International Relations and Comparative Government

340. International Relations
A study of the relations among peoples, groups, and states in the world community and the forces, pressures, and conditions which influence foreign policies of states.
(3/0/3) SEITZ

345. International Conflict
A study of war and the use of force in international affairs with emphasis on the causes of international conflict.
(3/0/3) SEITZ

360. Governments of Europe
An examination of the governmental institutions and political processes of selected European states in historical perspective.
(3/0/3) DUNSON

420. American Foreign Policy
A study of the forces and factors involved in the formulation and implementation of contemporary United States foreign policy.
(3/0/3) SEITZ

430. Global Issues
A study of major global issues, such as Third World poverty, the population explosion, hunger in the poor countries and food consumption in the rich countries, energy use and supplies, environmental deterioration, the appropriate and inappropriate uses of technology, and alternative futures.
(3/0/3) SEITZ

490. Special Topics in International Relations and Comparative Government
Selected topics in international politics and comparative politics. Subject matter will vary. Prerequisite: Permission of instructor.
(3/0/3) STAFF
Division C: Political Theory

391. Classical Political Thought
A survey of ancient and medieval political thought. Students will read and discuss important works by the major writers.
(3/0/3) TYNER

392. Modern Political Thought
A survey of political thought from the seventeenth century to the present. Students will read and discuss important works by the major writers.
(3/0/3) TYNER

435. Contemporary Political Ideologies
Students will read material from three schools of thought (liberalism, conservatism, and socialism) that have shaped the modern world.
(3/0/3) TYNER

440. American Political Thought
An examination of the origin and development of major American political ideas as revealed in political essays, letters, and novels.
(3/0/3) TYNER

495+. Special Topics in Political Theory
Selected topics in political theory. Subject matter will vary. Prerequisite: Permission of the instructor.
(3/0/3) STAFF

History

PHILIP N. RACINE, Department Chairman
ROSS H. BAYARD, JOSEPH H. KILLIAN, JOAB M. LESESNE JR., TRACY J. REVELS, THOMAS V. THOROUGHMAN

Major Prerequisites:
History 101, 102, 250.

Major Requirements:
A major consists of twenty-four semester hours. In addition, all majors must complete a special senior reading program. Within the department, there is a distribution requirement for majors: (a) at least nine semester hours in American history; (b) at least three semester hours in early European history (301, 330, 340, 350); (c) at least three semester hours in modern European history (302, 360, 370, 380, 381, 382, 394); and (d) at least three semester hours in African, Asian, Middle Eastern, or Latin American history (390, 391, 392, 393).

History majors seeking to complete certification requirements to teach social studies in secondary schools should refer to the Teacher Education Handbook and consult with the history and education department chairmen to plan for the related work they must do in geography, government, economics, and sociology.

101. History of Modern Western Civilization to 1815
Basic survey of Western Europe, the Renaissance to the Congress of Vienna.
(3/0/3) STAFF

102. History of Modern Western Civilization Since 1815
A basic survey of Western Europe since 1815.
(3/0/3) STAFF

201. History of the United States, 1607-1865
A basic survey of American history from the settlement at Jamestown to the surrender at Appomattox.
(3/0/3) KILLIAN, REVELS

202. History of the United States Since 1865
A basic survey of American history from Reconstruction to the present.
(3/0/3) KILLIAN, REVELS

250. Research Methods
Suggestions about writing, introduction to library and research tools, instructions in mechanics. Tests on tools and procedures. To be taken as early as possible by all students planning to major in history. Offered spring semester.
(1/0/1) THOROUGHMAN

301. England to 1688
England's emergence as a nation — its people, government, constitution, and religion, through the religious problems and constitutional settlement of the seventeenth century.
(3/0/3) THOROUGHMAN
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<tr>
<td>360</td>
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<td>Europe, 1789-1870</td>
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**Course Descriptions:**

- **England Since 1688**: The history of modern Britain since the Glorious Revolution.
- **History of South Carolina**: Selected topics in the history of South Carolina from the colonial period to modern times.
- **History of the Old South**: A cultural, economic, and social history of the South from 1820 to the Civil War.
- **History of the New South**: The South since the Civil War, a continuation of History 307.
- **American Colonial Society to 1763**: A study of American colonials as members of the British Empire, as settlers of the new frontier, and as innovators in institutions and ideas.
- **American Military History**: A study of Americans at war, with emphasis on the twentieth century.
- **American Social and Intellectual History, 1763-1865**: An exploration of American society, thought, and culture from the Revolution through the Civil War.
- **American Social and Intellectual History Since 1865**: The history of ideas in the United States, emphasizing the relationship between ideas and society. Topics: religion, education, literature, science and technology, immigration, philosophy, theology, and social reform.
- **Constitutional History of the United States**: Framing of the Constitution of the United States, major constitutional doctrines, and judicial controversies over the meaning of constitutional provisions.
- **American Civil War**: A study of the Civil War years, 1861-1865.
- **African-American History**: A survey of the African-American experience from 1619 to the present.
- **History of American Women**: An exploration of the experience of women in their public and private roles throughout American history.
- **American Diplomatic History**: A history of American foreign policy from national independence to the status of international superpower.
- **Twentieth-Century America**: History of the United States since 1914.
- **The Ancient World**: A study of the emergence and development of the early river valley civilizations, the Greek city-states, the Hellenistic Age, and the Roman world.
- **History of the Middle Ages**: A survey of medieval civilization, with emphasis on cultural and institutional developments.
- **Renaissance and Reformation**: A study of Western Europe from about 1300 to about 1600.
- **Europe in the Seventeenth and Eighteenth Centuries**: A consideration of the social, economic, political, and intellectual development of Europe from 1600 to 1789. Special emphasis on the emergence of the nation state, the rise of modern science, and the intellectual milieu of the Enlightenment.
- **Europe, 1789-1870**: A survey of the growth of nationalism and democracy in modern Europe, with consideration also being given to social conditions and intellectual climate.
- **Europe, 1870-1918**: A survey of Europe, with attention to social conditions, the new states, the rise of imperialism, world politics, and the struggle for power.
- **Europe and the World, 1914-1935**: A survey of post-World War I Europe and the world, focusing on internal affairs, the rise of totalitarian states, and the approach of World War II.
- **The World Since 1935: New Age of Conflict**: This course is designed to furnish historical background for better understanding of complex contemporary world problems.
- **Tropical Africa Since 1870**: A survey of tropical Africa from the late nineteenth century to the present, including the impact of European imperialism, the growth of nationalism, the establishment of nation states, and the problems faced by those new states in the contemporary era.
- **Modern Middle East**: A survey of the history of the Middle East, with emphasis on Islamic traditions and culture, the emergence of nationalism, and the achievement of independence and statehood.
Humanities

BENJAMIN B. DUNLAP, Coordinator

There are several opportunities for students to conduct interdisciplinary study in the humanities: (1) All freshmen are required to take a seminar introducing them to college-level study in humanities. While not strictly interdisciplinary, the seminars are taught by faculty members from the various humanities departments at the college. (2) Advanced courses are offered by faculty who have interdisciplinary interests and training. (3) An interdisciplinary major is provided by selecting and integrating work in several departments.

The Humanities major is intended for students with specific interests which cut across the existing majors offered in humanities disciplines: Art History, English, Foreign Languages, History, Philosophy, and Religion. It offers students who have this sort of interest the opportunity to design their major, but it also requires of these students extra initiative to do so. Students considering this major should understand that it is not intended for those who simply have a broad interest in the humanities; such students should major in one of the humanities departments and take electives in the others.

Any student interested in this major should see the Coordinator, who will discuss the suitability of the major for the student's interests and will help in selecting faculty members who might appropriately serve as a committee to direct the student's major.

Major Prerequisites:
A 3.0 cumulative GPA for at least three semesters or recommendation for the major by three faculty members from different humanities departments.

Major Requirements:
Eight 300- or 400-level courses (24 semester hours) from at least three different humanities departments and Humanities 470, a three-hour independent study. Humanities 470 should be taken during the senior year (normally in the spring semester) and should integrate work from the various departments; the study would be supervised and evaluated by one faculty member from each of the departments, with one serving as chair and primary supervisor. (A six-hour senior honors project with the same interdepartmental structure may be substituted for Humanities 470.)

101. Freshman Seminar in Humanities and Composition
A course designed to engage students, during their first semester, in small-group seminars in humanistic inquiry, with special attention given to value questions and issues. The course includes substantial reading and group discussion, considerable work on English composition skills (comparable to that typically encountered in first-semester college English courses), and the writing of numerous short essays and other papers. Sections of the course are taught by members of the departments of English language and literature, fine arts, foreign languages, history, philosophy, and religion. Normally required of all freshmen. Students may not repeat Humanities 101.

(3/0/3) STAFF
The major requires the completion of thirty-three semester hours in advanced courses approved by the coordinator from the offerings in Economics, English, Fine Arts, Foreign Languages, Government, History, Humanities, Religion, and Sociology.
Mathematics

Richard L. Robinson, Department Chairman
Curtis P. Bell, Lee O. Hagglund, Ted R. Monroe, Angela B. Shiflet

Major Prerequisites:
Mathematics 181, 182.

Major Requirements:
Twenty-seven semester hours distributed as follows: Computer Science 235; Mathematics 210, 220, 450; one of Mathematics 230, 235, 330; one of Mathematics 240, 421; two of Mathematics 431, 432, 441, 442; and one additional mathematics course numbered above 200.

Prospective graduate students in mathematics should take Mathematics 431-432 and 441-442.

For students in the Teacher Education Program the mathematics major may be earned by completing 30 semester hours as follows: Computer Science 235; Mathematics 140, 220, 380, 431, and 450; one of Mathematics 210, 240; one of Mathematics 230, 235, 330; one of Mathematics 130, 421; one additional mathematics course numbered above 200. Students in the Teacher Education Program who are seeking to complete teaching majors in mathematics should refer to the Teacher Education Handbook and consult with the mathematics and education department chairmen to develop plans for meeting all requirements.

130. Finite Mathematics
A study of matrices, linear programming, finite probability theory, and applications of these topics to problems in the social sciences, life-sciences, and management. A graphing calculator is required.
(3/0/3) STAFF

140. Statistics
An introduction to statistical thinking and the analysis of data using such methods as graphical descriptions, correlation and regression, estimation, hypothesis testing, and statistical models. A graphing calculator is required.
(3/0/3) STAFF

150. Calculus 1
A graphical, numerical, and symbolic study of the theory and application of the derivative of algebraic, trigonometric, exponential, and logarithmic functions, and an introduction to the theory and applications of the integral. Suitable for students of both the natural and the social sciences. A graphing calculator is required.
(3/0/3) STAFF

182. Calculus 2
A graphical, numerical, and symbolic study of the theory, techniques, and applications of integration, and an introduction to infinite series and/or differential equations. A graphing calculator is required. Prerequisite: Mathematics 181 or equivalent.
(3/0/3) STAFF

210. Multivariable Calculus
A study of the geometry of three-dimensional space and the calculus of functions of several variables. Prerequisite: Mathematics 182.
(3/0/3) Hagglund, Monroe

220. Linear Algebra
The theoretical and numerical aspects of finite dimensional vector spaces, linear transformations, and matrices with applications to such problems as systems of linear equations, difference and differential equations, and linear regression. A graphing calculator is required. Prerequisite: Mathematics 182.
(3/0/3) Robinson

230. Operations Research
A study of some of the applications of mathematics to problems of industry. Topics include linear programming and applications, goal programming, dynamic programming, game theory, and computer implementation of algorithms for solving such problems. Prerequisite: Computer Science 101 or equivalent.
(3/0/3) Bell

235. Discrete Mathematical Models
An introduction to some of the important models, techniques, and modes of reasoning of non-calculus mathematics. Emphasis on graph theory and combinatorics. Applications to computing, statistics, operations research, and the physical and behavioral sciences. Prerequisite: Mathematics 182 or permission of instructor.
(3/0/3) Shiflet

240. Differential Equations
The theory and application of first and second order differential equations including both analytical and numerical techniques and the use of the computer algebra system Mathematica. Prerequisite: Mathematics 182.
(3/0/3) Bell

320. Mathematical Modeling
The study of problem-solving strategies to solve open-ended, real-world problems. The computer algebra system Mathematica will be used to aid in the modeling process. Prerequisites: Mathematics 220 and Computer Science 205 or 220.
(3/0/3) Shiflet

350. Numerical Methods
A study of the theory and computer implementation of numerical methods. Topics include error analysis, zeros of polynomials, numerical differentiation and integration, and systems of linear equations. Prerequisites: Mathematics 182 and computer programming ability.
(3/0/3) Hagglund

380. Geometry
A study of the foundations of Euclidean geometry with emphasis on the role of the parallel postulate. An introduction to non-Euclidean (hyperbolic) geometry and its intellectual implications.
(3/0/3) Hagglund

421-422. Probability and Statistics
A study of probability models, random variables, estimation, hypothesis testing, and linear models with applications to problems in the physical and social sciences. Prerequisite: Mathematics 210 or permission of instructor.
(3/0/3) each semester Monroe, Robinson
Military Science

LTC FRED A. DOWDEN, Department Chairman
CPT ALICIA CLARK, CPT WAYNE MAGEE, CPT ARIE MCKENZIE

Military Science offers a basic program and an advanced program. Satisfactory completion of six semester hours in the basic program may qualify the student for selection for the advanced program. (Satisfactory completion of a six-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of JROTC may substitute for a portion of the basic program as means of qualifying for the advanced program.) Successful completion of the bachelor’s degree (including the 12-semester-hour advanced program, a military history course, and computer and mathematics literacy courses) and the advanced camp in the summer between the junior and senior years qualifies the graduate for either a reserve or a regular commission as a Second Lieutenant in the United States Army.

Advanced-program students and students on ROTC scholarship are required to participate in a weekly military science laboratory. Students in the basic program are encouraged to participate in the department’s adventure training activities, which are held periodically during the year. These activities include rappelling, marksmanship, whitewater rafting, the ranger platoon, and paint-ball wars.

The Military Science Department does not offer a major. There is no military obligation associated with any of the basic program courses.

431-432. Abstract Algebra
The axiomatic development of abstract algebraic systems, including groups, rings, integral domains, fields, and vector spaces. Prerequisite: Mathematics 220.
(3/0/3) each semester HAGGLUND, MONROE

441-442. Mathematical Analysis
A rigorous study of the fundamental concepts of analysis, including limits, continuity, the derivative, the Riemann integral, and sequences and series. Prerequisites: Mathematics 210 and Mathematics 230 or 235.
(3/0/3) each semester BELL

450. Senior Mathematics
A capstone course for senior mathematics majors emphasizing problem-solving, independent study, and written and oral presentations.
(3/0/3) ROBINSON

480+. Special Topics in Mathematics
Advanced topics in undergraduate mathematics offered occasionally to meet special needs. Typical topics include number theory, foundations of mathematics, topology, and complex variables.
(3/0/3) STAFF

Basic Program

111. Introduction to ROTC and the U.S. Army
This course, intended primarily for freshmen, provides a basic orientation to ROTC and the U.S. Army. Course topics include leadership, the role and structure of the Army, military customs and courtesies, and basic marksmanship. Optional laboratory each week.
(1/0/1) STAFF

112. Introduction to ROTC and the U.S. Army
This course, a continuation of MS 111, further introduces the student to the Army, basic military skills, and mountain/rough terrain skills. Topics include recent military operations, leadership, low intensity conflict, and basic soldiering techniques. Optional laboratory each week.
(1/0/1) STAFF

211. ROTC Basic Military Skills
Designed for sophomores who have previously taken MS 111 and MS 112, this course introduces the student to the basic military skills utilized by all members of the military forces. Topics include first aid, communications, command and staff functions, and leadership techniques and applications. Optional laboratory each week.
(2/0/2) STAFF

212. ROTC Basic Military Skills
Topics in this course include military map reading, army weapons, low intensity conflict, and fundamentals of physical training. Mandatory laboratories during the semester.
(2/1/2) STAFF

Advanced Program

301. Military Science
Comprehensive instruction in map reading and land navigation, squad and platoon movement techniques, first aid, leadership and management skills, and communications. One weekend field-exercise and a weekly leadership laboratory.
(3/1/3) STAFF

302. Military Science
Development of skills useful for advanced camp, including analysis of terrain, movement under fire and obstacles, squad defensive employment, adjustment of artillery fire, first aid, and use of various weapons. One weekend field-exercise and a weekly leadership laboratory.
(3/1/3) STAFF

401. Military Science
A study of the officer personnel management system, military command and staff functions, military briefings, the Army training management system, military correspondence, the law of war, military ethics and professionalism, and personnel counseling. Students plan and conduct weekly leadership laboratories and a field training exercise for MS 301 students. Mandatory laboratory each week.
(3/1/3) STAFF
402. Military Science
Subjects include military justice, laws of war, military logistics, military courtesies, Army personnel management, the role of the NCO and officer/enslaced relationships, Army battle doctrine, the National Defense Organization, the Army and society, Army customs and courtesies, and the transition from student to officer. Students plan and conduct weekly leadership laboratories and two field training exercises for MS 302 students. Mandatory laboratory each week.
(3/0/3) STAFF

Philosophy
JAMES A. KELLER, Department Chairman
CHARLES D. KAY, STEPHEN A. MICHELMAN, RICHARD M. WALLACE

Major Requirements:
The major requires 26 hours in addition to courses taken to satisfy the General Education requirement. At least twenty of these hours must be courses at the 300-level or above. The courses taken to satisfy the major must include the following:
A. One course in logic and/or reasoning (206, 223, or 321).
B. The three courses in the history of philosophy (351, 352, and 353).
C. Metaphysics and Epistemology (345).
D. One course in applied ethics (210, 213, or 218).
E. One course in ethical theory (311 or 425).
F. One specialty-area course (301, 310, or 342).
G. Senior Directed Study (450).
Any philosophy course used to meet another requirement (e.g., a General Education requirement or a requirement for another major) may still be used to satisfy a philosophy distribution requirement. However, the hours for that course will not count toward the philosophy major, so the student will be required to take another philosophy course at the appropriate level.

Introductory Courses:
Any 200-level course is appropriate as a first course in philosophy; none presupposes any previous departmental courses.

201. Introduction to Philosophy
An introduction to the process and methods of philosophical thinking, with discussion and analysis of selected classical and contemporary issues. Offered every semester.
(3/0/3) STAFF

206. Reasoning and Critical Thinking
A course aimed at developing the student's ability to evaluate arguments and other informative prose and to construct arguments with greater cogency and effectiveness. The course employs only a minimal amount of formal logic.
Offered every year.
(3/0/3) STAFF

210. Bio-Medical Ethics
An introduction to ethics through a study of its applications in the area of health care. The course will include a survey of the major ethical theories and focuses on a selection of important problem areas such as euthanasia, abortion, human experimentation, and the justice of various methods of health care distribution. The development of skills in written argument and in computer use is stressed. Offered every spring.
(3/0/3) KAY

213. Ethics and Business
An introduction to ethics through a close examination of specific case studies in the area of business. The development of skills in written argument and in computer use is stressed. The course will include a survey of major ethical systems and theories of social and economic justice. Offered every fall.
(3/0/3) KAY

218. Computers, Ethics, and Society
An introduction to ethics through a study of its applications in the area of computers and information science. Through the analysis of selected case studies, the course will explore the questions raised by the new technologies and their impact on business, scientific research, and society. Emphasis will be placed on the development of oral and written argument skills. Offered in 1997-98.
(3/0/3) STAFF

220. Philosophy through Film
An introduction to philosophical thinking through the analysis of film. Emphasis is placed on formulating philosophical interpretations of seminal European and American films, focusing on questions of freedom, nihilism, self-consciousness, love, death, and beauty. Readings are drawn from philosophy and film theory and criticism. Offered every year.
(3/0/3) MICHELMAN

223. Philosophy of Science
An introduction to the methods, aims, and limits of scientific inquiry, with special attention to the evaluation and construction of arguments. The course will explore the logic of scientific evidence and the nature of scientific laws, theories, and change. Offered in 1998-99.
(3/0/3) MICHELMAN

244. Theories of Human Nature
An introduction to philosophy through an exploration of 19th and 20th century theories about the meaning of being human. Darwinism, sociobiology, the nature of emotion, and the comparative study of humans and other animal species are among the topics to be examined. Offered every year.
(3/0/3) MICHELMAN

280. Special Topics
An introduction to philosophy through the philosophical analysis of issues in an area of contemporary concern. Prerequisites will be indicated when specific courses are offered. Offered intermittently.
(3/0/3) STAFF
Advanced Courses:
The satisfactory completion of an introductory course, or permission of the instructor, is normally prerequisite to enrollment in any advanced course in the department.

301. Philosophy of Law
An introduction to several basic issues in the philosophy of law, such as the relation between legal norms and moral values, methods of legal reasoning, and the scope and foundations of rights. Seminal concepts of concern to law will be analyzed, including "contract," "liberty," and "justice." Readings will include traditional and contemporary essays in jurisprudence and selected Supreme Court decisions. Offered in 1997-98.
(3/0/3) WALLACE

310. Aesthetics
An examination of classic philosophical theories of art and of artistic movements from late-18th century Romanticism to 20th century abstraction. Topics include historical shifts in the perception of nature, the role of intellect vs. emotion in making and understanding art, and the possibility of objective standards of aesthetic judgment. Prerequisites: Any two courses in philosophy, or permission of instructor. Offered in 1998-99.
(3/0/3) MICHELMAN

311. Principles of Ethics
A study of the major systems of ethical thought, both ancient and modern, and their development. Emphasis will be on the critical examination and reevaluation of these systems in light of contemporary social developments and non-Western thought.
(3/0/3) KAY

321. Formal Logic
An introduction to the techniques of modern formal logic, including Venn diagrams, propositional calculus, and first-order polyadic predicate calculus. Offered every semester on an auto-tutorial basis. Interested students should consult with the instructor.
(3/0/3) KELLER

342. Philosophy of Religion
An examination of the meaning of religious beliefs and of arguments about their truth or falsity. The course will focus on religious beliefs about God and will include some discussion of different ideas of God within the Western tradition. Offered in 1997-98.
(3/0/3) KELLER

345. Metaphysics and Epistemology
A systematic survey of issues in the two fields and of their interrelations. The course will consider the fundamental concepts in terms of which we think about the world and the nature of knowledge and of justified belief. Offered in 1998-99.
(3/0/3) KELLER

351. Western Philosophy in Antiquity and the Middle Ages
A survey of classical and medieval thought focusing on the study of the nature of persons, community, the physical world, and God. Readings will be drawn from the pre-Socratic fragments, the works of Plato and Aristotle, and representatives of diverse philosophical traditions through the 14th century. Offered in 1998-99.
(3/0/3) KAY

352. Early Modern European Philosophy
A historical survey of the rise of modern European philosophy in its cultural setting during the 17th and 18th centuries. Emphasis will be on the study of selected primary texts, from Descartes to Hume, in relation to the philosophical, religious, and scientific thought of their day. Prerequisites: Any two courses in philosophy, or permission of instructor. Offered in 1997-98.
(3/0/3) KAY

353. Existentialism and Phenomenology
A historical survey of seminal writings primarily in the French and German traditions of the 19th and 20th centuries. Works by Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, and Merleau-Ponty will be read. Topics to be discussed include the relative significance of reason and passion for constituting the world, the nature of self-deception, and the role of the body in perception and other cognitive activities. Offered in 1997-98.
(3/0/3) MICHELMAN

420. The Philosophy of Alfred North Whitehead
A consideration of the metaphysics of the late A. N. Whitehead and of philosophy within the Whiteheadian tradition. Prerequisite: Any 300-level course, or permission of instructor. Offered in 1997-98.
(3/0/3) KELLER

425. Rationality and Commitment
A critical examination of the question of the extent to which reason can and should guide our moral commitments. Prerequisite: Any 300-level course, or permission of instructor. Offered in 1998-99.
(3/0/3) KELLER

450. Senior Directed Study
A course of individualized directed study in which the student will prepare a written paper (normally a revised and expanded version of earlier work) and make an oral presentation on the paper topic. Required of all philosophy majors. Normally to be completed in the fall of the senior year. Prerequisite: Permission of instructor.
(1/0/2) STAFF

470. Independent Study in Philosophy
A course in which the student pursues independently, under the guidance of a member of the department, a specific philosophical topic of interest. Normally open only to seniors, it is intended primarily to allow further study of topics introduced in courses in the regular curriculum and secondarily to allow the study of topics not covered in the regular curriculum. Only one independent study may be counted toward satisfying the major requirements, and it may not be counted toward those requirements if a student does a senior honors project. Prerequisite: Permission of instructor.
(0/0/3) STAFF

480. Special Topics
A course centered around one philosophical topic of current interest. Prerequisite: Any 300-level course, or permission of instructor. Offered intermittently.
(3/0/3) STAFF
Physical Education

MARK D. LINE, Department Chairman
MICHAEL W. AYERS, THOMAS W. BRYANT, C. DAVID GRAVES, A. WADE LANG, JACK L. TEACHEY, ELIZABETH D. WALLACE, WILLIAM A. WATSON, NATHAN W. WOODY, MICHAEL K. YOUNG.

The successful completion of courses 101 and 102, which are to be taken in the freshman year, is a General Education requirement for graduation. No student will be awarded more credits in physical education than the two semester hours for the general requirement.

The Physical Education Department does not offer a major.

101. Wellness
A seminar in health and fitness issues; includes an aerobics component. (3/0/1) STAFF

102. Lifetime Sports and Fitness Activities
The sports and activities offered include racquetball, tennis, fitness, and aerobics. (3/0/1) STAFF

Physics

DANIEL W. WELCH, Department Chairman
J. DANIEL LEJEUNE, C. RANDOLPH MAHAFFEY, JR.

Major Prerequisites:
Physics 141, 142.

Major Requirements:
The physics department offers two major tracks to help students prepare for a variety of careers. Both tracks require Physics 141, 142 as prerequisites. Auxiliary requirements (23 or 24 semester hours) for both tracks are Chemistry 123-124; Mathematics 181, 182, 210, 240; and a computer science course (200-level or higher) or Physics 203. Requirements specific for each track are listed below.

Industry/Education Track:
This program is for those who plan to attend graduate school in physics in preparation for a career in the field. The course requirements (29 semester hours) are Physics 211, 221, 331, 441, 442, two semesters of 370+, plus 12 more hours selected from other physics courses at the 200-level or above.

104. Physics: Concepts and Method
A study of topics selected to introduce students to basic concepts in physics and/or astronomy and to the scientific method. Does not count toward a major in Physics or toward science requirements for the B.S. degree. (3/3/4) STAFF

108. Astronomy
A survey course in astronomy which includes observational astronomy, the solar system, structure and evolution of stars and galaxies, and cosmology. (3/0/3) STAFF

121, 122. General Physics
A study of mechanics, heat, light, sound, electricity, magnetism, and modern physics. Prerequisite: Mathematics 181. (3/3/4) each course STAFF

141, 142. Physics for Science and Engineering
A calculus-based study of mechanics, heat, light, sound, electricity, magnetism, and modern physics suitable for those majoring in areas such as physics or chemistry and for those in pre-engineering. Prerequisite: Mathematics 181 during or prior to 141 and Mathematics 182 during or prior to 142. (3/3/4) each course STAFF

203. Computer Organization and Interfacing
This course is situated at the point where software meets hardware. From there it reaches downward to the microcode level and upward to the system level. To meet the needs of scientists and computer scientists, the logical and physical foundations on which computer systems are built are developed with enough rigor that functioning computer systems can be successfully altered for new applications during the laboratory component of the course. The algorithm design and control programming required for this progress during the course from the microcode and machine language level, through hand assembly, to full assembly methods. The course concludes with an analytical comparison of competing contemporary architectures. (3/3/4) STAFF

206. Electronics
An elementary course in the principles of electronic devices, circuits, and instruments. It is intended for students of science who desire some understanding of the electronic instrumentation they use. Prerequisite: Physics 142 or Physics 122. (3/3/4) STAFF

211. Modern Physics
A study of the major developments in physics since 1895 with emphasis on special relativity, the atom, the nucleus, and "elementary particles." Prerequisite: Physics 122 or Physics 142, and Mathematics 182. (3/0/3) STAFF
221. Mechanics
   Classical Newtonian analytical mechanics. Newton's laws are used together
   with vector analysis to analyze problems in statics and dynamics, with emphasis
   upon the latter. Problem-solving situations include rectilinear particle
dynamics (especially oscillators), general particle dynamics, non-inertial reference
frames, central forces, systems of particles, and mechanics of rigid bodies.
Prerequisites: Physics 121, 122 or Physics 141, 142, and Mathematics 182.
(3/0/3) STAFF

231. Thermodynamics
   Development and application of basic concepts and methods useful in understanding
   thermodynamic systems: the approach is divided into three basic branches:
classical thermodynamics, kinetic theory, and statistical mechanics. Prerequisites:
Physics 121, 122 or Physics 141, 142, and Mathematics 210.
(3/0/3) STAFF

250+. Introduction to Research
   An opportunity to learn the elements of research in physics by participating in
one of the department's existing research projects. A maximum of four semester
hours may be earned in this way. Prerequisites: Physics 371 and permission of
the instructor and department chairman.
(0/3/1) STAFF

280+. Special Topics
   An opportunity to participate in a special intermediate course offering. Students
planning to take this course should consult with the instructor during the
previous semester. Prerequisite: Physics 211.
(0/3-0/3/1) STAFF

311. Contemporary Physics
   This course requires reading on selected topics in current physics publications
in the library and presenting findings in written and oral reports using
standard technical presentation formats. The structure of the physics literature
is introduced together with search methods (including online databases)
for accessing that literature. The general physics background of the student is
developed as the tool for comprehending readings taken from professional
physics publications and topics with significant relationship to life outside the
laboratory. Prerequisite: Physics 211.
(3/0/3) STAFF

321. Optics
   This course presents and demonstrates the proper use of several alternative
models of the electromagnetic spectrum including the ray model, the wave
model, and the quantum model. Prerequisites: Physics 121, 122 or 141, 142.
(3/0/3) STAFF

331. Electricity and Magnetism
   The subject of this course is the physics and mathematics of the classical
description of the electromagnetic field. This includes the experimental and
theoretical background for each of Maxwell's equations, in vacuum and in
matter. Prerequisites: Physics 221 and Mathematics 182.
(3/0/3) STAFF

341. Quantum Physics
   The mathematical structure and physical meaning of quantum mechanics as
a fundamental theory of physics are developed at the intermediate level.
Problems are drawn from areas such as the structure of nuclei, atoms,
molecules, and crystals. Prerequisites: Physics 211 and Mathematics 210.
(3/0/3) STAFF

370+. Advanced Laboratory
   This is a series of four semesters of experiments and projects that develop the
basic experimental skills that a physics major should have. These include use
of standard physics instrumentation, some familiarity with shop tools, laboratory
record keeping and report writing, and knowledge of ways in which basic
physical quantities are measured. The basics for all of these are developed in
371, so it must be taken first. The others may then be taken in any order.
Prerequisite: Physics 211.
(0/3/1) STAFF

441, 442. Theoretical Physics
   These courses are designed for students planning to attend graduate school and
are to be taken in the senior year at Wofford. The material is taken from the
more advanced portions of mechanics, electrodynamics, quantum physics,
optics, and introductory statistical mechanics. Special attention is given to the
mathematical methods used in each of these areas. Prerequisites: Mathematics
210, 240 and Physics 211, 221, 331, 341.
(3/0/3) each course STAFF

451, 452. Research
   Active participation in a research project selected from one of the department's
existing projects or developed earlier in Physics 250+ in coordination with a
faculty member. The student is expected to maintain a regular weekly schedule
of lab and library work in connection with this project, keep a notebook in
standard format, and write a detailed research report to be retained by the
faculty member. Prerequisites: Physics 221, 331, 371, and permission of
instructor.
(0/6/2) each course STAFF

480+. Advanced Special Topics
   An opportunity to participate in a special advanced course offering. Students
planning to take this course should consult with the instructor during the
previous semester. Prerequisites: Physics 221, 331, 341, and 371.
(0/3-0/3/1) STAFF

Psychology

JAMES E. SEEGARS, JR., Department Chairman
ALLISTON K. REID, DONALD M. SCOTT

Major Requirements:
Twenty-nine semester hours as follows: Psychology 321, 322, 331, 332, 341,
342, Mathematics 140 or Psychology 360, and one senior thesis (451 or 452)
are the course requirements for the major. Courses from the advanced
electives series will be included in the calculations for determining the
student's grade-point average in the major.

Students who major in psychology must meet requirements for the B.S.
degree. Thus they are required to complete eight hours of laboratory science
outside the psychology department (Biology 104, Chemistry 104 and 105,
and Physics 104 do not contribute to that requirement).

Students in the Teacher Education Program who are seeking to complete
teaching majors in psychology should refer to the Teacher Education Handbook
and consult with the psychology and education department chairmen to
review the extent to which departmental and teaching major requirements
differ and to develop plans for meeting both.
Introductory and General Elective Courses

104. Psychology: Concepts and Method
A study of topics selected to introduce students to basic concepts in psychology and to the scientific method. Does not count toward a major in Psychology or toward science requirements for the B.S. degree.
(3/0/3) STAFF

110. Introductory Psychology
A general survey of what psychologists do, the tools they use, and problems of current attention.
(3/0/3) STAFF

205. Human Learning: Experimental and Applied
A survey of the empirical data of human learning, including methodology, historical review, and contemporary views of learning as developed within the viewpoints of behavioral and cognitive psychology. The course will also explore the application of human learning skills to such areas of concern as academics, emotions, and adjustment.
(3/0/3) REID

280+. Current Trends and Perspectives in Psychology
Academic psychology is a relatively young field with growth in many directions. This course provides an opportunity for students to review the current research and theoretical basis for much of the significant on-going research in major universities and medical centers. Current areas of emphasis include moral development, sociobiology, behavioral genetics, male/female differences, public education testing programs, brain lateralization, the changing scope of abnormal psychology, and biofeedback. From time to time, new topic areas may be introduced.
(3/0/3) STAFF

340. Human Sexuality
A careful presentation of data on human development and sexual adjustment which provides a framework for behavior directed toward constructive human relationships. The course provides a careful review of instruction techniques and available materials for those engaged in sex education courses at the junior and senior high school levels.
(3/0/3) SEEGARS

351. Psychopharmacology
The actions of psychoactive drugs on the nervous system and behavior constitute this course in behavioral pharmacology. The course requires no specific prerequisites, but some prior acquaintance with basic neuroanatomy, neurophysiology and behavioral techniques is suggested.
(3/0/3) SCOTT

Core Program for the Major

321. Human Development
A study of the total development of the human organism from conception to death.
(3/0/3) SEEGARS

322. Behavior Pathology
The study of the cause of inappropriate behaviors (including mental illness) and techniques for redirecting them.
(3/0/3) SEEGARS

331. Sensory Psychophysiology
A study of the functions of sensory systems as they relate to behavior.
(3/3/4) SCOTT

332. Neuropsychology
An investigation of the central nervous system structures and their behavioral functions.
(3/3/4) SCOTT

341. Experimental Methods
A survey of the research methods used to obtain scientific knowledge in psychology, with an emphasis on experimental design and understanding research results.
(3/3/4) REID

342. Learning and Adaptive Behavior
A continuation of Psychology 341. A survey of the empirical data of experimental psychology emphasizing the mechanisms responsible for learning and adaptive behavior.
(3/3/4) REID

360. Experimental Design
The application of statistics to the design of experiments in the behavioral sciences.
(3/0/3) SCOTT

451. Senior Research Thesis I
A research-oriented seminar focusing on the mechanisms of behavior, cognition, or perception. Students will conduct a major experiment with human or animal subjects and present their findings as an APA-style written report. A comprehensive written review of the professional literature in the student's area of research is also required. Offered in the spring semester as 452, Senior Research Thesis II.
(3/0/3) STAFF

Advanced Electives Series

312. Group Dynamics
A review in academic and laboratory settings of human interaction in small groups. The course focuses on theoretical explanations for group interaction as well as on current empirical data. Students participate in small group activities designed to enhance the classroom presentations. Topics include leadership, persuasion, group process, and propaganda.
(3/0/3) STAFF
320. Personality
The development and identification of personality from an experimental standpoint.
(3/0/3) STAFF

350. The Exceptional Child
Primary focus on the mentally and emotionally handicapped child, with some study of the diagnosis and etiology of all aspects of exceptional children.
(3/0/3) STAFF

384. Cognitive Science
A survey of the experimental analysis of human memory and cognition, including such topics as the organization of human memory systems, knowledge representation, language, imagery, attention, and connectionist modeling.
(3/0/3) STAFF

404. History of Psychology
Modern psychology draws its heritage largely from philosophy and the biological and physical sciences. In this course, students review the scientific and philosophical contributions that resulted in contemporary behavioral science. The diverse branches of modern psychology can then be understood as they relate to each other and to the culture of the student.
(3/0/3) STAFF

410. Industrial Psychology
A general course designed to acquaint students with the uses of psychology in industrial applications. Emphasis on interviewing, motivating, selling, brainstorming, and related aspects of social psychological processes in industrial settings. Of special interest to students of business, law, and the ministry.
(3/0/3) STAFF

430. Psychological Assessment
A study of the function, construction, and application of standardized tests as part of a broader approach to the assessment of the individual. Special emphasis on intelligence testing.
(3/0/3) STAFF

448. Psychology in the Community
A course in which students become involved in the practical application of psychological training. Students work a minimum of ten hours a week in a community program under supervision at such agencies as the Spartanburg Mental Health Center, Broughton State Hospital, Charles Lea Center, or Spartanburg Alcohol and Drug Abuse Commission.
(1/4/3) STAFF

460. Independent Research
This course is designed to permit students to learn independent research techniques through actually planning and conducting an experiment. A final paper meeting APA Journal form requirements completes the experiment.
(6/0/2) STAFF

480+. Special Topics Seminar
An intensive examination of an advanced area of psychology. Specific content is designed to meet the needs and interests of the students in such areas as advanced statistics, animal ecology, comparative animal behavior, advanced physiological psychology, operant design, or introduction to clinical psychology.
(3/0/3) STAFF

Religion
JOHN M. BULLARD, Department Chairman
CHARLES D. BARRETT, LARRY T. McGEHEE, WILLIAM W. MOUNT, JR.

Major Prerequisites:
Religion 201, 202, 203.

Major Requirements:
Twenty-four semester hours in courses selected from groups II-V, including at least one course from each of those four groups. Satisfactory completion of Greek 201 and/or Philosophy 342 may each be counted as three hours toward fulfillment of the Religion major requirements.

I. Introductory Courses

200. Religions of the World
A historical introduction to the major living religions found throughout the world, including Hinduism, Judaism, Buddhism, Christianity, and Islam. Offered only in summer session.
(3/0/3) STAFF

201. The Old Testament
The life and thought of ancient Israel as seen in a literary, historical, and theological analysis of the Old Testament and Apocrypha.
(3/0/3) STAFF

The emergence of Christianity in the world as seen from an analysis of New Testament writings.
(3/0/3) STAFF

203. The Christian Faith
The major convictions of the Christian faith examined historically and in relation to their relevancy for modern life.
(3/0/3) STAFF

II. The Bible

301. Jesus
An analysis of the Gospels with concern for Jesus' life and teachings and for earliest Christian understandings of him.
(3/0/3) MOUNT

302. Paul
A study of the New Testament evidence in search of an understanding of Paul and his place in Christianity.
(3/0/3) MOUNT

303. The Johannine Literature
A critical study of the Gospel, the Apocalypse, and the Letters traditionally ascribed to "John" in the light of the religious, historical, and literary issues which they raise.
(3/0/3) MOUNT
310. The Formation and Authority of Christian Scripture
A study of the formation of Christian Scripture, especially the New Testament canon, with attention to the development of its authority within the emerging Christian Church of the first three centuries.
(3/0/3) MOUNT

311. The Prophets of Israel
The religion of the Hebrew prophets studied in historical context with concern for its contemporary relevance.
(3/0/3) BULLARD

312. Israel's Poetry and Wisdom Literature
The religious and philosophical thought of Israel's Wisdom Movement as found in the books of Proverbs, Ecclesiastes, Job, and portions of the Apocrypha. Also, a study of the forms of Hebrew poetry analyzed with reference to the Psalter as the vehicle of ancient Israel's devotional life in a community of worship.
(3/0/3) BULLARD

315. Biblical Archaeology
An introduction to the science of archaeology and how it illuminates the religious, cultural, and historical background of the Bible.
(3/0/3) BULLARD

320. Biblical Thought
The major unifying themes of biblical thought such as the concepts of God, mankind, salvation, destiny, Kingdom of God, and Messianism.
(3/0/3) BULLARD

III. Theology and Ethics

321. Conceptions of God
An investigation of major conceptions of God, with particular reference to their religious meaning and function, their historical emergence and development, their service as sources and symbols of social and cultural values, and the question of their inevitability as features of human experience. Though concepts from a variety of traditions will be examined, emphasis will be placed on the distinctive features of the Judaeo-Christian perspective.
(3/0/3) BARRETT

322. Conceptions of Christ
Proceeding from the assumption that Christians see in Christ both a major clue to the meaning of reality as a whole and the normative embodiment of the biblical covenant between God and humankind, this course investigates historic situations in which Christology, or the Christian concept of Christ, underwent reformation.
(3/0/3) BARRETT

323. Twentieth Century Theology
An examination of the thought of major contributors to theological discussion in the twentieth century, with special attention to the thought of Karl Barth, Rudolf Bultmann, Reinhold and Richard Niebuhr, and Paul Tillich.
(3/0/3) BARRETT

324. New Frontiers in Christian Thought
An analysis of new approaches to persistent religious and theological problems. The course begins with a study of Dietrich Bonhoeffer's idea of "religionless Christianity" and explores such subsequent phenomena as the God-is-dead theology, liberation thought, including feminist and Black theologies; and process theology.
(3/0/3) BARRETT

IV. Religious Traditions

340. Religion in America
Studies in the role played by the Judaeo-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith. Prerequisite: One course in American history or permission of instructor.
(3/0/3) STAFF

355. Religions of the Middle East
A study of the history of religions, beginning with philosophical and anthropological considerations and moving to an examination of the four classical monotheistic religions: Judaism, Zoroastrianism, Christianity, and Islam.
(3/0/3) BULLARD

356. Religions of Asia
A cultural analysis (continuing Religion 355) of Hinduism and Buddhism, focusing on their origins and development. World religions compared.
(3/0/3) BULLARD

V. Advanced Studies

470. Independent Study
Extensive investigation of an approved topic culminating in a full-length essay. Credit hours to be determined by the instructor. Normally offered for Religion majors.
(0/0/1-3) STAFF

480+. Special Topics in Religion
A seminar in which a selected theme or problem is thoroughly studied. Emphasis on bibliography and methodology in research.
(3/0/3) STAFF
Sociology

GERALD A. GINOCCHIO, Department Chairman
CLARENCE L. ABERCROMBIE, TERRY A. FERGUSON,
CHERYL E. HARLESTON, DAN B. MAULTSBY, GERALD T. THURMOND

Major Requirements:
Twenty-four semester hours as follows: Sociology 200, 210, 310, 320, 330,
plus three electives in the department. (With permission of the department
chairman, majors may substitute Sociology 205 or Sociology 225 for Sociology
200.) It is strongly recommended that Sociology majors fulfill their
mathematics requirement by taking Mathematics 140.
Sociology majors seeking to complete certification requirements to teach
social studies in secondary schools should refer to the Teacher Education
Handbook and consult with the sociology and education department chairs
on how the work they must do in history, geography, government, and economics.

200. Introduction to Anthropology
An introduction to physical and cultural anthropology.
(3/0/3) FERGUSON

205. Cultural Anthropology
A study of human behavior in different societies.
(3/0/3) THURMOND

210. Introduction to Sociology
An introduction to the sociological perspective, focusing on the interrelations of
individuals, groups, and institutions in modern society.
(3/0/3) GINOCCHIO, THURMOND

215. Social Problems
An examination of social problems such as crime, poverty, inequality, and
race, emphasizing the interplay of the various institutions of society.
(3/0/3) GINOCCHIO, THURMOND

220. Sociology of Criminal and Deviant Behavior
An application of the sociological perspective to an understanding of criminal
and deviant behavior and to attempts to control such behavior.
(3/0/3) GINOCCHIO

225. Human Ecology
An ecological approach to an examination of the relationships between natural
resource bases and the human societies they support.
(3/0/3) ABERCROMBIE

230. Urban Sociology
An examination of the nature and development of the city and of types of social
behavior characteristic in an urban environment.
(3/0/3) GINOCCHIO

240. Race and Ethnic Relations
An examination of the history, major issues, and sociological dimensions of race
and ethnic relations in the United States, with a view to meeting the challenges
of our increasingly multicultural society.
(3/0/3) GINOCCHIO/HARLESTON

280+. Special Topics
Introductory-level research or exploration in topics not offered in the regular
department courses.
(1-3/0/1-3) STAFF

310. The Development of Sociological Theory
A review and analysis of the history of social thought leading up to and focusing
especially on the development of modern sociology in the nineteenth and
twentieth centuries.
(3/0/3) GINOCCHIO

315. Sociology of the Family
A study of the family as a social institution.
(3/0/3) THURMOND

320. Social Psychology
A study of the relationship between the individual and society.
(3/0/3) THURMOND

330. Social Research
An introduction to the methods and techniques of collecting and analyzing
social data.
(3/0/3) THURMOND

480+. Advanced Special Topics
Advanced-level independent research or exploration in topics not offered in the
regular department courses.
(1-3/0/1-3) STAFF
The Board of Trustees

Wofford College has twenty-seven trustees, who serve as the legal governing body of the college under the conditions of the will of the Reverend Benjamin Wofford and the state charter of 1851. Trustees are elected by the South Carolina Annual Conference of the United Methodist Church.

The following list identifies those persons who served as trustees in the 1996-97 and/or 1997-98 academic years.

H. DANIEL AVANT '61
Edens & Avant, Inc.
Columbia, South Carolina

JAMES E. BOSTIC, JR.
Senior Vice President, Georgia Pacific Corporation
Atlanta, Georgia

WILLIAM R. BOUKNIGHT
Minister, Christ United Methodist Church
Memphis, Tennessee

THOMAS C. BRITTAIN
Attorney, Hearn, Brittain & Martin, P.A.
Myrtle Beach, South Carolina

DeARMOND CANADAY
Director of Planned Giving, Spartanburg Methodist College
Spartanburg, South Carolina

J. HAROLD CHANDLER '71
Vice Chairman 1994-97
President and Chief Executive Officer, Provident Life and Accident Insurance Company
Chattanooga, Tennessee

KATHERINE A. CLOSE
Physician, Carolinas Medical Center
Charlotte, North Carolina

JAMES E. CLYBURN
Member, United States House of Representatives
Columbia, South Carolina

JERRY A. COGAN, JR.
President, Milliken Research Corporation
Spartanburg, South Carolina

DONALD L. FOWLER '57
President, Fowler Communications
Columbia, South Carolina

ROBERT E. GREGORY, JR. '64
Chairman 1995-98
President and Chief Executive Officer, London Fog
New York, New York

BOYD C. HIPP, II '74
President, Laurel One Corporation
Charleston, South Carolina

ROBERT J. HOWELL, SR. '56
Minister (Retired), South Carolina Conference, United Methodist Church
Pawleys Island, South Carolina

A. CLARK JENKINS
District Superintendent, United Methodist Church
Spartanburg, South Carolina

MILTON KIMPSO
Secretary 1994-95
Deputy Commissioner for Program Services (Retired), South Carolina Department of Corrections
Columbia, South Carolina

RUSSELL C. KING, JR. '56
President and Chief Operating Officer (Retired), Sonoco Products Company
Atlanta, Georgia

ROGER MILLIKEN
Chairman and Chief Executive Officer, Milliken & Company
Spartanburg, South Carolina

CONSTANTINOS N. PAPADOPOULOS '54
President, Papadopoulos & Associates
Houston, Texas

WILLIAM P. PHILLIPS '55
Senior Vice President (Retired), TW Services, Inc.
Fountain Inn, South Carolina

JEROME J. RICHARDSON '59
Founder and Owner, Carolina Panthers
Charlotte, North Carolina

LUONNE A. ROUSE
Minister, Disciples United Methodist Church
Greenville, South Carolina

JULIUS S. SCOTT, JR.
Secretary 1995-98
President, Wiley College
Marshall, Texas
Walter W. Sessoms '56
Chairman 1990-95
Group President—Services (Retired), BellSouth Telecommunications
Atlanta, Georgia

Minor M. Shaw
Vice Chairman 1997-98
President, Micco Corporation
Greenville, South Carolina

Darwin Simpson
Regional Vice President, Van Waters and Rogers
 Spartanburg, South Carolina

Robert E. Stillwell
Minister, Buncombe Street United Methodist Church
Greenville, South Carolina

Toccoa W. Switzer
Community Volunteer
Union, South Carolina

Joyce Payne Yette ‘80
Attorney, Covington and Burling
Washington, D.C.

Wofford College National Alumni Executive Committee, 1997

The Wofford College National Alumni Association consists of almost 14,000 persons who attended Wofford for one year or more. The association is organized to stimulate a permanent and informed interest of all alumni in the work of the college, encourage financial and moral support of the college, perpetuate the friendships formed in the college years, and promote the cause of Christian higher education.

The governance of the National Alumni Association consists of two groups, the Alumni Executive Committee and the National Alumni Council. The Alumni Executive Committee is comprised of approximately fifteen alumni appointed to serve three-year terms and meet three times annually. Members of the Alumni Executive Committee for 1997 are identified below. End-dates for individual terms of service are indicated in parentheses following the members' names. The National Alumni Council is composed of approximately 150 alumni selected for three-year terms who meet once annually.

In addition to the elected members of the Alumni Executive Committee, there are several ex-officio members. They are the Chairman of the Board of Trustees of Wofford College, the President of the College, the officers of the development staff, the Director of Career Services and Placement, a representative from the faculty, the President of the Terrier Club (the fund-raising organization for athletics), and the President of the Ambassadors, a student organization which works with the National Alumni Association.

Alumni Executive Committee:

Peter D. Berry '65 (1998)
President, Paradise Home Center
Union, South Carolina

Charles J. Bradshaw, Jr. ‘83 (1998)
Director, Group Sales, Alabama Theatre
North Myrtle Beach, South Carolina

Genetics Counselor, University of South Carolina School of Medicine
Columbia, South Carolina

Ronald G. Bruce '68 (1999)
Attorney
Greer, South Carolina

J. Robert Callihan ’75 (1997)
Certified Public Accountant; Smith, Sapp, Bookout, Crimpler & Callihan
Myrtle Beach, South Carolina
Parents Advisory Council

The Parents Advisory Council is composed of parents of current Wofford students. The Council meets twice annually, with a primary goal of strengthening communications between the college and parents. Members continuing from 1997 are listed below.

CHAIRPERSONS: Mr. and Mrs. John A. Redmond
Greenville, South Carolina

CLASS of 1998

Mr. and Mrs. Robert Brewer, Jr.
Spartanburg, South Carolina
Mr. and Mrs. Joseph A. Edens, Jr.
Columbia, South Carolina
Mr. and Mrs. James F. Edwards, Jr.
Spartanburg, South Carolina
Dr. and Mrs. Otis E. Engelman, Jr.
Summerville, South Carolina
Mr. and Mrs. Fred F. Groce, Jr.
Asheville, North Carolina
Dr. and Mrs. Michael W. Holmes
Spartanburg, South Carolina
Mr. and Mrs. Pope D. Johnson, III
Columbia, South Carolina
Mr. and Mrs. Robert O. King
Greenville, South Carolina
Mr. and Mrs. John B. Maybry, III
Campobello, South Carolina
Mr. and Mrs. Richard M. Stone
Columbus, Georgia
Dr. and Mrs. David F. Watson, Jr.
Greenville, South Carolina
Dr. and Mrs. William D. Wilcox
Durham, North Carolina
Mr. and Mrs. Thomas G. Zange
Augusta, Georgia

CLASS of 1999

Mr. and Mrs. Fred C. Craft, Jr.
Cheraw, South Carolina
Mr. and Mrs. Tecumseh Hooper, Jr.
Greenville, South Carolina
Dr. and Mrs. William A. Johnson
Columbia, South Carolina
Mr. and Mrs. B. Tim Leigh
Sheffield, Alabama
Mr. and Mrs. Davis A. McDougal
Summerville, South Carolina

CLASS of 2000

Mr. and Mrs. Robert S. Morton
LaGrange, Georgia
Dr. and Mrs. Kirk H. Neely
Spartanburg, South Carolina
Mr. and Mrs. Charles F. Purcell
Louisiana, Virginia
Mr. and Mrs. Frank P. Seelos, III
Livonia, New York
Mrs. Sarah Smith
High Point, North Carolina
Mr. and Mrs. E. Don Summer, Jr.
Athens, Georgia
Mr. and Mrs. David H. Wilkins
Greenville, South Carolina
Mrs. Lee Yebuah
North Charleston, South Carolina

CLASS of 2001

Judge and Mrs. Walter B. Brown, Jr.
Winnsboro, South Carolina
Mr. and Mrs. W.K. Brumbach, Jr.
Columbia, South Carolina
Mr. and Mrs. Walter P. Christian
South Harwich, Massachusetts
Mr. and Mrs. Blair R. Crum
Shelby, North Carolina
Mr. and Mrs. Greg S. Farish
Charlotte, North Carolina
Mr. and Mrs. Gregg H. Flor
Amherst, Ohio
Mr. and Mrs. Ruell L. Hicks, Jr.
Myrtle Beach, South Carolina
Mr. and Mrs. W.G. Hunter, Sr.
Demopolis, Alabama
Mr. and Mrs. Paul A. McKee, Jr.
Spartanburg, South Carolina
Mr. and Mrs. Thomas E. Woods, Sr.
Winston-Salem, North Carolina
The Administration, September 1, 1997

Office of the President DuPre Administration Building
Joel M. Lesesne, Jr., B.A., M.A., Ph.D., President
Dan B. Maulsby, A.B., Ph.D., Senior Vice President and Dean of the College
Daniel B. Morrison, Jr., B.A., M.Ed., Senior Vice President
Erin Bentr im-Tapi o, B.A., M.Ed., Assistant to the Office of the President
Janice M. Poole, Assistant to the President

Academic Affairs DuPre Administration Building
Dan B. Maulsby, A.B., Ph.D., Senior Vice President and Dean of the College
Jerome R. Cogdell, B.S., M.Div., Assistant Dean of the College and Coordinator of the Interns

Registration and Records DuPre Administration Building
Lucy B. Quinn, B.A., M.Ed., Registrar and Director of Summer Session
Edward B. Sydnor, B.A., Registrar, Emeritus

Library Services Sandor Teszler Library
Oakley H. Coburn, A.B., M.A. in L.S., Librarian
Frank J. Anderson, B.A., M.S. in L.S., Librarian, Emeritus
Timothy E. Brown, B.A., M.L.I.S., Cataloger
Ibrahim Hanif, B.S., M.L.N., Collection Development Librarian
Frankert Hucks, Jr., B.A., M.A., M.A. in L.S., Archivist, Emeritus
Roger O. Niles, B.A., M.L.S., Public Services Librarian for Reference and Circulation
Shelley H. Sperka, B.A., M.L.S., Director of Technical Services
Ellen L. Tillett, B.A., M.L.S., M.A., Reference Librarian

Career Services and Placement Burwell Building
Marianna K. Leahy, B.A., Director of Career Services and Placement
John C. Akers, B.A., M.A., Ph.D., Assistant Director of Career Services and Placement
John I. Blair, B.A., M.A.T., Director of Job Development

Student Affairs Campus Life Building
Roberta H. Bigger, B.A., M.Ed., Vice President and Dean of Students
Mark D. Line, B.S., M.A., Associate Dean for Student Activities and Volunteer Services
Rodney E. Adams, B.A., M.S., Assistant Dean of Students and Director of Residence Life
Elizabeth D. Wallace, B.S., R.N., Assistant Dean of Students and Director of Health Services

Public Safety Andrews Field House
Joe L. Greenlee, Jr., B.A., Director of Public Safety

Student Health Services
Elizabeth D. Wallace, B.S., R.N., Assistant Dean of Students and Director of Health Services
Thomas A. Malone, M.D., College Physician
Melvin D. Medlock, M.D., College Physician
Mack C. Poole, M.D., College Physician
Ralph A. Tesseneer, M.D., College Physician
Larry L. Ware, M.D., College Physician

Black Infirmary
Gail C. Holt, R.N., College Nurse
Jacqueline A. McLane, L.P.N., College Nurse
Heidi Moss, M.S., L.M.S.W., Counselor
Craig S. Williams, B.A., Ph.D., Counselor

Business Management Snyder House
Daniel B. Morrison, Jr., B.A., M.Ed., Senior Vice President
Charlotte Tinsley, B.A., M.Acc., C.P.A., Treasurer

Business Office Snyder House
Mary C. Truesdale, B.A., C.P.A., Controller

Physical Plant Curry Building
Thomas L. Rocks, B.S.E.E., Director of Physical Plant
Ed Y. Hall, B.B.A., M.Ed., S.Ed., Assistant Director of Physical Plant

Development Papadopoulos Building
David M. Beacham, B.A., Executive Director of Development

Alumni Affairs and Parents Programs Papadopoulos Building
Charles H. Gray, B.A., M.Ed., Director of Alumni and Parents Programs

Annu al Giving Papadopoulos Building
Lisa H. DeFreitas, B.A., Director of Annual Giving

Planned Giving Papadopoulos Building
D. Smith Patterson, B.A., M.B.A., Director of Gift Planning

Prospect Relations and Major Giving Papadopoulos Building
Edwin H. Story, B.A., Associate Director of Development
Lynda H. Bennett, Coordinator of Prospect Research
Margaret B. Morrison, B.S., Campaign Coordinator

Planning, Evaluating, and Marketing Hugh S. Black Hall
Larry T. McGehee, B.A., B.D., M.A., Ph.D., Vice President

Admissions Hugh S. Black Hall
Brand R. Still e, B.A., Director of Admissions
B. Terrell Ball, B.A., M.Ed., M.Ed., Associate Director of Admissions and Director of the Alumni Admissions Program
Sarah R. Cohen, B.A., Assistant Director of Admissions
Jennifer K. Brickhouse, B.A., Admissions Counselor
James E. Hulse, B.A., Admissions Counselor
Lynn W. Lepcio, B.A., Admissions Counselor
Heather E. Poole, B.A., Admissions Counselor
Communications

Doyle W. Boggs, B.A., M.A., Ph.D., Executive Director of Communications
Elizabeth V. Broadwell, B.A., Assistant Director of Communications
Patricia Smith, B.S., Editorial Assistant

Financial Aid

Susan S. McCrackin, B.S., Director of Financial Aid
Brenda K. DuVall, B.S., Assistant Director of Financial Aid
Ruth D. Hills, B.S., Financial Aid Counselor

Institutional Research

Boyce M. Lawton, III, B.S., M.S., Director of Institutional Research

Technology and Special Programs

B. G. Stephens, B.S., M.S., Ph.D., Vice President

Computer Services

Daniel W. Olds, A.B., Ph.D., Director of the Computer Center and Computer Services
B. Cree Sherrill, Assistant to the Director of Computer Services
J. Ron Wood, B.A., Technical Assistant

Instructional Technology Laboratory

Terry Ferguson, B.A., M.A., Ph.D., Director

Gifted Programs and Summer Projects

Meredith E. Lynch, B.A., M.Ed., Coordinator

Media Center

Linda Powers, B.A., M.A.T., M.A., Director

Campus Ministry

Talmage B. Skinner, Jr., B.A., M.Div., M.C.E., D. Min., Chaplain

Administrative Services and Intercollegiate Athletics

Richardson Physical Activities Building

David S. Wood, B.A., M.Ed., Vice President and Director of Intercollegiate Athletics

Food Services

William M. May, Director of Food Services
J. Ricky Bush, B.S., Assistant Director of Food Services
Mitchell McDowell, Food Production Manager

College Canteen and Vending

Edward E. Mills, B.A., Director

Intercollegiate Athletics

Richardson Physical Activities Building

Teresa L. Levitt, B.A., Associate Director of Athletics
Mark Cohen, B.A., Sports Information Director and Associate Director of Athletics
Thaddeus S. Lepcio, B.A., M.S., Assistant Director of Athletics

Financial Aid

Hugh S. Black Hall

Susan S. McCrackin, B.S., Director of Financial Aid
Brenda K. DuVall, B.S., Assistant Director of Financial Aid
Ruth D. Hills, B.S., Financial Aid Counselor

Institutional Research

F. W. Olin Building

Boyce M. Lawton, III, B.S., M.S., Director of Institutional Research

Technology and Special Programs

F. W. Olin Building

B. G. Stephens, B.S., M.S., Ph.D., Vice President

Computer Services

F. W. Olin Building

Daniel W. Olds, A.B., Ph.D., Director of the Computer Center and Computer Services
B. Cree Sherrill, Assistant to the Director of Computer Services
J. Ron Wood, B.A., Technical Assistant

Instructional Technology Laboratory

F. W. Olin Building

Terry Ferguson, B.A., M.A., Ph.D., Director

Gifted Programs and Summer Projects

F. W. Olin Building

Meredith E. Lynch, B.A., M.Ed., Coordinator

Media Center

F. W. Olin Building

Linda Powers, B.A., M.A.T., M.A., Director

Campus Ministry

Main Building

Talmage B. Skinner, Jr., B.A., M.Div., M.C.E., D. Min., Chaplain

Administrative Services and Intercollegiate Athletics Building

Richardson Physical Activities Building

David S. Wood, B.A., M.Ed., Vice President and Director of Intercollegiate Athletics

Food Services

Burwell Building

William M. May, Director of Food Services
J. Ricky Bush, B.S., Assistant Director of Food Services
Mitchell McDowell, Food Production Manager

College Canteen and Vending

Campus Life Building

Edward E. Mills, B.A., Director

Intercollegiate Athletics

Richardson Physical Activities Building

Teresa L. Levitt, B.A., Associate Director of Athletics
Mark Cohen, B.A., Sports Information Director and Associate Director of Athletics
Thaddeus S. Lepcio, B.A., M.S., Assistant Director of Athletics
The Faculty, 1995-96, 1996-97

(Academic year of appointment to faculty in parentheses after each name)

Clarence Lewis Abercrombie, III (1973)
Professor of Biological and Social Sciences
B.A., Emory University; M.Phil., Ph.D., Yale University

John Charles Akers (1993)
Associate Professor of Foreign Languages
B.A., M.A., Middlebury College; Ph.D., University of California, Los Angeles

Constance Dean Antonsen (1995)/Fall Semester only
Associate Professor of Art History
A.B., University of California; M.A., University of Georgia; Ph.D., University of South Africa

Laura Burrell Bannan (1995)/Fall Semester only
Lecturer in Biology
B.S., East Tennessee State University; M.A., Appalachian State University

Charles David Barrett (1966)
Peter B. Hendrix Professor of Religion
A.B., Wofford College; B.D., Emory University; Ph.D., Drew University

Charles Gibson Bass (1988)
Associate Professor of Chemistry
B.A., William Carey College; Ph.D., University of Tennessee

Ross Hawthorne Bayard (1961)
Professor of History
B.A., Washington and Lee University; M.A., Ph.D., University of South Carolina

Curtis Porter Bell (1963)
Professor of Mathematics
B.S., Wofford College; M.A., Ph.D., University of Georgia

Camille Lamarr Bethea (1994)/Through May 1996
Instructor in Foreign Languages
B.A., Wofford College; M.A., Vanderbilt University

Victor Bilanchone, Jr. (1972)
Professor of Music
B.A., M.M., D.M.A., University of Miami

John Moore Bullard (1961)
Albert C. Outler Professor of Religion and Faculty Secretary
A.B., A.M., University of North Carolina; M.Div., Ph.D., Yale University

Donald Andrew Castillo (1977)
Professor of Chemistry
B.S., Belmont Abbey College; M.A.T., Winthrop College; M.S., University of South Carolina; Ph.D., Clemson University

John Cleveland Cobb (February 1994)
Assistant Professor of English
B.A., Wofford College; M.A., M.Phil., Ph.D., Rutgers University

Victor Bilanchone, Jr. (1972)
Professor of Music
B.A., M.M., D.M.A., University of Miami

John Moore Bullard (1961)
Albert C. Outler Professor of Religion and Faculty Secretary
A.B., A.M., University of North Carolina; M.Div., Ph.D., Yale University

Donald Andrew Castillo (1977)
Professor of Chemistry
B.S., Belmont Abbey College; M.A.T., Winthrop College; M.S., University of South Carolina; Ph.D., Clemson University

John Cleveland Cobb (February 1994)
Assistant Professor of English
B.A., Wofford College; M.A., M.Phil., Ph.D., Rutgers University

Oakley Herman Coburn (1984)
Librarian
A.B., Transylvania University; M.A. in L.S., University of Kentucky

Caroline Allen Cunningham (1984)
Associate Professor of Foreign Languages and Assistant College Marshal
B.A., University of Georgia; M.A., Ph.D., University of North Carolina

George Rufus Davis, Jr. (1993)
Associate Professor of Biology
B.S., Campbell University; Ph.D., University of North Carolina

Dennis Michael Dooley (1969)
Professor of English and College Marshal
A.B., Loyola College; M.A., Kent State University; Ph.D., Vanderbilt University

Benjamin Bernard Dunlap (1993)
Chapman Family Professor of Humanities
B.A., University of the South; B.A., M.A., University of Oxford; Ph.D., Harvard University

Linton Reese Dunson, Jr. (1966)
Fred A. Cosnell, Sr., Professor of Government
A.B., University of Georgia; Ph.D., University of Virginia

Mark Edward Durnett (1994)/Through December 1995
Lecturer in Philosophy
B.A., Claremont McKenna College; M.Div., Th.M., Princeton Theological Seminary; Ph.D., Duke University

Terry Andrew Ferguson (1984)
Assistant Professor of Geology and Director of Instructional Technology Laboratory
B.A., Wofford College; M.A., Ph.D., University of Tennessee

Vivian Boyd Fisher (1973)
Professor of English
B.A., Duke University; M.A., Ph.D., Emory University

John Kirkland Fort (1991)
Lecturer in Economics
B.A., Wofford College; J.D., Samford University

Gerald Allen Ginocchio (1980)
Associate Professor of Sociology
B.S., University of Wisconsin; M.A., Ph.D., University of New Hampshire

Ellen Sue Goldey (1995)
Assistant Professor of Biology
B.S., University of the South; M.S., Ph.D., Miami University

Lillian Esther Gonzales (1996)/Spring Semester only
Lecturer in Accounting
B.A., Wofford College; M.P.A., Clemson University; CPA

Dewey Wesley Grantham (1996)/Spring Semester only
Lewis F. Jones Visiting Professor of History
B.A., University of Georgia; M.A., Ph.D., University of North Carolina
Susan Cass Griswold (1980)
Professor of Foreign Languages
B.A., University of North Carolina at Greensboro; Ph.D., Vanderbilt University

James Richard Gross (1966)
Mr. and Mrs. T. R. Garrison Professor of English and Theatre
B.B.A., Wake Forest College; M.A., University of North Carolina; Ph.D., Duke University

Lee Oliver Hagglund (1977)
Professor of Mathematics
B.A., Gustavus Adolphus College; Ph.D., Duke University

Cheryl Elizabeth Harleston (February 1991)
Lecturer in Sociology
B.S., Furman University; M.S., Clemson University

Edmund Henry (1970)/Retired May 1997
Associate Professor of English
A.B., Syracuse University; Ph.D., University of Rochester

Jamaica Byers Hill (1993)
Assistant Professor of Chemistry
B.S., Wofford College; Ph.D., Clemson University

Sally Anne Hitchmough (February 1996)
Lecturer in English
B.A., University of Sheffield; M.A., Ph.D., University of Southern California

Woodrow Wilson Hughes, Jr. (1996)/Spring Semester only
Lecturer in Economics
B.A., Furman University; M.A., Clemson University; Ph.D., University of South Carolina

Charles Dwight Kay (1986)
Associate Professor of Philosophy
A.B., Princeton University; M.A., Ph.D., University of Pittsburgh

Philip Sven Keenan (1981)
Associate Professor of Accounting
B.A., Michigan State University; M.B.A., University of Michigan; C.P.A.

James Albert Keller (1972)
Samuel Pate Gardner Professor of Philosophy
S.B., Massachusetts Institute of Technology; M.Div., Pittsburgh Theological Seminary; M.Phil., Ph.D., Yale University

Joseph Howard Killian, Jr. (1967)
Associate Professor of History
B.A., Wake Forest College; Ph.D., University of North Carolina

Mark Elliott Knick (1994)/Through February 1997
Captain, United States Army
Assistant Professor of Military Science
B.S., Missouri Western State College

David Irwin Kushner (1996)
Assistant Professor of Biology
B.A., University of California Santa Barbara; M.A., San Francisco State University; Ph.D., University of Georgia

John Edward Lane (1988)
Assistant Professor of English
B.A., Wofford College; M.F.A., Bennington College

Joseph Daniel Lejeune (1986)
Associate Professor of Physics
B.S., University of Southwestern Louisiana; Ph.D., Texas A & M University

Joab Mauldin Lesesne, Jr. (1964)
President of the College and Professor of History
B.A., Erskine College; M.A., Ph.D., University of South Carolina

Mark David Line (1985)
Associate Dean of Students and Instructor in Physical Education
B.S., Erskine College; M.S., Western Kentucky University

Paul Stroman Lofton, Jr. (1996)/Fall Semester only
Lecturer in History
A.B., Wofford College; M.A., Duke University; Ph.D., University of Texas

Frank Michael Machovec (1988)
Associate Professor of Economics
B.S., Towson State University; M.A., University of Denver; Ph.D., New York University

Lionel Wayne Magee, Jr. (1996)
Captain, United States Army
Assistant Professor of Military Science
B.S., Louisiana Technical University

Clay Randolph Mahaffey, Jr. (1989)
Instructor in Physics
B.A., Wofford College; M.A.T., Converse College

James Perry Mahaffe (1991)
Professor of Education
B.A., Furman University; M.A., George Peabody College for Teachers; Ph.D., University of South Carolina

Nancy Bingh a m Mandlove (1994)
Professor of Foreign Languages
B.A., Hanover College; M.S., Emory University; Ph.D., University of New Mexico

George Brantley Martin (1981)/Through May 1997
Professor of English
A.B., Wofford College; M.A., University of Georgia; Ph.D., University of Manchester

Dan Baker Maulsby (1969)
Senior Vice President and Dean of the College
Associate Professor of Sociology
A.B., Wofford College; Ph.D., University of Tennessee
John Robert McArthur (1990)
Associate Professor of Economics
B.S., M.S., Montana State University; Ph.D., Claremont Graduate School

William Gary McCraw (1989)
Lecturer in Music
B.S., Wofford College; M.M., University of South Carolina

Larry Thomas McGehee (1982)
Vice President for Planning, Evaluating, and Marketing and Professor of Religion
B.A., Transylvania University; B.D., M.A., Ph.D., Yale University

Arie Jay McSherry (1996)
Captain, United States Army
Assistant Professor of Military Science
B.A., University of Washington

Stephen Andrew Michelman (1996)
Assistant Professor of Philosophy
A.B., Vassar College; B.A., Ph.D., State University of New York Stony Brook

Ted Richard Monroe (1990)
Associate Professor of Mathematics
B.S., Gardner-Webb College; M.A., Wake Forest University; Ph.D., University of South Carolina

William Scott Morrow (1970)
Associate Professor of Chemistry
B.S., Philadelphia College of Pharmacy and Science; M.S., St. Joseph's College; Ph.D., University of North Carolina

Robert Eric Moss (1992)
Associate Professor of Biology
B.A., University of Pennsylvania; Ph.D., Harvard University

William Wilson Mount, Jr. (1977)
Professor of Religion
B.A., Northwestern University; M.A., Middlebury College; M.Div., M.A., Ph.D., Yale University

Daniel Wayne Olds (1963)
Director of Computer Center and Computer Services and Professor of Physics and Computer Science
A.B., Wabash College; Ph.D., Duke University

John William Pilley (1969)/ Retired May 1996
Professor of Psychology
B.A., Abilene Christian College; B.D., Princeton University; M.A., Stetson University; M.S., Ph.D., Memphis State University

Sally Harmon Plowden (1990)/Through May 1996
Assistant Professor of English
B.A., Columbia College; Ph.D., University of South Carolina

Linda Powers (1978)
Director of Media Center and Lecturer in English
B.A., University of Miami; M.A.T., Converse College; M.A., University of South Carolina

James Edwin Proctor (1981)
Professor of Finance
B.A., Wofford College; M.B.A., University of South Carolina; Ph.D., Clemson University

Philip Noel Racine (1969)
William R. Kenan, Jr., Professor of History
A.B., Bowdoin College; M.A., Ph.D., Emory University

Douglas Alan Rayner (February 1989)
Associate Professor of Biology
B.A., University of New Hampshire; M.A., Ph.D., University of South Carolina

Alliston King Reid (1996)
Professor of Psychology
B.S., Wofford College; Ph.D., Duke University

Tracy Jean Revels (1991)
Assistant Professor of History
B.A., M.A., Ph.D., Florida State University

Mary Margaret Richards (1990)
Associate Professor of English and Assistant College Marshal
A.B., University of Georgia; M.A., Ph.D., University of North Carolina

William Eddie Richardson (1992)
Director of Institutional Research and Assistant Professor of Education
B.S., Belmont College; M.B.E., Middle Tennessee State University; Ph.D., University of Tennessee

Richard Long Robinson (1966)
Larry Hearn McCalla Professor of Mathematics
B.S., Wofford College; M.A., Ph.D., University of Tennessee

Peter Alan Saltstein (1995)/Through May 1996
Lecturer in Philosophy
B.A., Lawrence University; M.A., University of Wisconsin-Milwaukee; Ph.D., Brown University

Erika Scavillo (February 1986)
Lecturer in Foreign Languages
Staatsexamen, University of Munich

David Schenck (1994)
Lecturer in Philosophy
B.A., University of North Carolina; M.A., Ph.D., Duke University

Peter Louis Schmunk (1987)
Associate Professor of Art
B.Mus., University of Washington; M.Mus., Ph.D., Ohio University

Donald Marcell Scott (1966)
Professor of Psychology
B.A., M.A., Ph.D., Florida State University

James Edward Seegars, Jr. (1962)
Professor of Psychology
A.B., The Citadel; M.S., University of South Carolina; Ph.D., University of Kentucky
John Lewis Seitz (1976)  
Professor of Government  
B.A., M.P.A., Syracuse University; Ph.D., University of Wisconsin

Christi vonLehe Sellars (1993)  
Lecturer in Music  
B.Mus., M.M.Ed., Converse College

Angela Buzzett Shiflet (1987)  
Professor of Mathematics and Computer Science  
B.S., Furman University; M.S., Clemson University; M.S., University of South Carolina; Ph.D., Vanderbilt University

George Whiteside Shiflet, Jr. (1987)  
Professor of Biology  
B.S., Furman University; M.S., Ph.D., Vanderbilt University

Mary Catherine Socci (1996)/Spring Semester only  
Lecturer in Sociology  
A.B., Princeton University; M.Phil., Ph.D., Yale University

William Strickland (1996)/Spring Semester only  
Lecturer in Accounting  
A.B., M.B.A., J.D., University of North Carolina; CPA

Cynthia Ann Suárez (1993)  
Associate Professor of Education  
B.A., M.A., University of Iowa; Ed.D., East Tennessee State University

Sandor Teszler (1996)  
Adjunct Professor of Humanities  
Diploma, University of Chemnitz

Thomas Vernon Thoroughman (1966)  
Professor of History  
B.A., M.A., Emory University; Ph.D., University of North Carolina

Gerald Thomas Thurmond (1980)  
Associate Professor of Sociology  
B.A., Baylor University; M.A., Ph.D., University of Georgia

Deno Pedro Trakas (1980)  
Associate Professor of English and Director of the Writing Laboratory  
B.A., Eckerd College; M.A., University of Tulsa; Ph.D., University of South Carolina

David Hampton Tyner (1986)  
Associate Professor of Government  
B.A., Wofford College; M.A., Ph.D., University of North Carolina

Benjamin Franklin Varn, Jr. (1985)  
Associate Professor of Computer Science  
B.A., The Citadel; M.S., Texas A & M University; Ph.D., University of Florida

Elaine Stone Wagner (1977)/ Retired May 1997  
Lecturer in Art  
B.F.A., Moore College of Art

Richard Mathias Wallace (1982)  
Professor of Economics  
A.B., Ph.D., University of South Carolina

Richard Craven Webb (1990)/Through May 1997  
Lieutenant Colonel, United States Army  
Professor of Military Science  
B.A., Wofford College; M.Ed., Ed.S., University of South Carolina

Daniel Wayne Welch (1978)  
Professor of Physics  
B.S., University of Southwestern Louisiana; M.S., Ph.D., Clemson University

David Melvin Whisnant (1983)  
Dr. and Mrs. Larry Hearn McCalla Professor of Chemistry and Faculty Marshal  
B.S., University of Illinois; Ph.D., University of Wisconsin

Susan May Wiley (1986)  
Professor of Accounting  
B.A., M.B.A., University of Michigan; C.P.A., C.M.A.

Carol Brasington Wilson (1984)  
Assistant Professor of English  
B.A., Wofford College; M.A., Ph.D., University of South Carolina

Associate Professor of Foreign Languages  
Licentiaat, Hoger Instituut voor Vertalers en Tolken, Antwerp State University; D.M.L., Middlebury College

Dennis Michael Wiseman (1979)  
Professor of Foreign Languages  
B.A., M.A., University of Arizona; Ph.D., University of North Carolina

Retired Faculty, 1995-96, 1996-97

Fred Thomas Adams  
Professor of Sociology, Emeritus  
A.B., A.M., University of Alabama; Ph.D., Tulane University

Frank John Anderson  
Librarian, Emeritus  
A.B., Indiana University; M.S. in L.S., Syracuse University

Constance Dean Antonsen  
Associate Professor of Art History  
A.B., University of California; M.A., University of Georgia; Ph.D., University of South Africa

William Pinckney Cavin  
John M. Reeves Professor of Chemistry, Emeritus  
A.B., Wofford College; A.M., Duke University; Ph.D., University of North Carolina
Degrees and Honors Conferred 1995

Bachelor of Arts Degree

Virginia Brit A. E. Allen
Matthew Princen Allen
William Sterling Anderson, II
James Larry Ashley, Ill
Robynne Corinne Atkinson
Leonard Austin, IV
Robert Sharon Baker, III
Edna Katherine Beaman
William Croissant Bennett
Gregory Dunn Benthur
Monique Yvonne Beverley
Timothy Hale Blackwell, Jr.
James Matthew Blount
Rachael Stevensiner Bowman
David John Bradbury
John Cade Brehfield
Leroy Weathers Brigham
Christina Marie Brockman
Richard Allen Burgess, Jr.
Heather Brooke Burrow
Adolphus Antwan Burns
Richard Lamar Byrd
Martha Callan Candler
Robbie O'Neal Chandler
Wallace Benford Cheves, Jr.
Christine Clason
Brett Danielle Clark
Hayne Carlisle Coe
Robert Ivey Corbin
Libby Marie Corry
Kenneth Charles Craven, Jr.
Alan Lance Crick
Nancy Caroline Crayle
Mary Alice Crayle
Robert Beatty Cummings, Jr.
Christina Lee Daniel
Jason Allen Dickinson
Robert Daniel Dodson
Shannon Rebecca Dove
Stephen Thompson Draffin, Jr.
Nicole S. Drubish
Scott Christopher Duke
John Ferguson Dunn
Alex Cole Ebert
Julius Ernest Elbridge, Ill
Ernest Earl Elkins, Jr.
Andrew Carl English, Ill
John Robert Fulton Exall
Amy Coleman Faustee
Bates Nelson Felder
James William Fechüch, III
Derek Charles France
Jason Scott Garland
Pete Akwondo Gboree
Karen Marie Geddings
Larry Kanner Geiger
Keith Warren Getz
Gregory Carl Gilbert
William Davis Gillespie

Lacy Danielle Gisell
Robert William Gosselt
Mark Travis Grant
Jonathan Lane Greenlee
William Thomas Greer, Ill
Julie Denise Gregg
William Alexander Groton
Anna Black Habiboungting
Hailey Douglas Hall
Robert Alfred Hammett, Jr.
Robert Eyre Hartley
Olen Gale Haynes
Kirk Nevly Hedden
Joey Sal Hedgenet
Andrew Wulli Hedgespeth
Kirsten Leigh Hendricks
Nancy Ann Hillard
Gregory Earl Hood
Angie Burnette Humphries
George Lawrence Inabinet, Jr.
Charles Roper Jeter, Jr.
John Edward Jowll
Laurie Jane Johnson
Clarence Roland Jones, Ill
Robert Matthew Jones
Manoela Elfasto Jones-Taylor
Robert Earl Jordan, Jr.
John Charles Knaep, Jr.
Heidi Elizabeth Knudsen
Richard Elwood Lackey
Brian Robert Lesby
Jason Brady Ledford
Cynthia Ann Littlefield
Tamiko Nagohs Mccaskill
Laura Estelle McClary
Brandon Scott McKillop
John Reeves McLeod
Scott Forrest Mahan
Brian Hendrix Marchant
Charles Rainsford Marks, Jr.
Glenn Kelly Medlicott
Mary Ashley Milano
Tonya Langhans Mitchell
James Christian Moon
Colby King Morris
Gary Michael Morton
Jason Anthony Motock
Shelley Carroll Mulline
Sean Eric Murphy
Nichole Leigh Nettles
Elizabeth Marie Newbold
David Wright Overstreet
Richard Anthony Painter
Eugenia Alexa Pappas
Edward Milton Parler, Ill
Wallace Jason Patrick
Philip Francis Petros
Michael Barrett Phillips
Thomas Stuart Post, III
Krystal Lynn Pritchett
Bachelor of Science Degree

Robert McLain Adams, IV
Jeannine Louise Alleva
Christopher Todd Arnold
Michael Shane Atkinson
Regina Sue Ayers
Aaron Bernard Lamont Bailey
Tull Banez
Joseph Hugh Bradburn, III
Derek Christopher Brown
Linda Danielle Brown
Natalie Ann Burnson
Thomas Mikell Carter
Mark Spencer Children
Darrin Sargent Godman, III
Elizabeth Allynne Coleman
Christopher Gary Collins
Bryan Scott Coursney
Matthew James Cowan
Michelle Lynn Cox
Caroline Wilson Curlin
Stewart Peden Curry
William Christopher Davis
Caroline Elizabeth Eeter
Joseph Carmichael Few
Chad Michael Gabrich
Carolyn Rush Gardner
Hoang Nguyen Giep
Kyle Cardro Gipson
Barbara Jean Gist
Allison Lee Goehring
Lucy Ann Green
Jason Brock Guilliam
David Brian Haustein
Rachel Kari Hannah
Robin Kay Hensley
Julie Anne Hoyle
Sandra Elizabeth Holmes
Kristen Susanne Houck
Kimberly Ann Kelley
Lauren Jennifer Smith
Susan Lee Stewart
Daniel Tyrone Sutton
Ronald Eugene Taylor
David Hunter Teague
Charles Carroll Thomas, III
Kimberly Ann Thomas
Maria Elena Thomas de Roon
Deborah Diane Volk
Granham Dewitt Warren
Erika Dawn Watson

Honorary Degrees

Coriella Allen Bomer
Doctor of Humane Letters
William Charles Simpson
Doctor of Divinity

Honors in 1995 Graduating Class

Summa Cum Laude
Jeanne Louise Alleva
Alan Lane Crichton
Daniel Harold Hodgin Cude
Ernest Carl Ellins, Jr.
Carolyn Ruth Gardner
Karen Marie Geddings
Hoang Nguyen Giep

Magna Cum Laude
David John Bradford
Levy Weathers Brigham
Robert Daniel Dodson
Caroline Elizabeth Eeter
Derek Charles France
Robert William Goossen
Lucy Ann Green
Andrew Witt Hedgepath

Cum Laude
Robert McLain Adams, IV
Tull Banez
Derek Christopher Brown
Linda Danielle Brown
Natalie Ann Burnson
Elizabeth Allynne Coleman
Hayne Carlisle Cope
Nancy Caroline Grolley
William Christopher Davis
Alex Cole Ebert
Andrew Carl Engle, III
Barbara Jean Gist
Julie Denise Gregg
Rachel Kari Hannah
Owen Gale Haynes, Jr.
Robert Earl Jordan, Jr.
Kimberly Ann Kelley
Kori Leigh Kile
Richard Elwood Lackey
Brian Robert Leahy

Lacy Danielle Cassell
Sandra Elizabeth Holmes
Robert Matthew Jones
Michelle Diane Phillips
Dwain Carlton Pruitt
Christine Renee Shaefer
Rebecca Lynn Wheelock

Kim Ilene Machler
James Osmond Merritt, IV
Reuellyn Suzanne Fletcher
Brian McLean Rawlinson
Bill Colleen Robinson
George Mackay Salley
Angela Louise Sear
Chad Randall Shaver
Kimberly Ann Shealy
Sallie Stuart Shuford
Ann Mayer Silverberg
Elizabeth Aline Smith
Emily Marcella Smith
Annie Burns Thompson
Christopher John Thornburg
Elizabeth Jane Wallace
Richard Reed Watts
Jennifer Lynn Williams
Christopher William Wimberly
Algernon Sydney Sullivan Awards
Robert McLain Adams, IV
James E. Talley

Mary Mildred Sullivan Awards
Tamiko Nagisha McCaig
Elizabeth S. Chapman

Class of 1995
B.A. Graduates 166
B.S. Graduates 93
Total Graduates 259

Degrees and Honors Conferred 1996

Bachelor of Arts Degree

Dorothy Davidson Acee
Lori Michelle Adist
Mark Brown Alexander
Rasey McColl Alford
Virginia Leigh Allen
Jason Michael Ardito
Rhet Brooks Austin
Gordon Michael Badgley
Robert Howell Baggett, Jr.
Kathryn Christine Barker
Michael Wallace Bassett
Ryan Lewis Beasley
David Bryan Bensch
John Reade Dotgen Blackwell
Lucy Lee Blanton
John Charles Bradbury
Jennifer Kristine Braddock
Joel Patrick Britt
John-Clark Brown
Doris Lillian Bryant
Kendall Edgar Burford
Carol Ann Burnett
Jacqueline Theresa Butler
Mary Catherine Caldwell
Thomas Lenor Campbell
Kimberly Lynn Carter
Robert John Caswell, III
Molly Kate Cecil
Trudy Elizabeth Cline
Elizabeth Frances Cline
Margaret Presley Compton
Justin Andrew Coevers
Tansha LaShon Cook
Jennifer Duckworth Copeland
Susan Blakely Copeland
David Sebastian Cross
Stewart Smith Culler
Frank Archer Davis
Linda Sharnette Davis
Lindsay Brooke Dean
Tray Michael Denomy
Jason Todd Derrick
Scott Warren Derrick
Ashley Dawn Devoung
Jonathan Mark Dillon
Grady McCutchen Epps
Thomas Espinosa
Mitchell M. Flannery
Herbert John Fleming, Jr.
Pierce Williams Fleming, Jr.
Robert King Galloway, Jr.
Henry Burt Garrett, IV
Sally Sue Garris
Donald Carlson Gibson
John Alexander Gordon
Eric Groves
Brian Robert Gregory
Ryan Kirk Griffin
Clary Holmes Groen
Kristen Elizabeth Garri
Jasmin Joseph Hage

Joanne Elizabeth Hammock
Noman Ul Haque
James Jackson Harrington
Janelle DeAnn Harris
Susan Stephens Harris
Steven Scott Harle
Thomas Melvin Henson, Jr.
Shelley Elizabeth Hill
Holly Jo Anna Hinson
Laura Wilcox Hoke
Megan Christine Huff
Charles Brian Humphries
Charles John Hypler, Jr.
Mary Elinor Jett
Christopher Wofford Johnson
Tina Faulkete Johnson
William James Johnson
Jason Lanier Jolly
Kristyn Joyce Keenan
Margaret Frances Key
Ashley Todd Kilgore
William Blakett King, Jr.
Mary Elizabeth Knight
Peter Kolland
Andrew Herman Lanier, IV
Nando Francesco Lardil
James William Leglie
Tamela Yvonne Levitt
Ruchth Lilavivat
David Joseph Lopez
Wade Ainsley Lundin
Billie Hambrick McConnell
Edward Lovell McCutcheon
Theodore John McGee
Fredericka Nicole McKinney
Mary Rebecca Tilson McLeod
Paul Curtis McPhail
Ann Marie Martin
Dennis Lee Martin
John William Martin
Carl Lee Mason, II
Robert Alexander Mayhew
Carrie Louise Meade
Danielle Jane Miller
Jack Marion Moore, Jr.
Merdith Raul Moore
Marshall Morton, III
Toma Prange Mulkey
Curtis Lynn Nichols, Jr.
Kat Derek Nitsche
Wendi Marie Nix
Matt Joseph O'Brien
Lottie LeAnne Olivier
Christopher Clay Olson
Richard Sinard Owen
Joseph Charles Padgett
Virginia Peyton Paul
John Clark Phillips, Jr.
Mark Wayne Phillips, Jr.
Julia Adair Pigg
Maresha Anne Plemons
Bachelor of Science Degree

Herschel Lee Abbott, III
Bailey Bass Barter
Frank Octave Bartel, III
Sydney Dyes Blackmon
Michael Patrick Bragg
Brandon Eric Brown
David Eugene Brown, III
John William Bruce
Carol Ann Burnett
Jacqueline Theresa Butler
Ashley Myers Cannon
Shehzad Haiz Choudry
Virginia Pettigrew Clark
Collin Drum Coggeshall
Joshua Paul Crotzer
Kim David Culp
David Larry Davy, Jr.
Sarah Amanda Dees
Emesto Llamas DeGuzman, Jr.
Tucker Kimball Edwards
Brandon Ross English
Anna Wade Evans
Larry James Fagan, Jr.
Lisa Caroline Fox
Blythe McKenzie Fuller
Dorothy Lynn Fullier
Elizabeth Neal Geddings
Julie Renee Gentry
Tara Janene Glenn
Nathan Byron Grage
Herbert Woodson Grant, Jr.
Murriel Antoinette Green
Brian Ansel Hanna
Ashley Carlton Harris
Jason Lee Hawn
Heather Elizabeth Hatton
Matthew Stephen Hilleary
Dawn Danielle Hurd
Christopher William Stock
Natalie Suzanne Strawn
Laura Holt Thrift
Bryan Todd Tillison
Julian Wayne Unger
Robert Toole Urrey
Perry Allen Vandiver
Marcus Ronald Vossay
Jennifer Lee Vernon
Kristi Alena Walesour
Lynn Coleta Watson
Margaret Meredith Watson
Casandra Elaine Webb
Brady David Wood, III
Matthew Brent Whisnant
Paul Vincent White, III
William Walter Williams, III
Zachaeus Demon Williams
Kenneth William Winter
Tommy Russell Wright, Jr.
Andrew Parris Young
Carl Allard Young
Kathy Lorraine Young
Christopher Lee Zammittiello
Robert Francis Zammittiello, Jr.

Kathryn Maral Jensen
Catherine Leigh Johnson
Karen Bolinger Jones
Stephen Gregory Jones
Cheryl Denise Keel
Patrick David Kelley
Anita Krehan
Lokechung Kue
Niem Chinh Le
Walter Robert Long
Michelle Monique MacBay
John Raymond MacDonald
Joanna Elizabeth Marks
George Robert Martin
Matthew Vinson Masten
Marnie Louise Maynard
Monte Marc Mayno
Stephen Lawrence Miller
Jesse Morgan Moxre
Robert Russell Nash
Jennifer Elizabeth Neal
Thuy Thanh Nguyen
Marvin Humber O'Neal, III
Christi Reid Owen
Maheshkumar Vithalbhai Patel
Billie Hambright McConnell
Curtis Lynn Nichols, Jr.
MarshaLe Anne Plemmons
Emily Anne Plumb
Lauren Ann Robinson
Stanley Gray Wabbs, Jr.
Troy Adam Yarborough

Honors in 1996 Graduating Class

Summa Cum Laude

Virginia Leigh Allen
Clary Holmes Cren
Janelle DeAnn Harris
Jason Lee Hawn
Laura Wilius Howle
Cheryl Denise Keel
Mary Elizabeth Knight

Magna Cum Laude

Michael Patrick Bragg
Trey Elizabeth Clark
Kim David Culp
Ernesto Llamas DeGuzman, Jr.
Brandon Ross English
Sally Sue Garris
Holly JoAnna Hinesen
Megan Christine Huff

Cum Laude

Dorothe Davidson Acfe
John Charles Bradbury
Brandon Eric Brown
David Eugene Brown, III
Carol Ann Burnett
Kimberly Lynn Carter
Shehzad Haiz Choudry
Susan Blakely Copeland
Blythe McKenzie Fuller
Elizabeth Neal Geddings
Julie Renee Gentry
John Alexander Gordon
Brian Ansel Hanna
Ashley Carlton Harris
Shelley Elizabeth Hill
Charles Brian Humphries
Charles John Hupfer, Jr.
Thuy Thanh Nguyen
MehdiRo Ayatollahi
Aileen Rogers
Kathryn Mae Tidwell
Todd Gentry

Honorary Degrees

Herbert Hucks, Jr. ................. Doctor of Literature
Laney Glenn Orr, Jr. ............... Doctor of Humanities
Theodore Holt Walter ............. Doctor of Divinity

1997-1999
Student Body Statistics

Students Entering September 1995

<table>
<thead>
<tr>
<th>Freshmen (Day 19, Resident 267)</th>
<th>Transfer Students (Day 12, Resident 17)</th>
<th>Former Students (Day 3, Resident 0)</th>
<th>Special/Non-Credit Students (Day 9, Resident 0)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>286</td>
<td>29</td>
<td>3</td>
<td>9</td>
<td>327</td>
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</table>

Geographical Distribution of Student Body 1995-96

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
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<tbody>
<tr>
<td>Alabama</td>
<td>13</td>
</tr>
<tr>
<td>Arizona</td>
<td>1</td>
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<tr>
<td>California</td>
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<td>Colorado</td>
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<td>Connecticut</td>
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<td>District of Columbia</td>
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<td>Florida</td>
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<td>Georgia</td>
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<td>Indiana</td>
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<td>Kentucky</td>
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<td>Louisiana</td>
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<td>Mississippi</td>
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<td>North Carolina</td>
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<td>Ohio</td>
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<td>Oklahoma</td>
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<tr>
<td>Pennsylvania</td>
<td>3</td>
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<tr>
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Students Entering September 1996

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Geographical Distribution of Student Body 1996-97

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