2001

Wofford College Catalogue, 2001-2003

Wofford College. Office of the Registrar

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2001 — 2003 Catalogue
September 2001

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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 and Dean of the College
Admission to the College ........................................ The Director of Admissions
Student Life .......................................................... The Vice President for Student Affairs and Dean of Students
Registration, Student Academic Records, and Summer Session ........................................ The Registrar
Library and Archives ................................................ The Dean of the Library
Business Management ............................................. The Senior Vice President for Business
Student Fees and other Financial Matters .................................................. The Treasurer
Scholarships and other Financial Aid .................................................. The Director of Financial Aid
Alumni Interests and Parents Programs .................................................. The Director of Alumni and Parents Programs
Public Information and Publications .................................................. The Director of Communications
Gifts, Grants, and Bequests ........................................... The Vice President for Development
Athletic Programs ....................................................... The Director of Athletics
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.
Web URL: http://www.wofford.edu
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 Neofytoς D. Papadopoulos Building, the Franklin W. Olin Building, or the DuPré 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, 2001.
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, gender, disability, and age is in conformity with applicable federal laws and regulations.
### Academic Calendar for 2001-2002

#### Fall Semester 2001

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>30-31</td>
<td>Thursday-Friday — Pre-session faculty workshop</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Friday — Orientation for new students begins</td>
</tr>
<tr>
<td>September</td>
<td>1-2</td>
<td>Saturday-Sunday — Orientation for new students</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Monday — Registration for new and returning students, and classes begin</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Friday — Last day for adding and dropping courses and registering</td>
</tr>
<tr>
<td>October</td>
<td>12</td>
<td>Fall academic holiday</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Friday — First grading period ends</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Tuesday — Mid-semester grades due</td>
</tr>
<tr>
<td>November</td>
<td>7</td>
<td>Wednesday — Last day for dropping courses with passing grade</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Tuesday — Pre-registration for spring semester</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Thursday — Pre-registration for spring semester</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Tuesday — Thanksgiving holidays begin at 5:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Monday — Classes resume</td>
</tr>
<tr>
<td>December</td>
<td>7</td>
<td>Friday — Last day of fall semester classes</td>
</tr>
<tr>
<td></td>
<td>10-14</td>
<td>Monday-Friday — Fall semester final examinations</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Friday — Christmas holidays begin at 5:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Tuesday — Final grades due</td>
</tr>
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#### Interim 2002

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>6</td>
<td>Sunday — Residence halls open</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Monday — Interim begins</td>
</tr>
<tr>
<td>February</td>
<td>1</td>
<td>Friday — Interim ends</td>
</tr>
</tbody>
</table>

#### Spring Semester 2002

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>February</td>
<td>4</td>
<td>Monday, Residence halls open</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Tuesday — Registration for spring semester classes, and classes begin</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Friday — Last day for adding and dropping courses and registering</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Tuesday — Interim grades due</td>
</tr>
<tr>
<td>March</td>
<td>15</td>
<td>Friday — First grading period ends</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Tuesday — Mid-semester grades due</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Friday — Spring holidays begin at 5:30 p.m.</td>
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### Summer Session 2002

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>June</td>
<td>3</td>
<td>Monday — First term begins</td>
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<tr>
<td>July</td>
<td>5</td>
<td>Friday — First term ends</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Monday — Second term begins</td>
</tr>
<tr>
<td>August</td>
<td>9</td>
<td>Friday — Second term ends</td>
</tr>
</tbody>
</table>

### Academic Calendar for 2002-2003

#### Fall Semester 2002

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
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<td>Sunday — Orientation for new students</td>
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<td></td>
<td>2</td>
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<td>Friday — Last day for adding and dropping courses and registering</td>
</tr>
<tr>
<td>October</td>
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</tr>
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<td></td>
<td>22</td>
<td>Tuesday — Mid-semester grades due</td>
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<td></td>
<td>25</td>
<td>Fall Academic Holiday</td>
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<tr>
<td></td>
<td>6</td>
<td>Friday — Last day of fall semester classes</td>
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<tr>
<td></td>
<td>9-13</td>
<td>Monday-Friday — Fall semester final examinations</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Friday — Christmas holidays begin at 5:30 p.m.</td>
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<td></td>
<td>17</td>
<td>Tuesday — Final grades due</td>
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#### Interim 2002

<table>
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<tr>
<th>Month</th>
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<tbody>
<tr>
<td>January</td>
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</tr>
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<td>February</td>
<td>1</td>
<td>Friday — Interim ends</td>
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#### Spring Semester 2002

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>April</td>
<td>8</td>
<td>Monday — Classes resume</td>
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<td></td>
<td>9</td>
<td>Tuesday — Pre-registration for fall semester</td>
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<tr>
<td></td>
<td>10</td>
<td>Wednesday — Last day for dropping courses with passing grade</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Thursday — Pre-registration for fall semester</td>
</tr>
<tr>
<td>May</td>
<td>10</td>
<td>Friday — Last day of spring semester classes</td>
</tr>
<tr>
<td></td>
<td>13-17</td>
<td>Monday-Friday — Spring semester final examinations</td>
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<tr>
<td></td>
<td>18-19</td>
<td>Saturday-Sunday — Commencement activities</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Tuesday — Final grades due</td>
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#### Summer Session 2002

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>June</td>
<td>3</td>
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<td>Friday — First term ends</td>
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<tr>
<td></td>
<td>8</td>
<td>Monday — Second term begins</td>
</tr>
<tr>
<td>August</td>
<td>9</td>
<td>Friday — Second term ends</td>
</tr>
</tbody>
</table>
### Interim 2003

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 January</td>
<td>Sunday — Residence halls open</td>
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<tr>
<td>6 Monday</td>
<td>Interim begins</td>
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<tr>
<td>31 Friday</td>
<td>Interim ends</td>
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### Spring Semester 2003

#### February

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<tr>
<th>Date</th>
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<tr>
<td>4 Tuesday</td>
<td>Registration for spring semester classes, and classes begin</td>
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<tr>
<td>7 Friday</td>
<td>Last day for adding and dropping courses and registering</td>
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<tr>
<td>11 Tuesday</td>
<td>Interim grades due</td>
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#### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>14 Friday</td>
<td>First grading period ends</td>
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<tr>
<td>18 Tuesday</td>
<td>Mid-semester grades due</td>
</tr>
<tr>
<td>28 Friday</td>
<td>Spring holidays begin at 5:30 p.m.</td>
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</table>

#### April

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>7 Monday</td>
<td>Classes resume</td>
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<tr>
<td>11 Friday</td>
<td>Last day for dropping courses with passing grade</td>
</tr>
<tr>
<td>15 Tuesday</td>
<td>Pre-registration for fall semester</td>
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<tr>
<td>17 Thursday</td>
<td>Pre-registration for fall semester</td>
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</tbody>
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#### May

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Friday</td>
<td>Last day of spring semester classes</td>
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<tr>
<td>12-16 Monday-Friday</td>
<td>Spring semester final examinations</td>
</tr>
<tr>
<td>17-18 Saturday-Sunday</td>
<td>Commencement activities</td>
</tr>
<tr>
<td>20 Tuesday</td>
<td>Final grades due</td>
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### Summer Session 2003

#### June

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<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>2 Monday</td>
<td>First term begins</td>
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</tbody>
</table>

#### July

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>4 Friday</td>
<td>First term ends</td>
</tr>
<tr>
<td>7 Monday</td>
<td>Second term begins</td>
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</tbody>
</table>

#### August

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8 Friday</td>
<td>Second term ends</td>
</tr>
</tbody>
</table>
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 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.

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

History of the College

On July 4, 1851, William Wightman of Randolph-Macon College came to a beautiful site on a high ridge overlooking the tiny courthouse village of Spartanburg, South Carolina. As more than 4,000 people looked on, he made the keynote address while local Masons laid the cornerstone for Wofford College. The future Methodist bishop stressed that the new institution would pattern itself after neither the South's then-elite public universities nor the narrowly sectarian colleges sponsored by some denominations. Instead, he argued, "It is impossible to conceive of greater benefits - to the individual or to society - than those embraced in the gift of a liberal (or liberalizing) education, combining moral principle ... with the enlightened and cultivated understanding which is the product of thorough scholarship."

Wofford College later experienced both good times and hard times, but it stands almost 150 years later as one of a handful of pre-Civil War American colleges operating continuously and successfully on its original campus. It has offered carefully selected students a respected academic program, tempered with concern for the individual. It has respected the virtues of community and heritage while maintaining with energy, optimism and excitement to the challenges of a changing world.

Like many of America's philanthropic institutions, Wofford College came about because of the vision and generosity of an individual. Benjamin Wofford was born in rural Spartanburg County on October 19, 1780. Sometime during the great frontier revivals of the early 19th century, he joined the Methodist church and served as a circuit rider (itinerant preacher) for several years. In 1807, he married Anna Todd and settled down on her family's prosperous farm on the Tyger River. From this happy but childless marriage, which ended with Anna's death in 1835, Mr. Wofford acquired the beginnings of his fortune. At the age of 56, the widower married a much younger woman from Virginia, Maria Barron. They moved to a home on Spartanburg's courthouse square, where he could concentrate on investments in finance and manufacturing. It was there that Benjamin Wofford died on December 2, 1850, leaving a bequest of $100,000 to "establish a college of literary, classical and scientific education to be located in my native district and to be under the control and management of the Methodist Church of my native state." It proved to be one of the largest financial contributions made to American higher education prior to the Civil War. Mr. Wofford's will was approved in solemn form on March 14, 1851, and the college charter from the South Carolina General Assembly is dated December 16, 1851.

Trustees quickly acquired the necessary land and retained one of the South's leading architects, Edward C. Jones of Charleston, to lay out the campus. Although landscaping plans were never fully developed in the 19th century, sketches exist to show that the early trustees envisioned a formal network of pathways, lawns and gardens that would have left an impression quite similar to the present National Historic District. The original structures included a president's home (demolished early in the 20th century); four faculty homes (still in use today for various purposes); and the magnificent Main Building, known as simply as "The College" for many years, the latter structure remains one of the nation's outstanding examples of "Italianate" or "Tuscan Villa" architecture.

Construction finally began in the summer of 1852 under the supervision of Ephraim Clayton of Asheville, N.C. Skilled African-American carpenters executed uniquely beautiful woodwork, including a pulpit and pews for the chapel. On the other hand, clay bricks fired on the site proved to be softer than specified. They have been blamed for a fatal accident during construction and still cause problems to this day. The college bell arrived from the Meneely Foundry in West Troy, New York, and, from the west tower of "Old Main," it continues to sing out as the "voice of Wofford."

In the autumn of 1854, three faculty members and seven students took up their work. Admission was selective; the prospective students had been tested on their knowledge of English, arithmetic and algebra, ancient and modern geography, and Latin and Greek (Cicero, Caesar, the Aenid, and Zenophon's Analesis). The first Wofford degree was awarded in 1856 to Samuel Dibble, a future United States Congressman.

After an administration that was highly successful both educationally and financially, President Wightman resigned in 1859 to launch yet another Methodist college, Birmingham-Southern in Alabama. He was replaced by Albert M. Shipp, a respected scholar who was immediately confronted with a devastating Civil War. Many students and young alumni, including two sons of faculty members, were killed in the great Virginia battles of 1862. Then, as Sherman approached Atlanta in 1864, the trustees invested their
The curriculum gradually evolved during Carlisle's administration; for example, he shocked everyone by delivering his first presidential commencement address in English rather than Latin. Nevertheless, many lasting traditions of Wofford life date from his administration. Four surviving chapters of national social fraternities (Kappa Alpha, 1869; Sigma Alpha Epsilon, 1885; Kappa Sigma, 1891; and Pi Kappa Alpha, 1894) were founded on the campus. Such organizations owned or rented houses in the village, because in those days, professors lived in college housing while students were expected to make their own arrangements for room and board. To meet some of these needs, two students from the North Carolina mountains, Zach and Zeb Whiteside, opened and operated Wofford's first dining hall in Main Building. Although music was not part of the curriculum, there was an active glee club. Yankee soldiers in Spartanburg during Reconstruction apparently introduced college students to baseball, and Wofford and Furman University played South Carolina's first intercollegiate football game in 1889. That same year, a group of students organized one of the South's earliest literary magazines, The Journal. At commencements throughout the period, graduates sang the hymn, "From All That Dwell Below the Skies," and received a Bible signed by faculty members.

In 1895, delegates from ten of the leading higher education institutions across the Southeast met in Atlanta to form the Southern Association of Colleges and Schools. The organization was conceived by Vanderbilt's Chancellor James H. Kirkland (Wofford Class of 1877), who hoped to challenge peer campuses to attain national standards of academic excellence. Trinity College in Durham, NC, which later emerged as Duke University under the presidential leadership of Wofford alumnus John C. Kilgo and William Preston Few, also sent delegates. Wofford was represented by two of its outstanding young faculty members, A. G. "Knotty" Rembert (class of 1884) and Henry Nelson Snyder. Perhaps it was the Wofford community's determination to meet the standards for accreditation that persuaded Snyder to turn down an appointment to the faculty at Stanford University to become Carlisle's successor as president. It was also true that Spartanburg was no longer a sleepy courthouse village — it had become a major railroad "hub city" and was surrounded by booming textile mills. Local civic leaders

duction funds in soon-to-be-worthless Confederate bonds and securities. (The college still has them in its vault.) The situation was really quite hopeless, but the physical plant remained intact and the professors remained at their posts. Given the disarray of education at all levels, South Carolina Methodists saw the mission of their colleges as more important than ever if a "New South" was to be created.

Shipp remained at the college through the Reconstruction period, and his emancipated slave Tober Hartwell played a key role in Spartanburg's emerging African-American community. Nevertheless, Wofford's history from the end of the Civil War until 1900 was dominated by one man: James H. Carlisle. A member of the original faculty and then president of the college from 1875 through 1902, he initially taught mathematics and astronomy, but his real strength was his ability to develop alumni of character, one student at a time. Three generations of graduates remembered individual visits with President Carlisle in his campus home, now occupied by the dean of students. To them, he was "The Doctor," "Wofford's spiritual endowment," and "the most distinguished South Carolinian of his day.

The first decades of Snyder's long administration (1902-1942) were a time of tremendous progress. Main Building finally got electric lights and steam heat. Four attractive red-brick buildings were added to the campus — the Whitfield Smith Library (now the Daniel Building); the John B. Cleveland Science Hall; Andrews Field House; and Carlisle Hall, a large dormitory. Driveways for automobiles were laid out on campus, and rows of water oaks and elms were planted. Wofford began to attract faculty members who were publishing scholarly books in their academic specialties. For example, David Duncan Wallace was the preeminent South Carolina historian of the day. James A. "Graveyard" Chiles published a widely used textbook, and he and his Wofford students founded the national honorary society for German studies, Delta Phi Alpha. The "Wofford Lyceum" brought William Jennings Bryan, Woodrow Wilson, and other guest speakers to the campus.

The cornerstone of residential campus life was an unwritten honor code, for decades administered with stern-but-fair paternalism by the dean of students. To them, he was "The Doctor," "Wofford's spiritual endowment," and "the most distinguished South Carolinian of his day.

The student life program into the mid-1960s thus came to be summarized in the phrase "educating the Wofford Man." The term sounds quaint to the modern ear, but for decades it had real meaning, on and off the campus. The Wofford Man was a gentleman of character and integrity who exercised leadership in professions such as law, medicine, education, the ministry, journalism, and business. Wofford Men were often "boosters," eager to promote economic and social progress through volunteer networks, but most hoped that their goals could be achieved in the context of the traditional culture of the Main Street South.

The cornerstone of residential campus life was an unwritten honor code, for decades administered with stern-but-fair paternalism by the dean of the college, A. Mason DuPré. Modern student government began in 1909, and the first issue of a campus newspaper, the Old Gold & Black, appeared in 1915. World War I introduced Army officer training to the campus, and after the conflict came voluntary ROTC, one of the first such units to be approved at an independent college. Snobbery, drinking, dancing and other alleged excesses contributed to an anti-fraternity "Philanthropean" movement among the students, and the Greek-letter organizations were forced underground for several years. A unique society called the "Senior Order of Gnomes" apparently owed its beginnings to a desire to emphasize and protect certain "old-fashioned" values and traditions associated with the college. Both intramural and intercollegiate sports were popular, with the baseball team achieving the most prestige. The 1909 team adopted a Pit Bull Terrier ("Jack"), and he proved to be the inspiration for a permanent mascot.

In spite of all this progress and the wide respect he earned in national higher education circles, Snyder was able make little headway in strengthening education circles, Snyder was able make little headway in strengthening the college's finances. Snyder was able make little headway in strengthening Wofford's endowment, which was valued at less than $1 million. The college was painfully dependent on its annual support from the Methodist Church, which amounted to about one-quarter of the operating budget. This financial weakness became obvious when Southern farm prices collapsed in the 1920s and hard times intensified after the stock market crash of 1929. At the height
of the Great Depression, some of the faculty worked without pay for seven months. Emergency economies and a special appeal to South Carolina Methodists were necessary, but by the end of the Snyder administration, the college was debt-free and its academic reputation was unimpaired.

The return of financial stability made it possible for Wofford to claim a chapter of Phi Beta Kappa in 1941, the first time such recognition had been extended to an independent college in South Carolina. Soon after this happy occasion, however, the nation plunged into World War II. Wofford men served in the military in large numbers, many as junior combat officers. At least 75 alumni were killed. Wofford's enrollment was so drastically reduced that the Army took over the campus on February 22, 1943. To offer accelerated academic instruction for Air Corps officers, the faculty and 96 remaining Wofford students did their work at Spartanburg Junior College or at Converse.

After the war, under the stimulus of the G.I. Bill of Rights, enrollment suddenly shot up to 720 during 1947-48. This figure was almost twice the reasonable capacity of Wofford's facilities, already taxed by two decades of postponed maintenance. Surplus Army buildings from nearby Camp Croft had to be towed in. Compounding the challenge was the fact that South Carolina Methodists deferred any capital projects or strategic planning into the mid-1950s while they tried to decide if they should unify their colleges on a new, rural campus at the foot of the Blue Ridge. While the state's Baptists approved such a plan at Furman University, the Methodist institutions ultimately retained their historic identities and campuses.

The only alumnus to serve as president of Wofford, Dr. Walter K. Greene '03, thus suffered through a very stressful administration (1942-1951) that today is remembered primarily as a golden age for Terrier athletics. Under the coaching of Phil Dickens, the 1948 football team set a national record with five straight ties. Wofford then won 15 straight games before losing a Cigar Bowl match with Florida State. Another celebrated achievement was a 19-14 upset of Auburn to open the 1950 season. Dickens' teams were known for skillful operation of a single wing offense similar to that used at the University of Tennessee, as well as solid "Wofford Gold" uniforms, whose coppery color was so close to that of contemporary footballs that it created a controversy nationwide.

Born in the years immediately following World War II, the "Baby Boomers" began moving into elementary schools in the 1950s. During the presidential administrations of Francis Pendleton Gaines (1952-1957) and Charles F. Marsh (1958-1968), the Wofford community laid the foundations to serve this much larger college population.

Administration and finances needed the most immediate attention, and Gaines was fortunate to persuade Spartanburg textile executive Roger Milliken to join the Board of Trustees. He encouraged and helped finance reforms in the business office including "forward funding," a procedure where gift income for operations from a given calendar year (for example, 1958) was set aside in interest-bearing accounts and spent during the subsequent academic year (1959-60). This practice prevented a cycle of optimistic budgeting and frantic last minute appeals to alumni and Methodist churches. It helped keep tuition and fee increases throughout the period to a minimum.

Wofford also moved ahead with a series of important building projects that included a science building, the beautiful Sandor Teszler Library, and the first campus life center. Leaving the Italianate exterior intact, the college modernized the interior of Main Building. Three new residence halls built during this period took pioneering steps away from the prevailing barracks design and gave occupants a measure of privacy and comfort. Seven fraternity lodges were built on campus to unify and improve Greek life. The new buildings and improved financial management made it possible for the college to expand its enrollment to 1,000 men.

To teach this larger student body, the college worked hard to recruit outstanding faculty and provide better pay and benefits. Some legendary professors, such as Lewis P. Jones '38 in the history department, arrived within a few years after the war. Philip S. Covington, who served as the college's academic dean during the 1950s and 1960s, displayed a remarkable knack for looking past an academic vitriol to spot a great teacher. The story goes that he met the late geologist John Harrington on an airplane flight. Covington talked Harrington into coming to Wofford even though the college had no major in his subject and no plans to add one. "Dr. Rock" taught his famous bus-trip laboratories into the 1970s and changed the lives of dozens of students.

Despite these efforts, Wofford still was not really ready for the "Boomers" when they finally began arriving on campus in the late 1960s. As the distinguished sociologist Wade Clark Roof '61 has said, they were (and are) "a generation of seekers," inclined to ask tough questions and unwilling to accept arbitrary authority and institutions. While students did not doubt that administrators cared deeply about their welfare, they still squawked about a long list of rules, room inspections, and twice-a-week chapel assemblies. Even at this late date, freshmen wore beanies and were "ratted" by upperclassmen during their first weeks on campus. As one student remembered, "Frank Logan '41 (the dean of students) couldn't keep you from going straight to hell, but he could relentlessly harass you on your way down."

When President Paul Hardin III arrived on campus to begin his administration in 1968, he found few radicals and revolutionaries among the students, but he felt that major changes in residence life policies and programming were overdue. A new "Code of Student Rights and Responsibilities" guaranteed academic and political freedom for students and established a judicial process regulating campus behavior. A committee drew up a constitution for a Campus Union that reorganized and sought to empower student government. Though there have been occasional embarrassments over the years, the policy of treating Wofford students as adults desiring the option to grow horns or sprout wings has proved to be healthy and wise. It has been a principle that the college has steadfastly defended, while at the same time taking steps to ensure that caring, personal attention is available to students when they need it. An effective campus ministry in the United Methodist tradition undergirds this commitment.

The college also implemented curricular reforms to encourage faculty creativity and give students more choices. The 4-1-4 calendar and the Interim term permitted a student to spend the month of January working on a project of special interest. The Interim became a popular feature of the Wofford experience, particularly for career-related internships, independent
research, and foreign travel. Wofford's freshman humanities seminars, pioneered in the 1970s, were copied at institutions large and small. Although a broad liberal arts core curriculum remained in place, prizing departmental requirements made it easier to complete a major in more than one field. Students also were permitted to arrange interdisciplinary majors in the humanities or intercultural studies.

In the 1960s, Wofford confronted its need to become a more inclusive community. This process has been evolutionary and remains unfinished at century's end. However, it is useful to recall how and why the college determined to transform itself from a campus developed exclusively to the education of white males.

After observing a token but troubled period of racial desegregation at flagship universities across the South, the Board of Trustees in the spring of 1964 announced that applicants for admission henceforth should be considered without regard to race. Wofford thus became one of the first independent colleges across the "Cotton Belt" to take such a step voluntarily. Although it eventually became impossible to receive tax dollars for student aid and other purposes in the absence of such a policy statement, it was not clear at the time that income from public sources ever would be significant. Moreover, Wofford's church and other supporting constituencies were sharply divided on the issue. Good-faith gestures like this one by private institutions were vitally important as South Carolina struggled to steer a steady, progressive course through its Second Reconstruction.

Albert W. Gray of Spartanburg was one of several African-American men admitted to Wofford after the trustees' announcement, and he enrolled without incident in the fall of 1964. In general, minority students in those early years of desegregation found the atmosphere at Wofford to be better than the climate at large public universities. This positive beginning made Wofford a college of choice for many African-Americans as the process of desegregating public schools across the region picked up momentum.

There were a significant number of single-gender liberal arts colleges across the South in the mid-1960s. The men's colleges generally regarded their mission as producing professional and civic leaders of good character; many of the women's colleges focused on teacher education and the arts. In a rapidly changing world, such stereotyping was no longer appropriate, and the number of bright students willing to consider such options was naturally shrinking. Davidson, Washington & Lee, the University of the South and Wofford cautiously moved to admit women. Residential coeducation at Wofford became a reality with the Class of 1980, and by the mid 90s, women made up more than 45 percent of the student body. From the first, Wofford women were high achievers, winning more than their proportional share of academic honors and exercising effective leadership in campus organizations of every kind.

In 1972, having demonstrated his ability as a faculty member and in several administrative positions, Joeb M. Lesesne Jr. replaced Hardin as Wofford's president. As Lesesne retired on June 30, 2000, some statistical comparisons may be instructive. In 1972, Wofford's endowment market value was $3.8 million; it approached the $110 milestone in 2000. Gift income for the calendar year 1999 was more than 10 times the 1972 figure of $1.1 million. In 1972, operating expenditures stood at $3.5 million; the comparable figure for

Lessesne's final year exceeded $28 million. There were only about 50 more students enrolled at Wofford in the fall of 1999 than there were in 1972, but there were 10 more full-time faculty members and eight additional major programs. The average composite SAT score for entering freshmen jumped more than 200 points to almost 1200. The campus doubled in size, occupying 140 acres in redeveloping downtown Spartanburg. New residence halls and academic and student life buildings were erected. The college began receiving national recognition as a "higher education best buy" and came to be listed in nearly all of the selective college guides.

The single most important event of the Lesesne presidency had its parallel in Wofford history to the 1895 Atlanta pilgrimage to help establish the Southern Association of Colleges and Schools. In 1986, officers of the Franklin W. Olin Foundation invited Wofford to apply for a major building grant. When they visited the campus, they left describing the college as having undeveloped potential. Realizing that being good was no longer good enough, the Wofford community took up the challenge, just as it had under the leadership of Henry Nelson Snyder a century before. In 1987, Trustees approved a masterplan that called for significant new investments in every aspect of campus life, ranging from facilities to teaching technology to the campus ministry and volunteer programs to endowment for student financial aid and new professorships. Trustees from the Olin Foundation returned to Wofford in 1991 and enthusiastically delivered a $6 million building grant. About the same time, a major bequest of $13 million from Mrs. Charles Daniel brought an enormous boost to the college's endowment funds, especially when Trustees were able to use it to leverage additional matching scholarship endowment gifts.

An important issue addressed in the masterplan was the intercollegiate sports program. Since the early 1960s, Wofford had been struggling to find an athletic identity. The college's program was competitive but did not attract the best student-athletes or improve national visibility. Aging facilities were painfully inadequate for a program that aspired to meet the recreational, intramural and intercollegiate requirements of a coeducational student body. Wofford carefully moved step-by-step from the NAIA to membership in the Southern Conference, NCAA Division I. The Terriers immediately proved that they could compete in both men's and women's sports and have been ranked among the Division I Top 20 in six-year graduation rates. Meanwhile, the construction of the Richardson Physical Activities Building, Gibbs Stadium, and the Reeves Tennis Center allowed Spartanburg and Wofford to become the summer training camp home of the NFL's Carolina Panthers, founded and owned by Jerry Richardson '59.

On April 24, 2001, the Wofford community celebrated two important events. Benjamin Bernard Dunlap, a faculty member who had been the Chapman Family Professor of Humanities, was inaugurated as the tenth president of the college. He brought to the presidency a background that included a Harvard Ph.D. and study at Oxford University as a Rhodes Scholar. He also had been an award-winning PBS producer and was internationally known as moderator of executive seminars. Held simultaneously with Dunlap's inauguration was a dedication ceremony for the new Roger Milliken Science Center. The facility combines attractive and functional teaching and laboratory facilities with academic life centers for the entire campus: the Great Oaks Hall, the Acorn Café and the outdoors Players' Corner. Wofford
and also confers appropriate honorary degrees.

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

**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) 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.

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**The Sandor Teszler Library**

The Wofford library collections are housed in the Sandor Teszler Library, a three-level building with seating accommodations for 385 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 and long-time friend of Wofford College.

The library supports the research needs of the campus through a collection of locally held books and periodicals materials as well as a wide range of electronic resources. These collections and resources are available at all times through the campus network, which includes computers and terminals within the library. The library's web page provides access to the full range of services.

The library's online catalogue holds the bibliographic records of Wofford College and nearby Spartanburg Methodist College, and also provides links to a number of local, regional, and national libraries and information services via dedicated line and Internet.

There are more than 266,000 items in the collections, including books, bound journals, microform equivalents, and audio-visual media. Held in special collections are some 10,000 volumes, including scholarly materials from the 18th through the 20th centuries.

Also housed in the library are the Wofford College Archives, the records and historical materials of the South Carolina Conference of the United Methodist Church, conference areas with media facilities, and a gallery with a changing schedule of exhibitions through the course of each year.

All departments of the library are under the supervision of professional librarians.

**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 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. A requirement for a fundamental level of competence in the use of information technology will be implemented in the near future.

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, intercultural studies for business, mathematics, philosophy, physics, psychology, religion, sociology, or Spanish.

Course work is available also in several fields not offering majors: communication studies, computational science, education, geology, Greek, Latin American and Caribbean 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 keynotes 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. This system, together with the general philosophy of the Interim, encourages students to participate in projects in which they have interest but not full background, with less risk of damaging their academic records, 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 9-12 in biology, chemistry, English, French, mathematics, physics, psychology, social studies (economics, government, history, and sociology), or Spanish. In March 2001 the college submitted a proposal for certification in German. Wofford's program of teacher preparation is designed to comply with Policies, Procedures, Unit Standards, and Licensure Area Standards for Teacher Education Program Approval in South Carolina, adopted and made effective by the South Carolina Board of Education, July 1, 1996. Students successfully completing the Teacher Education program at Wofford are recommended for certification in South Carolina. With reciprocity, certification is also available in numerous other states.

In 1999-2000, the last year for which data are complete, sixteen students, juniors and seniors, were officially admitted to the Teacher Education Program. All eight seniors (100%) successfully completed the sixty-day practice teaching experience. The student/faculty ratio for supervised practice teaching was 4:1.5. The institutional pass rate on the Professional Knowledge Assessment was 100%.

The Teacher Education Program at Wofford is accredited by the South Carolina Department of Education.
## 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 college level. Delays 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 Assistance).

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 skills, 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 basis of leadership potential. (Satisfactory completion of a five-week basic camp in the summer after the sophomore year, or suitable prior service experience, 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 receive a tax-free allowance of $250 each month for up to ten months of the academic year, and are also paid during the four-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 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 war games.

## 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. Wofford also has a limited cross-registration agreement with the University of South Carolina at Spartanburg.

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 in the office of the Registrar.

## Study Abroad 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 study abroad programs are outlined below. Interested students may consult the President of the College regarding the Presidential International Scholar opportunity, and the Director of Programs Abroad and the Registrar for information about other study abroad possibilities.

### 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. The entire campus community is made more aware of the diversity of human experience and the need to learn from the people of the developing world through presentations the Scholar makes upon return to campus.
Wofford-Related Programs for Study Abroad

Wofford’s association with the Council on International Education Exchange (CIEE), the Institute for the International Education of Students (IES), and others 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, as well as North America, Central America, and South America. In addition, Wofford has direct cooperative agreements with several institutions of higher learning overseas.

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 study abroad program whose calendar precludes his or her participation in the Wofford Interim in that year as ordinarily required, satisfactory completion of the study abroad program will stand in lieu of completion of an Interim project for that year (but no Interim credit hours are awarded).

Other Study Abroad Programs

Wofford students may apply directly to other American colleges and universities for participation in the variety of study abroad 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, such as travel/study projects in the Interim, for international experience.

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 or January.

**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 $40 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.

4. Letters of recommendation from teachers or other respected adults who know freshman or transfer applicants well are encouraged. 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.

**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.

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<th>Notification Priority</th>
<th>If Completed Application Is Received By</th>
<th>Admission Decision Will Be Mailed</th>
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<tr>
<td>Early</td>
<td>November 15</td>
<td>December 15</td>
</tr>
<tr>
<td>Regular</td>
<td>December 1</td>
<td>December 15</td>
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<tr>
<td>First</td>
<td>February 1</td>
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<tr>
<td>Second</td>
<td>March 15</td>
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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 nonrefundable, are $300 for resident students and $200 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 Action**

Students who decide early that Wofford is the college they wish to attend may apply for early action 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 $300 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 commitments, their applications will be reconsidered for the regular decision application deadline of February 1.

Applicants for early action who are interested in financial assistance through Wofford College may apply using the Wofford College Financial Aid Estimator. These forms are available from the Financial Aid Office at Wofford and will be mailed to all early decision applicants. Applicants who submit by December 1 a copy of the Estimator to the Director of Financial Aid will be informed by December 15 of their estimated financial aid award.
Interviews and Campus Visits

Applicants and other interested students are encouraged to visit the campus and talk with college representatives. Visitors are served 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 test and other opportunities for visiting the campus. The office is located in Oglethorpe 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**
- **Mathematics**
- **Laboratory Science**
- **Foreign Language**
- **Social Studies**

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 attaining a high school diploma, and students who by non-traditional means have attained 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. A maximum of ninety hours may be accepted upon transfer from a four-year institution. 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 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 tenth 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 $200 in 2001.

PACE and Other Accelerated High School Programs

Wofford will recognize (subject to the restrictions normally 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 for the International English Language Exam; 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.

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
and
Student Life

Sandor Teszler Library, 1969
The college offers programs of activities and services which enrich and support the lives of students. The programs are designed to achieve the purpose of the college; to provide opportunities for the development of creativity, leadership, responsibility, and character; and to promote constructive use of leisure time.

The Deans and the Registrar exercise general supervision over the student services programs. Services are available through the Student Affairs Office, the Financial Aid Office, the residence halls, counseling and advising programs, the Health Services Office, 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.

**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 periods of orientation, which are held prior to fall semester and at the opening of the spring 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.

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 relationship 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 students 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**

By March 1 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 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 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 Director of Peer Tutoring and a student coordinator organize 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. The Director of Health Services may refer students to professionals who contract with the college to see students for a limited number of appointments at no charge to the student. The student, however, must assume 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 books and videos that assist students searching for jobs or seeking admission to graduate or professional schools.

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 coordinates campus interviewing by employers and professional schools and maintains a web site with links to many employment and job search resources.

Student Health Services
The Health Services Office offers a program to provide primary care for resident students and to educate all students on preventive measures concerning their health and well-being.

The college maintains an infirmary staffed Monday through Friday from 8 a.m. to 5 p.m. by a licensed health-care provider, 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 illness. 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 hospitals.

After-hours emergency care is available at nearby Spartanburg Regional Medical Center. The center offers:
- Prompt Care (for non-emergencies, 8 a.m. through 11 p.m., seven days a week);
- Emergency Department (24 hours a day, seven days a week), and
- Regional-On-Call (a free service of accurate health and wellness information by phone from a registered nurse, 24 hours a day, seven days a week).

The Health Services Office provides programming throughout the year to inform the community about wellness. This program includes alcohol and drug education and referral, personal counseling referral, a resource room of printed information, and various training opportunities. It also includes classes offered through the physical education department.

The Director of Health Services coordinates assistance for students with disabilities. In accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Wofford College seeks to provide disabled students with reasonable accommodations needed to ensure access to the programs and activities of the college.

Accommodations, determined on an individual basis, are designed to meet a student's needs without altering the nature of the college's instructional programs. A student with special needs must submit proper documentation to the Director of Health Services. Guidelines for documentation are available from the director.

Student Employment
A limited number of part-time jobs are available on 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 and/or with the Director of Job Location and Development.

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 Life
Living in community with fellow students is an important educational experience. The college operates six residence halls accommodating more than eighty percent of the student body. 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 (assuming rooms are available) 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 college residence halls 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 nonrefundable $300 room reservation deposit in the spring to obtain a room assignment for the next year. In the event that there are not enough rooms for all who are expected to live on campus, freshmen who have paid room deposits are guaranteed rooms until May 1, and priority for upperclassmen is determined by lottery.

While a few single rooms are available, most residence hall rooms are designated for double occupancy. Insofar as facilities permit, resident students, including freshmen, are assigned to rooms with requested roommates.

The residence hall rooms are equipped with telephones and with outlets for the campus computer network, the internet, and cable television. Rooms include 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.

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 well-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.

Wofford's regulations and policies regarding campus life and student conduct are stated in the Student Handbook. Included are statements on such matters as the use of alcoholic beverages, the prohibition of illegal drugs, the use of automobiles, college policy regarding sexual harassment and sexual assault, 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. It is distributed to all students at the beginning of each academic year; all are expected to become familiar with the information in the Student Handbook and to keep it available for reference.

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.
**Organizations**

Students learn the arts of leading and governing through participation in a broad number and variety of organizations. All students are members of the Campus Union. Its governing body appoints students to its committees and courts and names student representatives to committees of the faculty and of the Board of Trustees.

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

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

**Student Government**
- Campus Union
  - Campus Relations Committee
  - Facilities Affairs Committee
  - Finance Committee
  - Social Affairs Committee
- Judicial Commission
  - Administrative Court
  - Appeals Court
  - Judicial Court

**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)
- 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
- Goldtones
- Gospel Choir
- Men's Glee Club
- Show Choir
- String Ensemble
- Wofford Singers
- Wofford Theatre Workshop
- Women's Choir

**Religious and Service Organizations**
- Alpha Phi Omega Service Fraternity
- Baptist Collegiate Ministry
- Campus Outreach
- Canterbury Club (Episcopal)
- Cross Connections (Lutheran)
- Fellowship of Christian Athletes
- Lions Club International
- Newman Club (Catholic)
- Presbyterian Student Association
- Rotaract
- Student Coalition for Action in Literacy Education (SCALE)
- Twin Towers Volunteers
- Wesley Fellowship (Methodist)

**Special Interest Groups**
- Art in Action
- Association of African-American Students (AAAS)
- Cheerleaders
- College Bowl team
- College Democrats
- College Republicans
- Film Society
- International Club
- Sierra Student Coalition
- South Carolina Student Legislature
- Wofford Outdoors

**Social Fraternities and Sororities.**

The social fraternities for men at Wofford are:
- Kappa Alpha
- Kappa Alpha Psi
- Kappa Sigma
- Omega Psi Phi
- Pi Kappa Alpha
- Pi Kappa Phi
- Sigma Alpha Epsilon
- Sigma Nu
The social sororities for women at Wofford are:

- Alpha Kappa Alpha
- Delta Delta Delta
- Delta Sigma Theta
- Kappa Alpha Theta
- Kappa Delta
- Zeta Tau Alpha

The Wofford College Interfraternity Council, made up of representatives of the member groups, is the governing body on campus for all the fraternities except Omega Psi Phi and Kappa Alpha Psi, which are associated with the National Pan Hellenic Conference. The Wofford College Panhellenic Council, made up of representatives of the member groups, is the campus governing body for all the sororities except Alpha Kappa Alpha and Delta Sigma Theta, which are associated with the National Pan Hellenic Conference. The four groups (two for men and two for women) associated with the National Pan Hellenic Conference technically are not Wofford College organizations, but are local community chapters that accept members from all area colleges.

**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 found in the Student Handbook.

Publications under the jurisdiction of the board are:

- the *Old Gold and Black*, a campus newspaper
- the *Journal*, a literary magazine
- the *Bohemian*, a yearbook

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

**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, table tennis, and soccer.

Because of the importance of regular physical exercise, all students are encouraged to participate in intramural sports and to use the George Dean Johnson Fitness Center, to which they have access in the Richardson Physical Activities Building. The Center is equipped to National Football League standards.

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

**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. 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
- Business Economics: Matthew A. Stephenson 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
- Intercultural Studies for Business Award
- Mathematics: John Q. Hill Award
- Philosophy Award
- Physics Award
- Psychology: James E. Seegars Award
- Religion: Charles F. Neshbett Award
- Sociology Award
- Spanish: John L. Salmon Award

**The American Legion Award:** Given to seniors 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. Cauthen 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.

The Henry Freeman Award: Given to an individual student who either creates a new service program or breathes new life into an existing service project.

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. Lucy 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 Lynchburg, 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 Mae S. Rivers Award: Presented annually to the outstanding student volunteer at the college in memory of Currie B. Spivey, business leader and Wofford Trustee committed to volunteerism.

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 humankind.
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.

Wofford College Leadership Awards: Made to a select group of seniors in recognition of excellence in leadership and contributions to the college.
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 $8,300 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 2001-2002 fee payment was set as follows:

<table>
<thead>
<tr>
<th>Payment Period 1</th>
<th>Payment Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident student</td>
<td>$13,210</td>
</tr>
<tr>
<td>Commuting student</td>
<td>$10,190</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. It is a deposit to reserve the place in the student body and is not to be considered for reimbursement. 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 publication.

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 equal installments each month beginning as early as June 1 and not later than August 1 and ending March 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. The college reserves the right to amend the terms of any installment plan offered.

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 days remaining in the payment period compared to the total number of days 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 college reserves the right to alter the published refund schedule annually to conform to regulations.

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 fall semester. The amount of required deposit is $300 for resident students and $200 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.
such scholarship, grant, or combination of gift assistance may exceed the college’s budgeted allowance for books. In no case may the book allowance 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.

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 Handbook 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, career plans, or contribution to student activities such as theatre, choral groups, volunteer services, or athletic teams. 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—Federal Pell Grants, Federal Supplemental Grants, Federal Work-Study, Federal Perkins Student Loans, Federal Stafford Student Loans, Federal Parent Loans for Undergraduates—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.

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 (half-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, a student who has been academically excluded 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 or at least twelve hours. 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.

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.

The grade-point average required to renew individual Wofford College scholarships varies, but must require at least 2.75. The grade-point averages required to renew grants or scholarships from the State of South Carolina or from other sources are set by the individual programs. Students should contact the Director of Financial Aid for information.

Further, awards to students of federal funds and Wofford funds controlled by Wofford’s 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.

■ Grants and Scholarships

The Scholars Program—A number of four-year scholarships ranging in value from $1,000 to full comprehensive fee 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 considered by participating high schools. Students who 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.

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 school year
Children of United Methodist ministers: $5,000 per school 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 full-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 $16,000 per year at Wofford College. In addition, they pay $510 per year for textbooks, laboratory fees, and other miscellaneous expenses. Scholarship students receive a tax-free allowance of $250 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 LIFE Scholarships—The state of South Carolina provides grants of $3,000 per year to eligible South Carolina residents to help meet college expenses. Effective with the fall semester of 2002 an entering freshman must have scored 1100 or higher on the SAT or 24 or higher on the ACT. (Eligibility criteria are expected to change with the anticipated implementation of a state lottery.) A continuing student must have earned

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2003-2004
Scholarship Fund, Bank of America, South Carolina. 

Joseph E. Kittie M. Fairey Scholarship Fund, Kittie Milliken Rehabilitation Department awards scholarships to certain persons having vocational handicaps due to physical disabilities. Similar programs are available in most states.

Private and Regional Grants —

Milliken & Company Scholarships — These grants provide funds to employees or to sons or daughters of employees of Milliken & 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, SC 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, Bank of America, PO Box 221509, Columbia, SC 29222-1509.

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 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 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 Loans 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, PO Box 2816, Columbia, SC 29158.

Academic Management Services (AMS) 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 Academic Management Services, One AMS Place, P.O. Box 1991, Swansea, MA 02777 or to info@amsweb.com or calling 800-635-0120.

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 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 $350,000. 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 John Pope Abney Memorial Scholarship Fund was established in 1983 with a gift of $500,000 from The Abney Foundation of Anderson, SC, in memory of John Pope Abney, a member of the Class of 1904. Its principal is presently $5.1 million, making it the largest single 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 athletics 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 1987 by Paul Anderson, Class of 1930 and a native of White Stone, SC, and his wife, Cathryn Anderson, a native of Birmingham, AL.

The Hugh T. Arthur Endowed Scholarship Fund was established in 1999 with a gift from the estate of Mr. Edward R. Bagwell, Class of 1970. This fund honors the memory of the late Hugh T. Arthur, who served Wofford as Associate Professor of Economics from 1963 to 1980.

The S.M. Atkinson, Sr. Endowed Scholarship Fund was established in 1995 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 Bernard M. Baruch Endowed Scholarship Fund was established by Mr. Bernard M. Baruch of New York, NY, and Georgetown, SC, in February 1939.

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The Avant Family Endowed Scholarship Fund was established in 1998 by Leslie and Dan Avant and their family, Mark, Todd, and Kevin, from Columbia, SC. Mr. Dan Avant is a 1961 graduate of Wofford and a former member of the Wofford Board of Trustees (1990-98), and the Avants’ sons Todd is a 1993 graduate. This scholarship is awarded to students who demonstrated Christian faith and values who have financial need. Recipients may be entering freshmen or upperclass members, but it is the preference of the donors that the recipients not be exclusively high academic achievers.

The Mike Ayers Endowed Scholarship Fund was established by former players and other friends of the college’s head football coach at the time of his 50th birthday. Recipients are selected from the football team.

The Barham-Meyers Endowed Scholarship Fund was established by Robert T. Barham, Class of 1953, the late 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, SC. Robert T. Barham served in the administration of Columbia College for 35 years, and William W. Barham was a practicing attorney in Atlanta, GA.

The Paula I. Binovec Memorial Endowed Scholarship Fund was established in 1998 by Leslie and Dan Avant and their family, Mark, Todd, and Kevin, from Columbia, SC. Mr. Dan Avant is a 1961 graduate of Wofford and a former member of the Wofford Board of Trustees (1990-98), and the Avants’ sons Todd is a 1993 graduate. This scholarship is awarded to students who demonstrated Christian faith and values who have financial need. Recipients may be entering freshmen or upperclass members, but it is the preference of the donors that the recipients not be exclusively high academic achievers.

The Mike Ayers Endowed Scholarship Fund was established in 1998 by former players and other friends of the college’s head football coach at the time of his 50th birthday. Recipients are selected from the football team.

The Barham-Meyers Endowed Scholarship Fund was established by Robert T. Barham, Class of 1953, the late 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, SC. Robert T. Barham served in the administration of Columbia College for 35 years, and William W. Barham was a practicing attorney in Atlanta, GA.

The Bernard M. Baruch Endowed Scholarship Fund was established by Mr. Bernard M. Baruch of New York, NY, and Georgetown, SC, 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 1954 Wofford graduate from Hickory, NC. Preference in making awards from this fund is given to student-athletes participating in intercollegiate basketball.

The Belt Stores Endowed Scholarship Fund was established in 1991 by the Belt 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 Belt 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, SC.

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

The S. Hart Booth, Jr. and Margaret Bishop Booth 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 Carsie O. Bonnette Endowed Scholarship Fund was established 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 E. Talmage Bowen Endowed Scholarship Fund was established in 1989 by their children, The Honorable E. C. Burnett, Sr. and Lucy B. Burnett Endowed Scholarship Fund, in memory of William H. Estabrook and former students of Dr. William Estabrook. They include Moffitt, Class of 1935; Charles, Class of 1939; Henry, Class of 1942; Robert, Class of 1945; and Richard F., Jr., Class of 1966.

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

The William H. Brabham Memorial Endowed Scholarship Fund was established 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, SC, 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 Thomas N. and Sara M. Brown Endowed Scholarship Fund was established in 1999 by these two individuals and members of their family to assist deserving students. Mr. Brown and Ms. Brown are siblings living in Jacksonville, FL. Their nephew, Boyce M. Lawton, is a member of the staff at Wofford.

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. Glenna Burnett Bowen of Kingsport, TN. 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 F., Jr., Class of 1966.

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. Wilbur and Josephine T. Clark Endowed Scholarship Fund was established in 1995 by Josephine T. Clark of Columbia, SC, 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, SC. 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 by his friends in 1975 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, SC. 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 the late Mr. Robert J. Maxwell, Jr. of Greenville, SC, 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 Reverend 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 SC. The fund has been significantly enhanced with additional gifts from a son of the Rev. Creech, Mr. E. Maxwell Creech, Class of 1941. 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 provided 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 Nell P. and 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, FL, 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 1933, 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, SC.

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

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, NY. 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 Daniel Challenge for Endowed Scholarship Funds was created in 1995 when the Wofford Board of Trustees approved a plan to use a portion of the bequest from the Estate of Mrs. Homozel Mickel Daniel as a challenge to encourage the creation of new endowed scholarship funds. In response to new commitments of at least $250,000, either to start funds or to add to existing funds, the college has created from the Daniel bequest new scholarship funds in $250,000 increments. The new scholarships from the Daniel gift bear both the Daniel name and the name of the donor making the new commitment. The scholarship funds listed below were created with the Daniel gift. The original scholarship funds are described separately in the alphabetical listing in this section of the Catalogue.

Daniel/Avant Family Endowed Scholarship Fund
Daniel/BB&T Endowed Scholarship Fund (The BB&T gift was to the Dean Frank Logan and Madeline W. Logan Endowed Scholarship Fund and to the L. Glenn Orr, Jr., Family Endowed Scholarship Fund.)
Daniel/Herbert Family Endowed Scholarship Fund
Daniel/LaFon C. and Winston C. Dees Family Endowed Scholarship Fund
Daniel/Michael S. Edens Endowed Scholarship Fund
Daniel/Harvey Stafford Floyd Endowed Scholarship Fund
Daniel/Roger E. Gregory Family Endowed Scholarship Fund
Daniel/Cleveland S. and Curtis H. Hartley Endowed Scholarship Fund
The Dilla H. Darby Endowed Scholarship Fund was established in 1979 by Colonel James E. Darby in memory of his mother. Awards from the fund are reserved for students who have been residents of South Carolina for at least five years.

The John DePaul Darrall Memorial Endowed Scholarship Fund was established in 1989 as a memorial to John DePaul Darrall of Atlanta, GA, by T. Alexander Evins. Mr. Evins, 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 Frank T. Davis Endowed Scholarship Fund was established in 1991 by the family of Frank Tradewell Davis, Sr., a member of the Class of 1923 who had a distinguished career as a banker in Atlanta, GA. Awards from the fund are reserved for students from South Carolina.

The Jesse B. Davis Family Endowed Scholarship Fund was begun in 1992 by Jesse B. Davis of Spartanburg, a long-time supporter of Wofford's athletics program. Awards from the fund are reserved for student-athletes.

The F. A. Dean Endowed Football Scholarship Fund was established in 1998 by Mrs. Lillie Mae Dean as a memorial to her husband, Mr. Francis Asbury Dean, Class of 1927. Preference for selection of recipients of awards from the fund is given to participants in the college's intercollegiate football program.

The LaFon C. and Winston C. Dees Family Endowed Scholarship Fund was created in 2000 by the LaFon C. Dees family of Atlanta. Mr. Dees, a successful investment advisor, is a 1959 Wofford graduate who has been especially helpful in advising the college about endowment management. Awards from this fund are reserved for participants in the men's basketball program.

The Walter and Johanna Demopoulos Endowed Scholarship Fund was established in 1979 by the family to perpetuate an annual scholarship program initiated by the late Walter Demopoulos in 1954. Awards from the fund are reserved for students who demonstrate financial need.

The Magruder Dent Endowed Scholarship Fund was established in 1966 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 Phil Dickens Endowed Athletic Scholarship Fund was established in 1963 by friends, former players, and family of Phil Dickens, a most successful Wofford football coach (1947-52) who died in November 1963. 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 1955-1965, 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 1965 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 (1960-72) and Chairman (1966-72). 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 Michael Edens Endowed Scholarship Fund was created in 1997 by Mr. and Mrs. Joe Edens of Columbia, SC, to honor their son, Michael, who graduated from Wofford in 1998. Awards from this fund go to members of the intercollegiate football team.

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 Sybil R. Evans Endowed Scholarship Fund was started in 1990 by Dr. and Mrs. William B. Evans of Travelers Rest, SC. Dr. Evans 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, Jamie 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, SC. Mr. Ferguson was 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, GA, and Lula Jane Floyd McClymont of Boston, MA, in 1988. Mr. Floyd was a member of the Class of 1923. He was superintendent of schools at Ridge Spring, SC, for ten years and was principal at Hamer and South Elementary Schools in Dillon County, SC, for twenty-four years. Preference for recipients of this scholarship is given to women participants in the intercollegiate athletics program.

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

The J. E. Ford Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. J. E. Ford of Fairmont, NC. Mr. Ford, a member of the Class of 1926, retired from public education in 1954 as superintendent of schools in Watts Mill, SC, one of 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, NC, 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 and Clara H. Foster Endowed Scholarship Fund was established by M. Alex Foster, Class of 1933. The scholarship is awarded to graduates of Dorman High School in Spartanburg, who have financial need. Mrs. Foster's name was added to the fund by the family following her death in 2001.

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, SC, 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 Rafe 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 Malcolm 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 Ridgewood, NJ.

The Glenn-Hardin Memorial Endowed Scholarship Fund was established by Mrs. Elizabeth G. Richardson of Chester, SC, 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 established 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, SC. 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 1916 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 1950 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.

Joab 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, SC.

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 Albert Gray Endowed Scholarship Fund was established in 1997 by Mr. Gray of Spartanburg, who, in 1964, was the first African-American to enroll at Wofford. Mr. Gray has been a member of the Board of Trustees from 1998-present. Recipients are to be outstanding African-American students.

The W. L. Gray, Sr. Endowed Scholarship Fund was established by Dr. Wil 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 was a member of the Board of Trustees (1986-98) and was its chairman (1995-98). 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 College Class of 1964. Mr. Gregory was a member of the Board of Trustees (1986-98) and was its chairman (1995-98). 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 James G. and Marjorie G. Halferd, Jr. Endowed Scholarship Fund was established in 1991 by Dr. Halferd, 1945 Wofford graduate and family physician from Anderson, SC. He was a member of the board of trustees from 1978-90. The fund was significantly increased by family and friends at the time of Dr. Halferd's death in 1995 and his wife Marjorie's name was added to the fund at that time.

The Edward Buck Hamer, Jr. Endowed Scholarship Fund was established in 1998 with proceeds of a trust created by Dr. Edward Buck Hamer, Jr. This fund honors the memory of Dr. Hamer and his father, Dr. Edward Buck Hamer Sr., a 1916 Wofford graduate, was an insurance executive in Marion, SC, until his death in 1954. Dr. Hamer, Jr., a 1947 Wofford graduate, was professor of Romance Languages at Washington and Lee University from 1954 until 1996, and was named professor emeritus following his retirement. Scholarship awards from this fund are to be used to assist students wishing to travel and study internationally. Recipients are restricted to students majoring in foreign languages or history, who demonstrate financial need. Awards are rotated among these academic departments annually.

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 Cleveland S. and Curtis R. Harley Endowed Scholarship Fund was established in 1994 by Mr. Cleveland Sylvanus Harley and his wife Mary Curtis Ramsay Harley of Spartanburg. Mr. Harley, a 1950 Wofford graduate, is an enthusiastic volunteer and generous supporter of Wofford College. Awards from this fund are designated for student-athletes, without restriction to a particular sport.

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 Gaffney, SC. Preference in awarding scholarships from the fund is given to students planning to enter the medical and health service fields.

The Florence Andrews Helmus Endowed Scholarship Fund was established by Mr. A. J. R. Helmus of Spartanburg in honor of his wife, Florence Andrews Helmus.
The G. Ross Hennigar, III/Sigma Nu Endowed Scholarship Fund was begun in 1997 by fraternity brothers and family members of Mr. Hennigar, a 1975 Wofford graduate who died in 1996. Recipients are to be members of the Sigma Nu fraternity with demonstrated financial need and outstanding academic record.

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

The Elmore G. and Dorothy C. Herbert Endowed Scholarship Fund was created in 1998 with gifts totaling over $1.2 million from the estate of Dr. Elmore G. Herbert, a 1944 Wofford graduate who died in 1997. Dr. Herbert led a distinguished career as a biochemist, teaching at the college level at various institutions, the longest term being at Washington Technical Institute, now the University of the District of Columbia. Preference is reserved for students majoring in the sciences.

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 pursuing a career in the ministry.

The Boyd C. Hipp, II Endowed Scholarship Fund provides awards for upperclassmen 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 (1988-2000) 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. Noel Hipp, Jr., Mary Hipp Haddow, Gage Hipp Caulder, and William F. Hipp.

The J. 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, SC.

The Charles E. Holmes Endowed Scholarship Fund honors the memory of Mr. Holmes, a 1970 Wofford graduate, who died in 1996. The fund was started by close friend, John F. Rhem, class of 1971, and has been enhanced by Mr. Holmes' family and other friends.

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 Litt.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, NC, then to other North Carolina students, and then students from outside North Carolina.

The Doane E. James 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 George Dean Johnson, Sr. and Elizabeth Heath Johnson Endowed Scholarship Fund was created in 1997 with a bequest from Dr. George Dean Johnson, Sr., a lifelong resident of Spartanburg and close friend to Wofford College. Dr. Johnson was a 1929 graduate of The Citadel, a pioneering pediatrician in Spartanburg for over fifty years, and a civic leader in the community throughout his life. Dr. Johnson died in 1995. Two of his three sons, George Dean, Jr., Class of 1964, and Stewart, Class of 1967, are Wofford alumni, as are grandchildren, David, Class of 1998, Jamie, Class of 2000, and Ann, Class of 2004. Awards from this endowment are made to students whose outstanding character, leadership ability, and promise for service to community mirror the qualities exhibited by Dr. Johnson during his life. Recipients may be entering freshmen or upperclass students, and financial need is a not a consideration in making scholarship awards from this fund.

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, TN, 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, SC, who died in 1991. Awards from the fund are reserved for students from Dillon County.

The Kilgo Family Endowed Scholarship Fund was established in 1999 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, SC, 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, SC, Class of 1956, a member (1968-present) and chair (1986-1998-present) 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, SC, 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 Furrman Jenkins Knight and Richard Warren Knight Memorial Endowed Scholarship Fund was established by Mrs. F. Jenkins Knight in memory of her husband, Class of 1924, and her son, Class of 1962. 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 the late Dr. James A. Knight of College Station, TX. Dr. Knight was a member of the Wofford Class of 1941. Awards from the fund are reserved for students who demonstrate financial need.

The Paul and Katherine Knox Endowed Scholarship Fund was established in 1983 by friends of Paul Knox, Class of 1922, and his wife, Katherine, a graduate of Randolph-Macon Woman's College, in recognition of their dedicated service to education. Awards from the fund are reserved for students who have financial need.

The Lancaster Family Endowed Scholarship Fund was established in 1993 by Mr. and Mrs. E. Clifton Lancaster of Spartanburg, SC. Mr. Lancaster, 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, SC, 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, NC, as a memorial to Mr. William A. Law of Philadelphia, PA, 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 teams.

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 Ruth O. and Joab M. Lesesne, Jr. Endowed Scholarship Fund was started in 1996 by friends of Wofford's ninth President near the time of 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. It was significantly enhanced with major support from alumni and other friends in May 2000 at the time of Dr. Lesesne's retirement.

The Katie L. Lester Endowed Scholarship Fund was established in 1984 by a bequest from the estate of Katie L. Lester of Saluda, SC. 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, SC, as an expression of its concern for improving the quality of life in the regions 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, SC. 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 1980 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 Little.

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 James C. Loftin Endowed Scholarship Fund was established in memory of Dr. James C. Loftin, former Professor of Chemistry and Chairman of the Department of Chemistry at Wofford. The scholarship is presented annually to a chemistry major who has demonstrated outstanding professional promise.

The Dean Frank Logan and Madeline W. Logan Endowed Scholarship Fund was begun in 1974 to honor Mr. and Mrs. Logan's 37 years of service to Wofford College. This fund was established with a bequest from the Estate of Mr. Leo Oppenheimer of Chicago, IL, and has been increased with gifts from alumni and other friends. A significant additional contribution was made in 1995 by Southern National Corporation (now BB&T) in honor of its outgoing Chairman, L. Glenn Orr, Class of 1962. Awards from the fund are made on the basis of merit and financial need.

The William Francis Loppins, Jr. Memorial Endowed Scholarship Fund was established in 1984 by Dr. and Mrs. W. F. Loppins, Sr., of Greenville, SC, in memory of their infant son. Preference for awards is given to students planning to enter the fields of education or ministry.

The C. J. Lupo, Jr. Endowed Scholarship Fund was begun in 1994 by Reverend Lupo, his wife, Vera Canaday Lupo and their family to honor Rev. Lupo, a longtime member of the South Carolina Conference of the United Methodist Church. Rev. Lupo received an honorary degree from Wofford in 1980.

The MacLaura Endowed Scholarship Fund was established by Mrs. S. M. (Laura Stella Way) Canaday of Charleston, SC, and was endowed at the time of her death in 1983. Wofford Trustee (1986-1999) DeArmond Canaday, Vera Canaday Lupo, and S. M. Canaday, Jr., have continued to support the fund to honor the memory of their parents. Awards from the fund are reserved for students who have financial need.

The William Henry and Bernice Willard May Endowed Scholarship Fund was established in 1985 by Mr. Carl H. May, Class of 1932, of Spartanburg, in memory of his parents.

The W. Hastings McAlister Memorial Endowed Scholarship Fund was established in 1974 as a memorial to W. Hastings McAlister, Class of 1974, by his family and friends. Hastings was a strong pre-medicine student and an outstanding member of the campus community. Each year the scholarship is awarded for four years to an entering freshman, or for two years to a graduate of Spartanburg Methodist College. Recipients must intend to enter the medical or health-science fields and must follow appropriate programs approved by the Dean of the College. Preference is given to residents of South Carolina.

The Larry H. McCalla Endowed Scholarship Fund was established by the Daniel Foundation of South Carolina in honor of Larry H. McCalla, Class of 1943, physician, distinguished community leader, and former Wofford trustee (1964-76). The award is made to an outstanding pre-medical student whose non-academic activities exemplify the well-rounded individual. The scholarship is awarded in the student's junior or senior year.

The Robert W. McCully Endowed Scholarship Fund was established in 1994 by Mr. McCully, a 1955 graduate of Wofford from Bamberg, SC. Preference in selecting recipients for awards from the fund is given to students of strong character and leadership ability who participate in the college's intercollegiate football program.

The Harold M. and Carolyn B. McLeod Endowed Scholarship Fund was created in 1994 by Mr. Harold M. McLeod, Sr., a 1928 Wofford graduate and member of the Board of Trustees, 1966-78.

The Walton J. McLeod, Jr. Endowed Scholarship Fund was established by Walton J. McLeod, Jr., in 1980. Mr. McLeod, Class of 1926, was a distinguished attorney in Walterboro, SC. 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, member of the Board of Trustees, 2001-present; 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 Melvin K. and Mayme D. Medlock Endowed Scholarship Fund was established in 1986 in memory of Reverend Melvin K. Medlock, a 1927 Wofford graduate, and in honor of Mrs. Mayme DuBoise Medlock, by their sons, Melvin D., Class of 1954, Travis, Class of 1956, and Robert, Class of 1969, in tribute to their family's long connection with the college.

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 1952. 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 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 son, M. Stewart Mungo, Class of 1974 and member of the Board of Trustees, 2001-present, and Steven W. Mungo, Class of 1981, all of Columbia, SC.

The M. Stewart and Steven W. Mungo Endowed Scholarship Fund was started in 1996 with gifts from M. Stewart Mungo, Class of 1974 and member of the Board of Trustees, 2001-present, and Steven W. Mungo, Class of 1981, of Columbia, SC. Awards go to student-athletes.

The Bank of America Endowed Scholarship Fund was created in 1998 with gifts from Bank of America of South Carolina as a major commitment to the Great Expectations Campaign for Wofford.

The Charles F. 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 teams.

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 (1925-1965) 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., Wofford College 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, SC, 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, SC, 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 P. Parham Endowed Scholarship Fund was established in 1995 by Dr. John M. Parham, Jr. and his wife, Stephanie, of Dillon, SC. 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 Alethea Fennell Pate Endowed Scholarship Fund was begun in 1990 with a gift initiated by Mr. Wallace F. Pate of Georgetown, SC, in memory of his parents, who also were the aunt and uncle of Wofford President Emeritus Joab M. Lesesne, Jr.

The Raymond Agnew Patterson Endowed Scholarship Fund was established by Mrs. Harriet Newell Julienne Patterson in 1979 in memory of her husband, Class of 1947, a member of the Wofford faculty for more than fifty years.

The William Lawrence and Jamie 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, MI, 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, NC. 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, NC. 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 1953. 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 are 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, NY.

The C. F. "Frog" Reames Endowed Scholarship Fund was established in 1990 by family and friends of Mr. Carroll Frederick "Frog" Reames, of Anderson, SC. 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 (1974-79); and his son, J. E. Reeves, Jr. served on the Board (1984-96) and (1998-present). 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, SC, and other friends of Dr. Reid. The scholarship honors the late 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. Consideration in the award of this scholarship is given to students who show promise of Christian leadership.

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 and Wofford trustee (1978-90, 1992-present). This scholarship, for one student in each class at Wofford, covers comprehensive fees. 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 F. 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, SC, who built a successful insurance business in Fort Worth, TX.

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 Hugh T. Annie C. Sanders Endowed Scholarship Fund was established in 2001 by their son, Bishop Carl J. Sanders, a 1933 Wofford graduate who enjoyed a long career as a United Methodist minister, including a term as a Bishop in Birmingham, AL. Recipients are students with demonstrated Christian faith and financial need. Priority is given to a qualified student who is a member of St. John's United Methodist Church in Rock Hill, SC.

The Scottish Rite 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 James E. Seegars, Jr. Endowed Scholarship Fund was established in 1999 to honor Dr. Seegars at the time of his retirement as chairman of the department of the psychology at Wofford. Dr. Seegars served as a distinguished member of the Wofford faculty starting in 1962. Recipients are to be students majoring in psychology and are to be selected by the chairman of the department.

The Molly Sessoms Endowed Scholarship Fund was established in 1994 by Mr. and Mrs. Walter W. Sessoms of Atlanta, GA, in memory of their daughter, Molly, who died in 1980. Mr. Sessoms is a Wofford graduate, Class of 1956, and is a member (1985-97, 1999-present) and former chairman (1990-95) and vice chairman (2000-2001) of the Board of Trustees. The scholarship is intended for an entering freshman.

The Walter W. Sessoms Endowed Scholarship Fund was started in 1997 by Mr. Walter W. Sessoms of Atlanta, GA. Mr. Sessoms, a 1956 Wofford graduate, is a member (1985-97, 1999-present) and former chairman (1990-95) and vice chairman (2000-2001) of the Board of Trustees. Awards are intended for a member of the intercollegiate baseball team.

The Minor M. Shaw Endowed Scholarship Fund was established in 1998 with a gift of life insurance from Mrs. Shaw's father, the late Buck Mickel, a leading citizen of Greenville, SC. Mrs. Shaw is a member (1992-present) and Vice-Chair (2001-present) of the Wofford Board of Trustees.

The Jason L. and Lois N. Shedd Endowed Scholarship Fund was established in 1992 with gifts from the Honorable Dennis W. Shedd, Class of 1975, in honor and memory of his parents. Awards are to assist deserving students with travel during Wofford's Interim term.

The Annie Naomi McCarthy Shirley Endowed Scholarship Fund was established by Mrs. Annie N. M. Shirley of Columbia, SC. 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 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 Herman H. and Louise M. Smith Endowed Scholarship Fund was started in 1998 with a gift from a family trust of Herman H. and Louise M. Smith of High Point, NC. The gift was in made in honor of the Smiths' granddaughters, Margaret Huntley Smith, Class of 1999, during her senior year at Wofford. Preference goes to students with financial need.

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, SC, 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, SC.

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 Southern Guards Scholarship Fund 2000 was established in the year 2000 by Wofford College ROTC alumni and other friends. Recipients are to be outstanding Wofford students enrolled in the department of military science and are selected by the chairman of the department.

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, SC. Dr. Spell is a member of the Class of 1931.

The Currie B. Spivey Endowed Scholarship Fund was established in 1992 with a bequest from the estate of Currie B. Spivey, Jr., of Greenville, SC. Mr. Spivey was a member of the Wofford Board of Trustees from 1980 until his death in 1991. Awards from the fund are reserved for students participating in the college's intercollegiate athletics 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, SC.

The Charles William Stein and Hortense Stein Endowed Scholarship Fund was established in 1983 with a bequest from their daughter, Miss Mary Stein of Atlanta, GA. Awards from the fund are reserved for female students who have financial need.

The Stokes 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, SC, and their three children, Paul, Class of 1977, Jim, Class of 1980, and Toccoo, and was significantly increased in 1987 with a gift from the Bailey Foundation of Clinton, SC. 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, NC.

The Santor Tessler Endowed Scholarship Fund was established in 1993 by family members and friends of Mr. Tessler to honor his 90th birthday. Mr. Tessler, for whom the college’s library also is named, was Adjunct Professor of Humanities at Wofford and for over 30 years was a beloved friend of the college until his death in 2000.

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 pastorate 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, Class of 1917, who served the college as Treasurer and member of the Board of Trustees (1960-72). 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 reserved for 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 athletics program.

The Traywick Endowed Scholarship Fund was established by Thomas Taturn 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, PA, with the assistance of Mr. Robert E. Gregory. Mr. Gregory, a member (1986-98) and chairman (1995-98) 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 employees of Wachovia Bank of South Carolina.

The T. Emmet 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 W. Carl Walsh, Jr. Endowed Scholarship Fund was begun in 1989 by Dr. Walsh, a 1962 Wofford graduate and physician practicing in Easley, SC. Dr. Walsh has been active in Wofford activities for many years, serving as President of the National Alumni Association in 1986. He and his wife Nancy have two daughters who are both Wofford graduates, Lynn, Class of 1986, and Lauri, Class of 1992. Preference for awards from the fund goes to students pursuing careers in medicine, dentistry, or wildlife management.

The Albert T. Watson Memorial Endowed Scholarship Fund was created in 1998 in memory of Dr. Watson, a 1943 Wofford graduating and distinguished career with both General Electric and Exxon.

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 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 and Lillian A. 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 Rosene 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 Julian S. Wolfe Endowed Scholarship Fund was created with gifts from friends and family in memory of Mr. Julian S. Wolfe, a 1919 Wofford graduate, following his death in 1984. Mr. Wolfe was a devoted alumnus who enjoyed a distinguished law career in Orangeburg, SC.

The Allen Owens Wood Memorial Endowed Scholarship Fund was established in 1983 by Mrs. Jeannette Brian 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 Julian D. Wyatt Endowed Scholarship Fund was established in 1992 by Dr. and Mrs. Hal Jameson, Sr., to honor the memory of Mr. Wyatt of Easley, SC, a 1919 graduate of Wofford. Mr. Wyatt had a distinguished career as president and editor of the Easley Progress and was a distinguished civic leader in Pickens County until his death in 1960.

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 from the college.

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 that 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 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, SC. 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, SC, 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, SC. 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. Ooland, 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 Chesley C. Herbert Schoralship 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 Julian C. Hyer Endowed Memorial Scholarship Fund was established in 1975 by the will of Julian 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, SC, 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 Euphrosia Ann Murph Scholarship Fund was established by her son, Mr. D. S. Murph of St. Andrews, SC, and Washington, DC.

The William L. Ouzts Endowed Scholarship Fund was established by the late William L. Ouzts, 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, SC, in 1943. Preference in selecting recipients for awards from the fund is given to students from Pacolet Manufacturing Company families.

The Reverend Daltrum Poston Memorial Scholarship Fund was established by an anonymous donor in memory of the Rev. Poston, an alumnus of Wofford and distinguished minister of the United Methodist Church.

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, SC, and her daughter, Mrs. John D. Rogers of Easley, SC, in 1950.

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

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, VA, in 1964 as a memorial to their son, James M. Swanson, Jr., 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, VA, 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.

The Wilbur D. White Memorial Scholarship Fund was established by Mr. and Mrs. R.W. Barnwell of Warner Robins, GA, in memory of Wilbur D. White, Class of 1919, the brother of Mrs. Barnwell. Preference in selecting recipients for awards from 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 accordance with Wofford endowment policy.

Frederick Rowell Atkinson  
Edward R. Bagwell  
Charles D. and Sally C. Barrett  
Vic Bilanchone  
Jennie Allen Capers  
Donald A. Castillo  
Class of 1922  
Class of 1925  
Class of 1928  
Class of 1929  
Class of 1937  
Class of 1942  
Class of 1944  
Class of 1946  
Class of 1949  
Class of 1951  
Class of 1963  
Class of 1966  
Class of 1967  
Class of 1969  
Class of 1981  
Class of 1984  
Class of 1987  
Class of 1988  
Class of 1992  
Class of 1993  
Class of 1994  
Class of 1995  
Class of 1996  
Class of 1997  
Class of 2000  
Thomas M. Davis  
Wallace G. Dean  
G. B. Dukes  
James F. Duncan  
Bernie and Anne Dunlap  
H.F. and B.P. Gunter  
Jimmy A. and Brenda G. Harris  
W.C. Herbert Phi Beta Kappa  
John Q. Hill  
George Hodges  
Bobby and Jean Ivey  
William W. Lancaster  
Jonathan R. Lide  
J. Grady Locklear  
David C. Luke  
Charles C. Moore  
Curtis Lynn Nichols, Jr.  
H. A. "Hank" Nix  
Panhellenic  
Dwight F. Patterson  
Pinson Family  
Presidential International  
Joel E. Robertson  
Conrad W. Sanders  
Major and Mrs. Harry O. Shaw, Jr.  
Marshall and Frances Shearouse  
Harold D. and Catherine H. Thompson  
Donna R. Thrailkill  
Tyson-Cross  
John B. Williams  
Harriet P. Williamson  
William P. Williamson  
Wofford Club of Columbia  
Wofford Women's Tennis  
Women Athletic Founders
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 Alumni Scholarship Fund was established in 1997 with proceeds from the sale of Wofford license plates in South Carolina, and from other affinity-based programs through the office of alumni and parents programs.

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 Bank 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 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 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 SCICU Scholarships are supported with gifts to SCICU, the South Carolina Independent Colleges and Universities organization. Annual scholarships are presently administered through this program in the names of the following regional businesses and other organizations: The Bailey Foundation; BellSouth; Carolina Power and Light Co.; Colonial Life and Accident Insurance Company; Delta Woodside Mills; Hilton Head Island Foundation; Bank of America; SCANA; Sonoco Products Co.; and the UPS Foundation.

The D. L. Scurry Foundation Scholarship is provided by the Scurry Foundation, Columbia, SC, 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 of South Carolina.

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, SC. It is awarded 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 annually 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, GA, 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, SC. 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 July 2001 is approximately $110 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 1999, the Board of Trustees revised the minimum gift amounts for funds restricted to specific endowed opportunities. Those minimum dollar levels are:

- Faculty Chair: $1,500,000
- Professorship: $1,000,000
- Lecture Series: $100,000
- Scholarship (full tuition): $25,000
- 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 whose principal amounts total at least $500,000 are listed below.

- The John Pope Abney Memorial Endowed Scholarship Fund, established by The Abney Foundation
- The Paul and Cathryn Anderson Endowed Scholarship Fund, established by Paul Anderson, Class of 1930, and his wife, Cathryn Anderson
- The Chapman Family Chair in Humanities, established by the James A. Chapman family
- The Close Foundation Endowed Scholarship Fund, established by the Close Foundation
- The Charles E. Daniel Endowed Scholarship Fund, established by the Daniel Foundation of South Carolina
- The Daniel/Elmore G. and Dorothy C. Herbert Endowed Scholarship Fund, established with matching funds from the estate of Homozel Mickel Daniel
- The Daniel/Peake Foundation Endowed Scholarship Funds (2), established with matching funds from the estate of Homozel Mickel Daniel
- The Daniel/Reeves Family Endowed Scholarship Fund, established by friends of Mr. Durham, Class of 1925
- The Samuel Pete 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 Elmore G. and Dorothy C. Herbert Endowed Scholarship Fund, established from the estate of Dr. Elmore G. Herbert
- The Lewis P. Jones Distinguished Visiting Professorship, established by Susu and George Dean Johnson, Class of 1964, to support annually a semester-long visit by a nationally prominent professor of history
- The Douglas Henry Joyce Endowed Golf Scholarship Fund, established by Douglas Henry Joyce, of Nashville, TN, a member of the Class of 1979
- The William R. Kenan, Jr. Professorship, established by the William R. Kenan Charitable Trust
- The Ruth C. and John M. Lesesne, Jr. Endowed Scholarship Fund, established by alumni and other friends
- The W. Hastings McAlister Memorial Endowed Scholarship Fund, established as a memorial to W. Hastings McAlister, Class of 1974
- The Dr. and Mrs. Larry Hearn McCalla Chair in Chemistry, established by the estate of Homozel Mickel Daniel
- The Dr. Larry Hearn McCalla Chair in Biology, established by the estate of Homozel Mickel Daniel
- The Dr. Larry Hearn McCalla Chair in Mathematics, established by the estate of Homozel Mickel Daniel
- The Milliken Endowed Fund for Excellence in Science Teaching, established by Mr. Roger Milliken to promote and recognize excellent teaching in science
- The Milliken Endowed Fund for Science Equipment, established by Mr. Roger Milliken for the purchase and maintenance of science equipment
- The Albert C. Outler Professorship in Religion, established with gifts and a bequest from Robert J. Maxwell
- The James Truesdale Outz, Jr. Endowed Scholarship Fund was established with a bequest from his widow, Eva Sanders Outz Hoffman, in memory of her husband, a member of the Class of 1932
- The Perkins-Prothro Endowed Chair in Religion was established by the Joe and Lois Perkins Foundation, the Perkins-Prothro Foundation, and the Prothro family of Wichita Falls, TX
- 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
- The Reeves Family Endowed Scholarship Fund, established with a gift from the Reeves Foundation
- The Richardson Family Endowed Scholarship Fund, established by Mr. and Mrs. Jerome J. Richardson and their children, Jon, Mark, and Ashley
The Frank F. Roberts Endowed Scholarship Fund, established in 1991, following the death the previous year of Mr. Roberts, a member of the Class of 1917.

The Switzer Family Endowed Scholarship Fund, established by Mr. and Mrs. James L. Switzer and their children, Paul, Jim and Toccoa.
**Calendar**

Wofford's September-May academic year is divided into two semesters and a four-week Interim. The official college calendars for 2001-2002 and 2002-2003 are printed in this Catalogue.

**Matriculation, Registration, and Enrollment**

On specified dates late in each semester, currently enrolled students pre-register 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. 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.

**Course Restrictions**

Enrollment space in beginning-level foreign language courses, in science courses numbered 104 and 105, in English 102, 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.

Sophomores and freshmen with advanced standing have registration priority in 200-level English courses. Students who do not fulfill the requirement for a 200-level English course by the end of the sophomore year cannot be guaranteed space 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 courses 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 180, 101, 102, 103, 200, 280+) and a maximum of six semester hours in theatre practice (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+; in communication studies, a student may earn a maximum of six semester hours in Communication Studies 400+; 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, 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. While the two grading systems (A-F and H-P-F) are independent and not directly comparable, the following may be useful as a guide in interpreting their meaning: A range, superior; B range, very good; C range, average; D, poor; F, failure; H, superior; P, average through very good; F, failure.

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 considerations of academic status. The calculation of the grade-point average includes only the grades recorded 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 = 0.0; I = 0; WF = 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 WF 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.

**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-point average of at least B or grades 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 with Honors, Pass, 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 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 grades 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-point for the additional hour, if earned, will be based on the grade awarded for the in-course honors work.
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-point average of at least B or grades 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 with Honors, Pass, 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 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 four courses for which final grades of C-, D, F, or WF were recorded in the prior attempt, 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.

Interim and certain courses may not be repeated by any student. Humanities 101 may not be repeated, and under certain conditions, French, German, and Spanish 101, 102, 103, 201, 202, and Greek 105 or 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 chairmen 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 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 chapter on Degree and Program Requirements.

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.

Certain scholarship programs require that course work applied toward continued eligibility for awards be done at the institution from which the student will earn the degree. Students should seek information from the Director of Financial Aid.

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 early in the semester. 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 Athletics Committee will provide the faculty with copies of all athletics schedules as soon as such schedules are approved. The Athletics 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 Athletics 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 and thus cannot 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.
**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 sessions.

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.

<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>1.60</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 level 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 also required. 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.

**Degree and Program Requirements**

Franklin W. Olin Building, 1992
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, intercultural studies for business, 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 this 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 are eligible 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>Semester Hours</th>
<th>B.A.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3-4</td>
<td>3-4</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>3-6</td>
<td>3-6</td>
</tr>
<tr>
<td>Humanities 101</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>History 101 or 102</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Religion</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Additional hours in History 101 or 102 or philosophy or religion</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Major work</td>
<td>24-59</td>
<td>27-40</td>
</tr>
<tr>
<td>Interim Projects</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Electives to attain a Minimum Total of</td>
<td>124</td>
<td>124</td>
</tr>
</tbody>
</table>

Specifics 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 an additional course in fine arts (and specifies that one be in visual arts and one in performing arts), a course in public speaking, study of non-Western cultures, study of minority cultures, and an additional 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 (except that Music 203 may not be used to meet this requirement), or by successfully completing four semester hours in Music 100, 101, 102, 103, and/or 200.

FOREIGN LANGUAGES  THREE TO SIX SEMESTER HOURS
This requirement is met by successfully completing one of the following course sequences or courses with placement made by the faculty in foreign language:

French 101, 102 (6 hours); or 103 (3 hours); or 201 or 202 (4 hours).
German 101, 102 (6 hours); or 103 (3 hours); or 201 or 202 (4 hours).
Greek 201-202 (6 hours).
Latin 101-102 (6 hours).
Spanish 101, 102 (6 hours); or 103 (3 hours); or 201 or 202 (4 hours).

HUMANITIES 101  THREE SEMESTER HOURS
This course is required of every freshman.

NATURAL SCIENCE, B.A. DEGREE  EIGHT SEMESTER HOURS
This requirement is met by successfully completing two semesters of course work, preferably in the same department or program, in courses chosen from the following:

Biology 111, 113, 212, 214.
Chemistry 123-124.
Geology 111, 112.
Physics 121, 122, or 141, 142.
Psychology 200, 210, 230, 300.
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.

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

PHYSICAL EDUCATION  TWO SEMESTER HOURS
This requirement is met by successfully completing two semesters of physical education, each in a different activity. These courses are required of freshmen.

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-five 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

Only certain sections of these courses count toward Teacher Education science requirements. Teacher Education Program students pursuing B.S. degrees should consult the 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.

HISTORY, PHILOSOPHY, AND RELIGION  TWELVE SEMESTER HOURS
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.

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.

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.

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.
A candidate may also qualify for graduation 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(s) 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 and 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 chairman of any department concerned.

Pre-Professional And Combined Programs

Combined Academic-Engineering Programs
Wofford College has agreements with two institutions which afford 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 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 at Wofford.

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.

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 9-12 in biology, chemistry, English, French, mathematics, physics, psychology, social studies (economics, government, history, and sociology), or Spanish. Approval of a program in German is pending. Wofford’s programs of teacher preparation are designed to comply with the Policies, Procedures, Unit Standards, and Licensure Area Standards for Teacher Education Program Approval in South Carolina, adopted and made effective by the South Carolina Board of Education, July 1, 1996. Students successfully completing the Teacher Education Program at Wofford and passing the state-required national examinations are recommended for certification in South Carolina. With reciprocity, certification will also be available in 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 the latest technological 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 Teacher Education 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 the ‘general education’ component of the Teacher Education Program. 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 (and specifies that one course be in visual arts and one in performing 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 academic fields. The college requires each student to complete a major in at least 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:

- **Sophomore Year**
  - Education 200: Foundations of Education

- **Junior Year**
  - Education 301: Human Growth and Development
  - Education 310: The Teaching of Reading
  - Education 322: Exceptional Students
  - Education 323: Seminar and Practicum in Secondary School Methods I

- **Senior Year**
  - Education 433: Seminar and Practicum in Secondary School Methods II
  - Education 440: Student Teaching

Periodically, selected special topics courses (e.g., teaching special needs students in the regular classroom) will be offered as electives to enhance the prospective teacher's skills.

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 cumulative 2.25 on a 4.0 scale with a recommendation of an institutional review committee which documents reasons for the exception;
3. passed the basic skills proficiency test — PRAXIS I: Academic skills assessments in reading, writing and mathematics;
4. received two professional recommendations on character and academic promise and performance (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 inform the applicant of his or her eligibility or potential for initial certification, including the required FBI background check. The chairman will then 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 should be sought during the junior year but must be obtained no later than during the 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 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 and passed the state-required national examinations.
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 EDWIN PROCTOR, Department Chairman
KATERINA ANDREWS, WALTER G. BOLTER, LILLIAN E. GONZALEZ, PHILIPS. KEENAN

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.

The Department of Accounting and Finance participates with the Department of Foreign Languages in offering the major in Intercultural Studies for Business, as described later in this chapter of the Catalogue.

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. Accounting 336, Management Information Systems, is required in both Accounting and 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) twenty-four hours from Accounting 211, 336, 341, 351, and 352, Finance 321 and 448, and Economics 372, all of which are required.
(2) six hours from among Finance 331, 338, and 376.
(3) nine hours from among the following courses, of which at least three hours must be in an Accounting course: Accounting 342, 411, 412, 423, 424, and 480+, Finance 340, 411, 430, 440, and 480+.

Finance Major Requirements:
Completion of thirty-nine hours as follows:
(1) eighteen hours from Accounting 211, 336, and 341, Finance 321 and 448, and Economics 372, all of which are required.
(2) six hours from among Finance 331, 338, and 376.
(3) fifteen hours from among the following, of which at least nine hours must be from Finance courses: Accounting 342, 351, 352, 411, 412, 423, 424, and 480+, Finance 340, 411, 430, 440, and 480+.

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.
(3/0/3) STAFF

336. Management Information Systems
A study of the information systems which assist an organization in meeting its objectives efficiently and effectively. The course includes an overview of the purpose, design, and use of specific systems. Prerequisite: Accounting 211.
(3/0/3) STAFF

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.
(3/0/3) GONZALEZ

342. Cost Accounting II
A continued study of cost accounting issues. Topics include manufacturing costs, cost accounting trends, and analysis and interpretation of managerial accounting data. Prerequisite: Accounting 341.
(3/0/3) GONZALEZ

351. Intermediate Accounting I
In-depth study of financial accounting theory and practice primarily related to assets. Prerequisite: Accounting 211.
(3/0/3) KEENAN

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.
(3/0/3) KEENAN

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.
(3/0/3) GONZALEZ

412. Auditing
Theory of auditing, using generally accepted auditing standards. Additional emphasis on practical applications of auditing techniques. Prerequisite: Accounting 351.
(3/0/3) GONZALEZ

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.
(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 include goal setting; spending; saving; borrowing and investing; risk management and insurance; taxes; planning for retirement. (This course is for elective credits only. It does not satisfy any requirements for the Accounting or Finance majors.) (3/0/3) KEENAN

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

321. Business Finance
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) STAFF

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 include product, price, promotion and distribution strategies, and analysis of market information and buying behavior. (3/0/3) PROCTOR

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

376. Creative Problem-Solving — Team Projects
Students are assigned to teams to solve actual organizational problems. The instructor assists in team building and oversees students' projects. Students are responsible for much of their scheduling, assignments, and follow-up. Each team presents its results at the end of the project. Open first to students majoring in Accounting and Finance, then to other interested students if space is available. (3/0/3) STAFF

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 is studied and applied using groups of investment possibilities. Using a computer software package, students construct several portfolios and track their performance throughout the semester. Prerequisite: Finance 321. (3/0/3) STAFF

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 are used for long-lived assets, leases, and securities portfolios. Analyses are augmented by using an electronic spreadsheet. Prerequisite: Finance 321. (3/0/3) ANDREWS, 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) ANDREWS, PROCTOR

448. Business and the Liberal Arts
This is an upper-level course required of students majoring in Accounting and Finance, but open to other interested students on a space-available basis. It treats business in a liberal arts context, relating key concepts to ideas from the humanities, social sciences, and politics. Its focus is 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) STAFF

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, and 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. No student planning to major in Biology should take advanced courses before completing 111, 113, 212, and 214.

In the junior 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 certification requirements to teach biology in secondary schools should refer to the Teacher Education Handbook and consult with the biology and education department chairmen to review the extent to which departmental and teacher preparation requirements differ and to develop plans for meeting both.

Students majoring in Biology can obtain an Emphasis in Computational Science. The interdisciplinary field of computational science applies computer science and mathematics to biology and the other sciences. For requirements, see the Catalogue section on Computational Science.

104. Biology: Concepts and Method
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.

111. Introductory Animal Biology
Study of animal life, with emphasis on form and function.

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 major ecological principles, especially at the levels of the community and the ecosystem.

124. Introduction to Genetics and Development
Study of the basic concepts of heredity and subsequent development of organisms.

125. Introduction to Molecular and Cell Biology
Introduction to structure and function of biological systems at the cellular and molecular levels.

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

324. Microbiology
Study of the biology of microorganisms, with emphasis on bacteria and viruses.

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.

332. Developmental Biology
Identical in content to Biology 331 but has a laboratory component.

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

342. Human Physiology
Study of the leading ideas and concepts of the physiology of animals, with emphasis on human systems.

344. Mammalian Histology
Microscopic study of the cellular structure of tissues and organs.

351. Critical Analysis of Scientific Literature
Reading and analysis of scientific literature relating to human disease. Topics and papers are chosen by the students, but certainly include cancer and AIDS. Strongly recommended for those wishing to pursue a career in research.

360. The Plant Kingdom
Study of the morphology, physiology, reproduction and evolutionary relationships of "plants," including cyanobacteria, algae, fungi, bryophytes, seedless vascular plants, gymnosperms and angiosperms.

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 collection and identification of non-vascular plants.

372. Field Botany
Introduction to the vascular plants and plant communities of South Carolina, including ecology and natural history, use of dichotomous keys in identification, and field recognition of plants and plant communities.

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. To prepare students for graduate study, a research project and paper are required.

385. Marine Biology
Study of the physical and biological marine environment ecosystems, with an emphasis on the diversity of organisms and their ecological adaptations to the sea.

386. Freshwater Biology
Study of the complex nature of freshwater ecosystems. The course examines the biological communities of a variety of aquatic systems.

399. Evolution
Introduction to the facts and theories of biological evolution. Topics include an historical overview, evidence for evolution, evolutionary genetics, adaptation and natural selection, evolution of diversity, the fossil record, and extinction.

401. History of Biology
Study of the development of the biological sciences from antiquity to the present.
421. Human Genetics
Study of the principles of genetics, using the human as the primary organism.
(3/0/3) SHIPLEY

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) SHIPLEY

436. Advanced Topics in Molecular Biology
Study of the mechanisms of life on the 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 use modern technologies including DNA fingerprinting, Southern blot, gene cloning, and PCR.
(3/3/4) GOLDEY

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

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 4 hours) STAFF

480. Selected Topics in Biology
Topics of special interest, special need, or special content.
(3/0/3) or (3/3/4) 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
CALEB A. ARRINGTON, CHARLES G. BASS, JAMEICA B. HILL, RAMIN RADFAR, 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.

Students in the Teacher Education Program who are seeking to complete certification requirements to teach chemistry in secondary schools should refer to the Teacher Education Handbook and consult with the chemistry and education department chairmen to review the extent to which departmental and teacher preparation requirements differ and to develop plans for meeting both.

Students majoring in Chemistry can obtain an Emphasis in Computational Science. The interdisciplinary field of computational science applies computer science and mathematics to chemistry and the other sciences. For requirements, see the Catalogue section on Computational Science.

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, and 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. Students majoring in Chemistry 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.

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) RADFAR
123-124. General Chemistry
A thorough treatment of the fundamentals of chemistry from a strictly modern point of view.
(3/3/4) each course 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 course 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 students majoring in Chemistry. Specific topics vary with student interest and are 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 physical-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) STAFF

303. Advanced Biochemistry
An in-depth study of topics introduced in Chemistry 301: transport, regulation, synthesis of man-made polymers, analytical methodology, physical biochemistry, chemotherapy, and biotechnology. Prerequisite: Chemistry 301 or permission of instructor. Recommended: Chemistry 211, 212, Biology 221, 222, 301, 303.
(3/3/4) RADFAR

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 bioactive chemical compounds. Prerequisite: Chemistry 202.
(3/3/4) RADFAR

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

311, 312. 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; and Mathematics 181, 182.
(3/3/4) each course ARRINGTON

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 is placed on the content and scope of those 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 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 with emphasis on the application of instruments for methods in absorption and emission spectroscopy, gas chromatography, mass spectroscopy, radioisotopes, electrometric measurements, and separations. Prerequisite: Chemistry 311.
(2/6/4) CASTILLO

420. 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 are explored. Strategies in the design of multistep syntheses are presented. In the laboratory, students work as small research teams which perform several multistep syntheses, employ modern separation methods, and identify the products by spectroscopic techniques. Prerequisite: Chemistry 202.
(3/3/4) BASS

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 a written report. A student may earn a maximum of four semester hours in Chemistry 450+. Prerequisites: Permission of instructor and department chairman.
(0/6/4) STAFF

480+. Advanced Topics in Chemistry
Group or individual study of special topics in chemistry at an advanced level. Topics vary with student interest, but are selected from an advanced area of analytical, organic, inorganic, physical, or biochemistry, and are announced one semester in advance. Prerequisites: Introductory course in area of study and permission of instructor.
(3/0-3/3-4) STAFF

Honors Courses, In-Course Honors, and Research
Students majoring in Chemistry are encouraged to participate in the honors programs and research opportunities that are available in the department. For further information see Chemistry 250+ and Chemistry 450+ in the course descriptions above and the section on Honors Courses and In-Course Honors in this Catalogue, or consult the department chairman.
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. 344. 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, and listening. The 342 course (Team Dynamics) focuses on skills needed for problem-solving by small groups. The 344 course (Conflict Management) focuses on strategies for decreasing conflict and creating win-win outcomes in the workplace and in the community.

351. Writing for the Mass Media
An introduction to writing for print journalism, broadcast media, and in public relations and advertising settings.

352. Reasoning and Writing
An advanced composition course in which students study a wide variety of essays from different disciplines and write for a variety of purposes.

353. Public Speaking
An introduction. Students are expected to prepare and deliver various types of speeches.

354. Business and Professional Writing
A practical course in writing and analysing reports, instructions, letters, memoranda, and other material typical of business, industry, and the professions.

400+. Communications in the Community
A practicum designed to allow students to apply communications skills in a community setting under the direction of an on-site supervisor and a communications instructor. A student may earn a maximum of six semester hours in 400+ courses. Prerequisite: Permission of instructor.

Computational Science

ANGELA B. SHIFLET, Coordinator

Computational science, an interdisciplinary field at the intersection of science, computer science, and mathematics, combines simulation, visualization, mathematical modeling, programming, data structures, networking, database design, symbolic computation, and high performance computing, with various scientific disciplines. Students who complete a major in Biology, Chemistry, Mathematics, Physics, or Psychology and meet requirements for the B.S. degree may obtain an Emphasis in Computational Science. The program is administered by the Computer Science Department.

Emphasis Prerequisite:
Mathematics 181.

Emphasis Requirements:
Computer Science 235 (with a grade of C or higher), 350 (with a grade of C or higher), 370, and 375 (see descriptions of these courses in the Catalogue section on Computer Science, which follows); completion of a major in Biology, Chemistry, Mathematics, Physics, or Psychology; and completion of the requirements for the B.S. degree. The student must also complete an internship involving computing in the sciences (no course credit). Before the internship, the student must complete at least two of the required computer science courses and a résumé. Interming full time for 10 weeks, the student is expected to work well, have good attendance, and keep a daily journal. After the internship, the student must complete a final report and a World Wide Web page describing the work, and must have a positive evaluation from the internship supervisor. The Chairman of the Computer Science Department must approve the internship and all required materials.

Computer Science

ANGELA B. SHIFLET, Department Chairman
DONALD A. CASTILLO, DAVID A. SYKES, DANIEL W. WELCH

The department has a variety of courses to help students acquire the knowledge, experience, and skills to use a computer as an effective tool in many areas. With the Department of Mathematics, the department offers 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. The department also administers an Emphasis in Computational Science for students majoring in Biology, Chemistry, Mathematics, Physics, or Psychology (see Catalogue section on Computational Science).

Major Prerequisites:
Computer Science 235 (with a grade of C or higher), and Mathematics 181.
Major Requirements:
The major requires completion of 37 semester hours as follows:

**Computer Science:** Computer Science 350 (with a grade of C or higher),
Physics 203, Computer Science 410, and at least three other Computer Science courses at the 300- and 400-levels.

**Mathematics:** Mathematics 182, 220, 235, and 431, and at least one of 140, 230, 320, 330, or 421.

**Philosophy:** Philosophy 218.

101. An Introduction to Computers
An introduction to the general field of data processing and to the capabilities of microcomputers and of Wofford's time-sharing computer system. Topics include the influence of the computer, computer hardware and software, input/output devices, and auxiliary storage devices. Hands-on experience gained by working with software on the time-sharing system and on the micros. Emphasis is placed on e-mail, the World Wide Web, word processing, electronic spreadsheets, and database management and on the graphics capability of the computer.

(3/0/3) STAFF

220. Programming Mathematics and Science Applications in FORTRAN
Students learn technical applications using the FORTRAN language and emphasizing mathematics and science applications.

(3/0/3) STAFF

230. Programming Business Applications in COBOL
Students learn to plan, write, and debug computer programs using the COBOL language and emphasizing business applications.

(3/0/3) STAFF

235. Programming Computer Science Applications in C++
Students learn to develop programs using the object-oriented language C++. Prerequisite: Completion of this course with a C or higher is a prerequisite for all 300- and 400-level courses in Computer Science.

(3/0/3) STAFF

270. Independent Study in Computer Science
Independent study of selected topics in Computer Science at an intermediate level. It is intended for students who do not plan to major in Computer Science as well as for those who do. Specific topics vary from semester to semester. Prerequisites vary with topics.

(Variable credit up to 3 hours) STAFF

280+. Selected Topics in Computer Science
The study of selected topics in Computer Science at an intermediate level. It is intended for students who do not plan to major in Computer Science as well as for those who do. Specific topics vary from semester to semester. Prerequisites vary with topics.

(1-3/0/1-3) or (3/0/3) STAFF

310. Computer Graphics
An introduction to computer graphics. Particular emphasis is placed on the algorithms used to produce 2D graphics with a computer. Topics include graphics devices, line drawing, polygons, circles, vectors, transformations of pictures, raster graphics, curves, and an introduction to 3D graphics. Prerequisites: Mathematics 181 and Computer Science 235.

(3/0/3) STAFF

320. Programming Languages
A comparative study of high-level programming languages, including study of the design, evolution, and implementation of such languages. Emphasis is placed on the ways in which such languages deal with the fundamentals of programming. Prerequisite: Computer Science 225.

(3/0/3) STAFF

330. Introduction to Databases
A study of data models, including ER, relational, object-oriented, and distributed models. Topics include the theory of normal forms, database design, query languages, and implementation of databases. Prerequisite: Computer Science 225 or permission of instructor.

(3/0/3) STAFF

340. Theory of Computation
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 Computer Science 225.

(3/0/3) STAFF

350. Data Structures
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 225.

(3/0/3) STAFF

360. Operating Systems
A study of fundamental concepts that are applicable to a variety of operating systems. Concepts include virtual memory, process 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

370. Computational Science: Data and Visualization
An introduction to Data and Visualization, part of the interdisciplinary field of Computational Science. The course includes a brief introduction to the network environment and the UNIX operating system. Because large Web-accessed databases are becoming prevalent for storing scientific information, the course covers the concepts and development of distributed relational databases. Effective visualization of data helps scientists extract information and communicate results. Students will learn fundamental concepts, tools, and algorithms of computer graphics and scientific visualization in two and three dimensions. Throughout, applications in the sciences are emphasized. Prerequisite: Computer Science 350 or permission of instructor.

(3/0/3) STAFF

375. Computational Science: Scientific Programming
A course in Scientific Programming, part of the interdisciplinary field of computational science. Large, open-ended, scientific problems often require the algorithms and techniques of discrete and continuous computational modeling and Monte Carlo simulation. Students learn fundamental concepts and implementation of algorithms in various scientific programming environments: computer algebra systems, distributed computation, and parallel processing. Throughout, applications in the sciences are emphasized. Prerequisites: Mathematics 181 and Computer Science 350 or permission of instructor.

(3/0/3) STAFF
410. Software Engineering
A study of software engineering through a project-oriented approach. The emphasis is on the specification, organization, implementation, testing, and documentation of software. Students work in groups on various software projects. Prerequisite: A 300- or 400-level Computer Science course.

(3/0/3) STAFF

470+. Advanced Independent Study in Computer Science
Independent study of selected topics in Computer Science at an advanced level. Specific topics vary from semester to semester. Prerequisites vary with topics. (Variable credit up to 3 hours, 4 if lab required) STAFF

480+. Advanced Topics in Computer Science
A study of selected topics in Computer Science at an advanced level. Specific topics vary from semester to semester. Prerequisites vary with topics. (1-3/0/1-3) or (3/3/4) STAFF

Economics
FRANK M. MACHOVEC, Department Chairman
JOHN K. FORT, JOHN R. McARTHUR, TIMOTHY D. TERRELL, 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, and 181; Computer Science 101.

Economics Major Requirements:
Thirty semester hours as follows: Economics 201 and 202 each with grades of C- or better; Economics 301, 302 and 450; plus 15 additional hours in Economics.

Students majoring in Economics who seek 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 and 202 each with grades of C- or better; Economics 301, 302, and 450; Accounting 211 and 341.
Two of the following courses: Economics 372, Finance 321, or Finance 331.
Two additional courses in Economics (excluding Economics 372). The total is 33 semester hours.

201. Principles of Microeconomics
An introduction to the economic way of thinking and a study of market processes. Prerequisite: Economics 201.
(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 with a grade of C-minus or better, and Mathematics 181.
(3/0/3) McARTHUR

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 302.
(3/0/3) TERRELL

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) TERRELL

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. Prerequisite: Economics 201.
(3/0/3) MACHOVEC

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

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) 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) MACHOVEC

432. Managerial Economics  
The application of economic analysis to the management problems of coordination, motivation, and incentives within organizations. Prerequisite: Economics 301.  
(3/0/3) MACHOVEC

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 physiocrats, 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 a free market economy in comparison to controlled or managed economies such as socialism, communism, fascism, and mercantilism. Prerequisites: Economics 201, 202.  
(3/0/3) MACHOVEC

450. Senior Seminar  
A capstone course required of all students majoring in Business Economics or Economics. Not open to other students. Microeconomic and macroeconomic case studies are used to reinforce and evaluate the student's understanding of the economic way of thinking.  
(3/0/3) STAFF

480*. Special Topics in Economics  
Topics may vary from year to year.  
(3/0/3) STAFF

Education

CYNTHIA A. SUAREZ, Department Chairman  
D. EDWARD WELCHEL

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, 333, 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 courses in Education.  
(3/0/3) WELCHEL

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) WELCHEL

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, materials, and technological resources 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 communication 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) SUAREZ

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. Integration of career guidance and career planning in grades 7-12 is included. Prerequisite: Education 200 or permission of instructor.  
(3/0/3) SUAREZ

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 secondary school classrooms and communicating with students and parents. The course has three components: (1) on-campus generic methods seminars conducted by Education Department faculty, (2) practicum experiences in public school classrooms of selected cooperating middle or secondary teachers, and (3) on-campus subject seminars led by staff or certified subject area classroom teachers. Offered in the Interim. Prerequisites: Education 200, 301, and either 310 or 332.  
(4 semester hours) WELCHEL
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) MACHOVEC

432. Managerial Economics
The application of economic analysis to the management problems of coordination, motivation, and incentives within organizations. Prerequisite: Economics 301.
(3/0/3) MACHOVEC

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 physiocrats, and a more detailed study of the economic analysis of the classicalists, Marxists, marginalists, and Keynesians. Prerequisites: Economics 201, 202.
(3/0/3) WALLACE

441. Comparative Economic Systems
A study of the nature and characteristics of a free market economy in comparison to controlled or managed economies such as socialism, communism, fascism, and mercantilism. Prerequisites: Economics 201, 202.
(3/0/3) WALLACE

450. Senior Seminar
A capstone course required of all students majoring in Business Economics or Economics. Not open to other students. Microeconomic and macroeconomic course studies are used to reinforce and evaluate the student's understanding of the economic way of thinking.
(3/0/3) STAFF

480+. Special Topics in Economics
Topics may vary from year to year.
(3/0/3) STAFF

Education
CYNTHIA SUAREZ, Department Chairman
D. EDWARD WELCHEL

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, 333, 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: all other courses in Education.
(3/0/3) WELCHEL

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) WELCHEL

310. The Teaching of Reading
Theory, 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 technological resources 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 their reading skills; and (3) a study of applied communication 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) SUAREZ

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. Integration of career guidance and career planning. Prerequisite: Education 200 or permission of instructor.
(3/0/3) SUAREZ

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 secondary school classrooms and communicating with students and parents. The course has three components: (1) an on-campus seminar conducted by Education Department faculty, (2) practicum experiences in public school classrooms of selected cooperating middle or secondary teachers, and (3) an on-campus subject seminar led by staff or certified subject area classroom teachers. Offered in the interim. Prerequisites: Education 200, 301, and either 310 or 332.
(4 semester hours) WELCHEL
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 languages, 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, and standards, local curriculum materials, and state-adopted 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 the latest 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). On-campus seminars led by staff and public school seminars led by certified subject area teachers are included in the course. 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) SUÁREZ

440. Student Teaching
Full-time observation, participation, and directed 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 481. (6 or 12 semester hours) SUÁREZ

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, VIVIAN B. FISHER, NATALIE J. GRINNELL, SALLY A. HITCHMUGH, JOHN E. LANE, NANCY B. MANDLOVE, MARY MARGARET RICHARDS, ROSA SHAND, DENO P. TRAKAS, CAROL B. WILSON

Major Prerequisites:
English 200, 201, and 202, at least one of which must be completed before any 300- or 400-level courses may be attempted.

Major Requirements:
Ten advanced courses (30 semester hours), three (9 semester hours) of which may come from Communication Studies, and the Creative Writing sequence (English 351, 352, 353, and 356). 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.
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 Shakespeare, Marlowe, Marlowe, Ronsard, and others.
(3/0/3) COBB, GRINNELL

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 Milton, Ben Jonson, Bacon, Donne, George Herbert, Vaughan, and Marvell.
(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, Behn, Congreve, Fielding and Gay.
(3/0/3) COBB

311. The Romantic Period
A consideration of the Romantic spirit as manifested 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, and O’Casey.
(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, TRAKAS

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 Vanderbilt Agrarians, Faulkner, Warren, O’Connor, Welty, and Disney.
(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 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 eighteenth century and Romantic period.
(3/0/3) FISHER

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) GRINNELL, 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 Dostoevsky.
(3/0/3) STAFF

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. Principles of Literary Criticism
A survey of criticism and theory, introducing students to various methods of reading and evaluating literary texts.
(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) SCHMUNK

351. Short Story Workshop
A creative writing course focusing on the writing of short stories. Students read manuscripts in class and meet with instructor for individual conferences.
(3/0/3) LANE, TRAKAS

352. Poetry Workshop
A creative writing course focusing on the writing of poetry. Students 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 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) TRAKAS

480+. Special Topics in Literature
A seminar intended mainly for advanced-level students majoring in English. Topics may vary from year to year.
(3/0/3) STAFF

Fine Arts

JAMES R. GROSS, Department Chairman
JOHN C. AKERS, BRIAN L. GENCARELLI, JOHN E. LANE, P. CHET LONGLY, W. GARY MCCRAW, ALICE KAY McMILLAN, PETER L. SCHMUNK, CHRISTI L.SELLARS

The department offers study in music and theatre and a major in Art History.

Art and Art History

PETER L. SCHMUNK, Coordinator
Introductory (200-level) courses may be taken in fulfillment of the General Education fine arts requirement, except that students pursuing the major in Art History must take and pass an appropriate course in music or theatre to fulfill the General Education requirement. The satisfactory completion of an introductory course, or permission of the instructor, is normally a prerequisite to enrollment in any advanced course.

A major in Art History is offered in conjunction with Converse College. Students from either college may pursue 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 College), Philosophy 310, Art 245, Art 411, and four other Art History courses.

In the senior year, satisfactory performance on a comprehensive exam is required for completion of the major program.

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.
(3/0/3) GOODCHILD, SCHMUNK

210. Principles and Types of Architecture
An introduction to the study of architecture through an examination of the principles that underlie architectural design and their use in outstanding historic examples of residential, religious, and civic architecture.
(3/0/3) SCHMUNK

241. African Art
A survey of the arts of Sub-Saharan Africa. This course examines examples of sculpture, architecture, painting, pottery, textile art, and body adornment in their religious, political, and social contexts.
(3/0/3) GOODCHILD

245. Studio Art
A multimedia course for beginning artists or more experienced artists who wish to improve their technical expertise while broadening their understanding and appreciation of style in historical and cultural context. Design, drawing, painting, printmaking, and sculpture may be explored through lecture, critique, visual aids, and hands-on projects.
(3/0/3) McMILLAN

301. Ancient and Classical Art
A study of the major developments in ancient Greek and Roman art and architecture, including a consideration of the Aegean and Etruscan cultures that preceded them. This course places objects in their cultural context, with emphasis on the use of art as a tool for political propaganda.
(3/0/3) GOODCHILD
302. Medieval Art
A study of the major developments in the visual arts during the Middle Ages, including the art of Constantinian Rome and Byzantium, the pre-Christian art of the North and its assimilation into the Christian tradition, the artistic expression of monasticism and pilgrimage, and the Gothic flowering of art in cathedral construction, sculpture, and manuscript illumination.
(3/0/3) STAFF

303. Italian Renaissance Art
An examination of the art of painting, sculpturing, and architecture practiced in Italy during the 15th and 16th centuries, with emphasis on artistic techniques that were invented and/or perfected during this period. Topics discussed include humanism and the revival of antiquity, the changing social status of the artist, and the relation between the visual arts and literature.
(3/0/3) GOODCHILD

304. Baroque and Rococo Art
A study of the various individual, national, and period styles practiced during the 17th and 18th centuries, a period encompassing the artistic expression of absolute monarchy, Catholic encouragement vs. Protestant rejection of liturgical art, the foundation of academies of art, and the revelatory works of Bernini, Rubens, Velazquez, and Rembrandt.
(3/0/3) SCHMUNK

305. Nineteenth-Century Art
A study of the principal styles and artists that distinguish the art produced just prior to and throughout the 19th century, seen against the background of significant cultural developments: political and industrial revolutions, the establishment of mass cultural venues such as the museum and the world's fair, the influence of music on the visual arts, and the waning influence of the academies vs. the emergent concept of the avant-garde.
(3/0/3) SCHMUNK

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.
(3/0/3) SCHMUNK

480+. Selected topics in Art History
Offered periodically as announced. Recent topics have included "Women in Renaissance Art" and "Vincent van Gogh." Normally for advanced students. Prerequisite: Permission of instructor.
(3/0/3) SCHMUNK

Music
A student may earn a maximum combined total of eight semester hours in the applied music courses (100, 101, 102, 103, 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, and a spring tour. Prerequisite: Permission of Director.
(0/3/1) MCCRAW

101. Wofford Singers
The study and performance of selected choral literature for mixed voices from the Renaissance to the contemporary period and selected contemporary music with choreography. Requirements include performance in a Homecoming concert, a Christmas concert, and a spring tour. Prerequisite: Permission of Director after audition.
(0/5/1) MCCRAW/SELLARS

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, and a spring tour. Prerequisite: Permission of Director.
(0/3/1) SELLARS

103. String Ensemble
The study and performance of selected string literature from the Renaissance to the contemporary period. Requirements include performances (about six each semester) on campus and in the community.
(0/3/1) GENCARELLI

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 pep band for sports events. Prerequisite: Permission of instructor.
(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) MCCRAW, SELLARS

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) MCCRAW

203. History of American Music
The study of American music from 1620 to the present focusing on elements of various musical cultures (Western and Eastern Europe, Africa, Latin America) that have influenced the American style of music, along with genres, rhythms, and musical styles which are indicative of the United States.
(3/0/3) MCCRAW

Students majoring in Art History are urged to take at least one of those Converse College courses toward completion of their major program.

306. Twentieth-Century Art before 1945

309. Twentieth-Century Art after 1945

315. Women and Art

404. American Art
220. Strings Attached: The Classical Guitar in Cultural Context
An introduction to the history of the classical guitar with emphasis on its cultural context of Europe and the Americas. In- and out-of-class listening, recital attendance, fundamentals of guitar construction, videos of great performances, and online research will focus on the development of the guitar in particular cultural settings. (3/0/3) AKERS

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 (on stage or offstage) required. (3/1/3) GROSS

202. Stagecraft
An introduction to the techniques of theatrical production: scenic construction, stage properties, stage lighting, and stage sound. Course-work will include the understanding of appropriate paper work, organization, use of equipment, construction techniques and safety. Students participate in a variety of assignments and demonstrations in addition to the lectures and reading assignments. (3/0/3) LONGLEY

230. Introduction to Film
An introduction to the theory, technique, history, and criticism of film, with screenings of major works and emphasis on the relationship of film to society and to other arts. Weekly screenings of feature films are held outside of class. (3/2-3/3) LANE

301. Acting
An advanced course with emphasis on acting technique (vocal, body movement, improvisation). All students enrolled will participate actively in laboratory productions. Prerequisite: Theatre Workshop experience or Theatre 201 or, preferably, both. (2/4/3) GROSS

350. History of the Theatre
Studies in Greek and Roman theatre. (3/0/3) GROSS

351. History of the Theatre
A course of study in theatre which includes close reading and analysis of modern dramas 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+. (0/3/1) GROSS

480+. Special Topics in Theatre and Related Areas
A seminar for advanced students. Subject matter varies 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 230, or permission of instructor. (3/2-3/3) LANE

Foreign Languages

DENNIS WISEMAN, Department Chairman
SUSAN C. GRISWOLD, Coordinator for Spanish
JOHN C. AKERS, LAURA H. BARBAS RHODEN, CAROLINE A. CUNNINGHAM, KRISTEN A. KRICK-AIGNER, NANCY B. MANDLOVE, WILLIAM W. MOUNT, JR., ERIKA SCAVILLO, ANNEMARIE WISEMAN

The Department of Foreign Languages offers majors in French, German, and Spanish, and course-work in Greek. The Department also participates with the Department of Accounting and Finance in offering the major in Intercultural Studies for Business, as described later in this chapter of the Catalogue.

Foreign Language 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 303 (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). Normally, a semester of study abroad in a French-speaking country is expected.

Students in the Teacher Education Program who are seeking to complete certification requirements to teach French in secondary schools should refer to the Teacher Education Handbook and consult with the foreign languages and education department chairmen to review the extent to which departmental and teacher preparation 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
Students in the Teacher Education Program who are seeking to complete certification requirements to teach Spanish in secondary schools should refer to the Teacher Education Handbook and consult with the foreign languages and education department chairmen to review the extent to which departmental and teacher preparation requirements differ and to develop plans for meeting both.

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). Normally, a semester of study abroad in a Spanish-speaking country is expected.

Students in the Teacher Education Program who are seeking to complete certification requirements to teach Spanish in secondary schools should refer to the Teacher Education Handbook and consult with the foreign languages and education department chairmen to review the extent to which departmental and teacher preparation requirements differ and to develop plans for meeting both.

Restrictions:
Students who have received credit for a 300-level or 200-level foreign language 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 foreign language 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 hours 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: French, German or Spanish 201, or permission of instructor.
(1/3-8/13) STAFF

280+. 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

380+. Foreign Language Drama Workshop
Participation in foreign language drama productions. Prerequisite: Permission of instructor.
(3/0/3) STAFF

480+. 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 are emphasized through extensive use of French in the classroom.
(3/1/3) each course STAFF

103. Accelerated 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 is stressed in class. Prerequisite: French 102 or the equivalent.
(3/3/4) each course STAFF

303. Advanced French
To refine reading, writing, and speaking skills in the French language. Attention is 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 its equivalent.
(3/1/3) 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 the equivalent.
(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, Martinique, Quebec). Focuses 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 its equivalent.
(3/3/4) CUNNINGHAM, D. WISEMAN

308. Introduction to French Literature
An introduction to French literature. The student learns reading techniques which illuminate the content of a text through an appreciation of style, syntax, and rhetorical devices. Diverse literary genres are studied, including works of prose (fiction and non-fiction), poetry, and theater. At the same time, emphasis is placed on the historical, social, and cultural contexts of the chosen works. Conducted in French. Prerequisite: French 303 or permission of instructor.
(3/3/3) CUNNINGHAM, D. WISEMAN
401. German Prose
A careful reading of selected texts by major German-speaking authors that trace the evolution of specific genres within German prose. The course surveys one of the major literary genres of either the German novel, the "Novelette," or the fairy tale. The techniques and styles of major German authors are examined, with emphasis on their historical and social importance. Conducted in German. Prerequisite: German 303 or permission of instructor. (3/0/3) KRICK-AIGNER

402. German Theater
A careful reading of representative texts of the German theater designed to acquaint the student with the different genres of theater and to teach the student to read critically. Conducted in German. Prerequisite: German 303 or permission of instructor. (3/0/3) KRICK-AIGNER

403. German Expressionism
An interdisciplinary study of Expressionist literature, art, and culture that takes into account the political and historical relevance of its revolutionary time period. Using prose, drama, and poetry, as well as representative films of this period, the course explores the importance of these works as documents of turn-of-the-century European culture, the dawn of modernism, industrialism, and urbanization, as well as the political and social realities of pre-war, World War I, and "Weimar" Germany. Conducted in German. Prerequisite: German 303 or permission of instructor. (3/0/3) KRICK-AIGNER

404. German Contemporary Film Seminar
A study of German-speaking film as an art form. Using a representative sample of films as "texts," the course considers narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the contrasitive 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 author. Conducted in German. Prerequisite: German 303 or permission of instructor. (3/3/4) KRICK-AIGNER

405. German Poetry
A careful reading of selected poems by major German-speaking authors that trace the evolution of specific genres within German poetry. The techniques and styles of major German authors are examined, with emphasis on their historical and social importance. Conducted in German. Prerequisite: German 303 or permission of instructor. (3/0/3) KRICK-AIGNER

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 course MOUNT

353, 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 are emphasized through extensive use of Spanish in the classroom. (3/1/3) each course AKERS

103. Accelerated 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 is stressed in class. Prerequisite: Spanish 102 or the equivalent. (3/3/4) 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 helps students to improve productive control. The course also stresses 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 the equivalent. (3/3/4) BARBAS RHODEN, 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. (3/3/4) BARBAS RHODEN, GRISWOLD, MANDLOVE

308. Modern Writers of the Hispanic World
An advanced language and introductory literature course emphasizing basic techniques of discerning reading and articulate writing. Readings include poetry, novellas, and short stories by major Spanish and Spanish-American authors. Short critical essays provide practice in clear expository writing. Conducted in Spanish. Prerequisite: Spanish 202 or permission of instructor. (3/0/3) BARBAS RHODEN, GRISWOLD, MANDLOVE
411. Writers and Their Worlds
A study of the work of one significant author from Spain or Latin America, this course explores the literary quality of that writer in the context of the social, political, cultural, and literary worlds from which he/she came. Writers studied vary from year to year. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) BARBAS RHODEN, GRISWOLD, MANDLOVE, A. WISEMAN

412. Hispanic Narrative Fiction
A careful reading of representative short stories and novels by major authors of the Hispanic world. The course also focuses 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) BARBAS RHODEN, GRISWOLD, MANDLOVE, A. WISEMAN

413. Hispanic Poetry
A careful study of representative poetry by major authors of the Hispanic world. A major in poetry includes particular emphasis on the development of clarity of expression, lexical precision, structural accuracy, and graceful, persuasive, and appropriate styles. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) BARBAS RHODEN, GRISWOLD, MANDLOVE, A. WISEMAN

414. Hispanic Non-Fiction
A careful reading of major essays, journalistic articles and reviews, biographies, and other non-fictional texts by Spanish and Spanish-American writers. The course also focuses on important themes and perspectives of influential Hispanic authors— particularly their contributions to U.S. attitudes, culture, and foreign policy— as well as on the basic elements and strategies of their prose styles. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) MANDLOVE

421. 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 considers narrative processes, representative 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 concept of auteur. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) BARBAS RHODEN, GRISWOLD, MANDLOVE, A. WISEMAN

441. Practical and Creative Writing in Spanish
A practical approach to writing in Spanish. The course samples 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. Conducted in Spanish. Prerequisite: Spanish 303 or permission of instructor.
(3/0/3) BARBAS RHODEN, GRISWOLD, MANDLOVE, A. WISEMAN

442. 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 examines the functions and contexts of oral proficiency levels from intermediate to superior abilities. The course also considers techniques of oral assessment and the nature of professional interpreting as a career. Conducted in Spanish. Prerequisite: Spanish 303 or permission of instructor.
(3/0/3) A. WISEMAN

445. Advanced Spanish Structures: Syntax, Morphology, and Lexicon
A linguistic analysis of the problematic points of Spanish grammar (morphyatics and syntax) and usage (lexical refinement) that non-native speakers find hard to master and native speakers find hard to explain. The course concentrates on details of Spanish usage and stresses accuracy in the application of grammatical principles, lexical variations, and stylistic concerns. Intensive practice in writing and translation helps students to develop an advanced level of productive control. Conducted in Spanish. Prerequisite: Spanish 303 or permission of instructor.
(3/0/3) BARBAS RHODEN, GRISWOLD, A. WISEMAN

Geology
TERRYA 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.
(3/0/3) 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.
(3/0/3) FERGUSON

201. Introduction to Geography
An introduction to fundamental concepts of geography and their application to the interrelationships between humans and their natural environment.
(3/0/3) 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

WILLIAM E. DeMARS, Department Chairman.
LINTON R. DUNSON, JR., ROBERT C. JEFFREY, 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:
Six semester hours in Division A (American Government) beyond Government 202;
Six semester hours in Division B (International Relations and Comparative Government);
Three semester hours in Division C (Political Theory); and
Three additional hours from any Division.

Students majoring in Government who are 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) STAFF

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) STAFF

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 majoring in Government who are of high academic standing. Prerequisite: Permission of instructor.
(3/0/3) STAFF

Division A: American Government

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, JEFFREY

440. American Political Thought
An examination of the origin and development of major American political ideas as revealed in political essays, letters, and novels. (Counts in Division A or C.)
(3/0/3) JEFFREY

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 varies. 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) DeMARS

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) DeMARS

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) DeMARS

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 use 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 varies. Prerequisite: Permission of instructor.
(3/0/3) DeMARS
Division C: Political Theory

391. Classical Political Thought
A survey of ancient and medieval political thought. Students read and discuss important works by the major writers.
(3/0/3) JEFFREY

392. Modern Political Thought
A survey of political thought from the seventeenth century to the present. Students read and discuss important works by the major writers.
(3/0/3) JEFFREY

435. Contemporary Political Ideologies
Students read material from three schools of thought (liberalism, conservatism, and socialism) that have shaped the modern world.
(3/0/3) JEFFREY

495+. Special Topics in Political Theory
Selected topics in political theory. Subject matter varies. Prerequisite: Permission of instructor.
(3/0/3) STAFF

History

PHILIP N. RACINE, Department Chairman
MARK S. BYRNES, TRACY J. REVELS, ANNE B. RODRICK,
TIMOTHY J. SCHMITZ, CLAYTON J. WHISNANT

Major Prerequisites:
History 101, 102.

Major Requirements:
A major consists of twenty-seven semester hours. In addition, all students majoring in History must complete a special senior reading program. They must take History 260 (students wishing to major in History are urged to take this course in the spring semester of their sophomore year) and fulfill the department's distribution requirement: (a) at least nine semester hours in American history; (b) at least three semester hours in early European history (350, 340, 341, 350, 360, 363); (c) at least three semester hours in modern European history (370, 380, 381, 382, 384, 385, 387, 388, 389); and (d) at least three semester hours in Modern Middle East, Modern East Asia, Modern Imperialism, Colonial Latin America, or Modern Latin America. History 386 (Modern Science) may be counted either toward the early or modern European requirement.

Students majoring in History who are 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
A basic survey of Western Civilization from the Renaissance to 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) BYRNES, REVELS

202. History of the United States Since 1865
A basic survey of American history from Reconstruction to the present.
(3/0/3) BYRNES, REVELS

260. Historiography and Research Methods
An introduction to the concept of historiography — the "history of history" — and guidance through selected schools of historical thought. It also provides instruction in basic research methods, including technology-based research.
(3/0/3) RODRICK

305. History of the United States Since 1865
A basic survey of American history from Reconstruction to the present.
(3/0/3) BYRNES, REVELS

307. History of the American South to the Civil War
A cultural, economic, and social history of the South from 1820 to the Civil War.
(3/0/3) RACINE

308. History of the American South since the Civil War
A cultural, economic, and social history of the South since the Civil War.
(3/0/3) RACINE

309. 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.
(3/0/3) REVELS

311. Selected Topics in American Social History
Explorations in American society, thought and culture.
(3/0/3) REVELS

313. 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.
(3/0/3) REVELS

314. American Civil War
A study of the Civil War years, 1861-1865.
(3/0/3) RACINE

316. Topics in African-American History
A study of various themes in the history of African-Americans with special emphasis on the 20th century.
(3/0/3) BYRNES

317. History of the American Frontier
A survey of the settlement of the American frontier from the colonial period to the present, with particular emphasis on the settlement of the trans-Mississippi west from 1803-1890.
(3/0/3) REVELS
319. History of American Women
An exploration of the experience of women in their public and private roles throughout American history.
(3/0/3) REVELS

320. American Diplomatic History
A history of American foreign policy from national independence to the status of international power, with particular focus on the 20th century.
(3/0/3) BYRENS

325. America Since 1945
An examination of the major trends of recent American history, from the end of World War II to the present. Among the major areas of attention are the origins and perpetuation of the Cold War, the Cold War competition with the Soviet Union, and the subsequent rise of the national security state, the consolidation and expansion of the limited welfare state, the Civil Rights movement and women's movement, the Vietnam War and the social upheaval of the 1960s, the crisis of confidence of the 1970s and the Reagan Revolution of the 1980s.
(3/0/3) BYRENS

330. The Ancient World
Ancient history from the time of civilization in the Fertile Crescent until the dissolution of Roman rule in Western Europe in the 5th century C.E. The course focuses in particular on Greek and Roman culture and politics. Considerable attention is also devoted to the rise and spread of Christianity in the Roman world.
(3/0/3) SCHMITZ

340. The Early and High Middle Ages (400-1200)
Beginning with the decline and fall of the Roman empire, an examination of the "Dark Ages" of the early medieval period and the Christianization of Western Europe after the fall of Rome. The course also looks at the Carolingian empire, Islamic Spain, Viking expansion, the Norman conquest of England, the culture of the High Middle Ages, and the so-called "twelfth-century renaissance."
(3/0/3) SCHMITZ

341. The Late Middle Ages and Renaissance (1100-1500)
An examination of life just before and during what is generally held to have been one of the greatest social, cultural, and intellectual events in Western history—the Italian Renaissance. Special attention is given to late medieval society and the Black Plague, as well as to the social and economic conditions that gave rise to the Italian Renaissance. The latter part of the course focuses on the culture of the Renaissance and its export to Northern Europe and on the impact of the Renaissance on European history.
(3/0/3) SCHMITZ

350. The Reformation and Counter Reformation (1400-1688)
An examination of the social, political, and religious causes of the Reformation in the 16th century. The course focuses as well on the changes made to European Christendom during the Reformation era and on the similarities and differences among different sectors. Emphasis is placed on the reform of the existing church as both a self-motivated Catholic Reformation and as a response to Protestantism.
(3/0/3) SCHMITZ

360. Europe from Louis XIV to the French Revolution (1600-1800)
Focuses chiefly on France. A study of European society between 1600 and 1795, with emphasis on social and political developments, in particular the rise of absolute monarchy and the modern state. In addition, study includes the so-called Scientific Revolution and the intellectual culture of the Enlightenment, as well as the economic, social, and political crises that preceded the French Revolution. The end of the course focuses on the French Revolution itself.
(3/0/3) SCHMITZ

370. Europe in the Age of Revolutions, 1789-1850
A survey of the revolutions in Europe, beginning with the French Revolution and continuing through the revolutionary movements of 1848-60. This course addresses the political, social, economic, and cultural pressures both leading to and resulting from revolutions.
(3/0/3) RODRICK

380. Europe in the Age of Anxieties, 1850-1914
A survey of the pressing cultural and social issues of Europe after the end of the revolutionary period covered in History 370. Major themes include the effects of Darwinian science, the rise of empire, changes in gender roles, and the rise of mass culture.
(3/0/3) RODRICK

381. Europe in the Age of World Conflict, 1914-1945
A survey of the crucial events that defined the 20th century for Europe and the rest of the world, including the two world wars, the Russian Revolution, and the "Crisis of Democracy" in Germany, Italy, and elsewhere in the interwar period.
(3/0/3) WHISNANT

A survey of the world in the half century after World War II, with attention to the Cold War, the welfare state, decolonization, youth rebellion, and the collapse of the USSR.
(3/0/3) WHISNANT

383. Tudor-Stuart Britain
A survey of the major political, social, and religious upheavals in England and Scotland during this period, focusing on the establishment of parliamentary monarchy and the break from the Catholic Church.
(3/0/3) RODRICK

384. Modern Britain
A survey of the emergence of Britain as an island empire, covering the period of 1715 to the present. Major themes include the transfer of political power from monarchy to parliament, the growth of class society, the development of imperial identity, and the loss of international power after the two world wars.
(3/0/3) RODRICK

385. Women in European History
A survey of the changing models of female and male identity in Europe since approximately 1500, including the development of both "separate spheres" ideologies and various suffrage movements.
(3/0/3) RODRICK

386. History of Science
A survey of the major developments in western scientific thought since the Renaissance. There are no prerequisites. Science, social science, and humanities students are encouraged to enroll.
(3/0/3) RODRICK

387. Imperial Russia
A survey of the growth of modern Russia, both geographically and politically. Beginning with the westernization of Russia under Peter the Great, this course reviews domestic and foreign policies in the 18th and 19th centuries. The ultimate goal is to examine explanations for the Communist Revolution in 1917.
(3/0/3) WHISNANT

388. Modern Germany
A survey of the history of Germany since the 17th century. This course examines the processes of political and economic modernization in Germany with the goal of examining the most important questions of the rise of Nazism in the 20th century. Includes a look at the legacy of Nazism and war in the years since 1945.
(3/0/3) WHISNANT
480+. Special Topics in United States History
Selected problems, periods, or trends for intensive study and extensive reading. Subject matter will vary, and each topic is assigned a specific number when announced. Prerequisite: Permission of instructor. (3/0/3) STAFF

490+. Special Topics in European and non-Western History
Same as History 480+, except in a European or non-Western field. (3/0/3) STAFF

Humanities

JAMESA. KELLER, 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) A new interdisciplinary major is provided by the selection and integration of 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 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 grade-point average 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 chairman 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

470. Independent Study

A study of some specific topic which integrates and focuses course work a student has done in the humanities major. Normally it is directed by the committee which guided the student's major. Open only to seniors majoring in Humanities. Offered every year.

(3/0/3) STAFF

480+. Special Topics in Humanities

Study of significant ideas, issues, or themes using a multidisciplinary approach pursued through a variety of media. May be offered by any member of the humanities faculty, subject to the approval of the Coordinator. Not open to freshmen. Topics and prerequisites vary.

(3/0-3/3) STAFF

Intercultural Studies

ANNEMARIE WISEMAN, Coordinator

A number of courses offering intercultural perspectives are available as elective opportunities throughout the Wofford curriculum. These may be not only established courses developed and available in the departments, but special topics courses and cross-listed courses as well.

In addition, the Intercultural Studies major offers students the opportunity to develop interdepartmental majors in the general area of international/intercultural studies. It is intended primarily for students whose interests lie in the study of countries and cultures outside Europe and North America and whose undergraduate academic goals cannot be conveniently achieved through majors in the traditional academic departments. A student desiring to major in Intercultural Studies must work out a curriculum with the Coordinator before the beginning of the junior year.

The major requires completion of thirty-three semester hours in advanced courses approved by the Coordinator. Normally, courses will be selected from the offerings in economics, English, fine arts, foreign languages, government, history, humanities, religion, and sociology.

Intercultural Studies for Business

JAMES EDWIN PROCTOR, ANNEMARIE WISEMAN, DENNIS M. WISEMAN, Coordinators

The major in Intercultural Studies for Business combines traditional liberal arts education in languages, literature, history, and culture with preparation for the management of organizations. It is offered cooperatively by the Department of Accounting and Finance and the Department of Foreign Languages. Students who successfully complete the major and all other requirements will qualify for the Bachelor of Arts degree.

The major consists of five components, as follows:

I. The Business Curriculum

This component, normally to be completed on campus, consists of twenty-seven semester hours, including prerequisites.

Prerequisites:

Mathematics 140, Economics 201 and 202.

Requirements:


With prior approval, business courses taken in study abroad may be substituted for similar required Wofford courses, and up to two study abroad business courses may be substituted for required courses even if the are dissimilar.

II. The Language and Culture Curriculum

This component, undertaken on campus, consists of at least fourteen semester hours, including prerequisites, in the student's chosen language track (French, German, or Spanish). It is to be completed before the student begins the required study abroad component.

Prerequisites:

French, German, or Spanish 201, 202; or the equivalent.

Requirements:

French 303, and either 304 or 306, or German 301 and 302, or Spanish 303, and either 305 or 307.

III. Study Abroad

After consultation with a supervising committee and the study abroad advisor, the student will select and complete an appropriate program of at least one semester's duration.
IV. Advanced Study

After the study abroad component, the student is to complete at least four language or literature courses at the 300- or 400-level in his or her chosen language track; at least two of these must be 400-level courses taken on campus. This component consists of at least twelve semester hours. Also, it includes an interview which may result in the student's certification for oral competency in his or her foreign language.

V. Senior Capstone Seminar

This component is the required three-semester-hour course described below.

400. Senior Capstone: Intercultural Studies for Business
Senior students from all three language areas in the Intercultural Studies for Business major meet together in weekly seminars. Content of the seminars is divided between reading and discussion of materials pertaining to business topics in an international- and U.S.-intercultural context and presentation by speakers from the international community. Laboratory sessions are devoted to field trips to local international businesses and to research and preparation of case studies centered on the problems and successes of business ventures in an intercultural setting. Case studies are prepared and submitted using multimedia computer software. Completed projects serve as resources for future seminars.

Latin American and Caribbean Studies

NANCY B. MANDLOVE, Coordinator

The Latin American and Caribbean Studies program offers an integrated interdisciplinary approach to the historical, political, social, and cultural interrelationships of the nations and peoples of our hemisphere. The program is not a major. Students who fulfill the area studies requirements will receive a letter and certificate recognizing completion of the program.

Program Requirements:

Completion of the program requires 20 semester hours of course work. The three courses described below (320, 321, and 420) are required. Students must also complete one course taught in French or Spanish at the 300- or 400-level that pertains to Latin America or the Caribbean. An additional two courses pertaining to the region and selected in consultation with the program Coordinator will complete the requirements. These two courses may be chosen from among specified courses in biology, economics, English, finance, government, history, religion, or sociology.

320. Seminar on the Americas I
An interdisciplinary seminar focusing on the historical, political, social, and cultural interrelationships of the nations in our hemisphere. It concentrates on the historical and cultural foundations of Latin America and the Caribbean and explores the topics of race and identity, rural and urban life, authoritarianism and democracy, and national development. The course is team taught by Wofford and Converse faculty and is conducted in English.

321. Seminar on the Americas II
An interdisciplinary seminar focusing on the historical, political, social, and cultural interrelationships of the nations in our hemisphere. It concentrates on Latin American women, revolution, problems of sovereignty, and the Latin American and Caribbean presence in the United States. The course may be taken independently of 320. It is team taught by Wofford and Converse faculty and is conducted in English.

420. Senior Capstone
The Senior Capstone is designed to help students focus and integrate their knowledge of Latin America and the Caribbean. Each student will complete an individual research project focusing on a specific problem or region from an interdisciplinary perspective. Students will meet together periodically to share results of research. Normally, 320 and 321 are prerequisites for this course.

Mathematics

RICHARD L. ROBINSON, Department Chairman
CLARENCE L. ABERCROMBIE, LEE O. HAGGLUND,
CHARLOTTE A. KNotts-Zides, 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, 235, 450; one of Mathematics 240, 320, 421; two of Mathematics 431, 432, 441, 442; and one additional mathematics course numbered above 200.

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, 235, 380, 431, 450; one of Mathematics 210, 214, 240, 320; two additional mathematics courses numbered above 200. Students in the Teacher Education Program who are seeking to complete certification requirements to teach mathematics should refer to the Teacher Education Handbook and consult with the mathematics and education department chairman to develop plans for meeting all requirements.

120. Mathematics: The Study of Patterns
An introduction to the essence of mathematics, namely, the discovery and verification of patterns, and to the historical role of mathematics in shaping culture.

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. Not offered after spring 2002.
181. Calculus 1
A graphical, numerical, and symbolic study of the theory and applications 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 the 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

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) MONROE, ROBINSON

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) HAGGLUND, MONROE, SHIFLET

320. Mathematical Modeling
The study of problem-solving strategies to solve open-ended, real-world problems. Prerequisites: Mathematics 220 and Computer Science 220 or 235, or permission of instructor.
(3/0/3) KNOTTS-ZIDES

330. 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 course MONROE, ROBINSON

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 course 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 220 or 235.
(3/0/3) each course KNOTTS-ZIDES

450. Senior Mathematics
A capstone course for seniors majoring in mathematics with emphasis on 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

Military Science

LTCG. ALAN BRUNSON, Department Chairman
MAJ EDWARD C. BEEKER, MAJ MICHAEL C. FREEMAN,
MAJ JAMES R. HALL

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 five-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 as means of qualifying for the Advanced Program.) Successful completion of the bachelor 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 leadership 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, escape and evasion, paint-ball wars, and ironman competition.

The Military Science Department does not offer a major. There is no military obligation associated with any of the Basic Program courses.

**Basic Program**

111. Military Leadership I
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, basic marksmanship, and map reading. Leadership laboratories are optional.
(1/0/1) STAFF

112. Military Leadership I
A continuation of Military Science 111. Course topics include leadership, map reading, land navigation, and development of skills needed to work effectively as a member of a team. Leadership laboratories are optional.
(1/0/1) STAFF

211. Military Leadership II
The study of the importance of character in leadership, leadership behaviors and attributes, basic survival skills, basic individual soldier skills, and land navigation.
(2/0/2) STAFF

212. Military Leadership II
A study of Army values and ethics, the principles of war, principle-centered leadership, troop-leading procedures, problem-solving techniques, individual tactical skills, and orienteering. One leadership laboratory during the semester is required.
(2/0/2) STAFF

**Advanced Program**

301. Military Leadership III
Comprehensive instruction in leadership and management skills, map reading, and land navigation, squad and platoon tactics, first aid, and communications. One weekend leadership laboratory is required in addition to the weekly labs.
(3/2/3) STAFF

302. Military Leadership III
Development of basic military skills for advanced camp at Fort Lewis, Washington. Instruction includes offensive and defensive squad tactics, operations orders, and military briefings. One weekend leadership laboratory is required in addition to the weekly labs.
(3/2/3) STAFF

401. Military Leadership IV
A comprehensive study of leadership, principles of war, the law of war, military ethics, and professionalism. Includes an examination of challenges and U.S. global threats. Students plan and conduct required leadership laboratories. One weekend leadership laboratory is required in addition to the weekly labs.
(3/2/3) STAFF

402. Military Leadership IV
A continuation of the comprehensive study of leadership, military justice, military logistics, Army personnel management, Army training management, Army battle doctrine, and the transition from student to officer. Students plan and conduct required leadership laboratories. One weekend leadership laboratory is required in addition to the weekly labs.
(3/2/3) STAFF

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**Philosophy**

JAMES A. KELLER, Department Chairman
CHARLES D. KAY, STEPHENA. MICHELMAN

**Major Requirements:**

The major requires twenty-seven hours in addition to courses taken to satisfy the General Education requirement. At least twenty-one 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 231).

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 listed above. 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 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 includes a survey of the major ethical theories and focuses on a selection of important problem areas such as euthanasia, reproductive technologies, human experimentation, and the justice of health care distribution. 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 course includes 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 areas of computers and information science. Through the detailed 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. Offered in 2001-2002.
(3/0/3) KAY

223. Philosophy of Science
An examination of 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 2001-2002.
(3/0/3) KAY

225. Science and Religion
An examination of the nature of science and religion and their historical and contemporary relationships. The course will explore a selection of traditional problem areas such as evolution, cosmology, ethics, and education.
(3/0/3) KAY

244. Theories of Human Nature
An examination of selected classical and modern conceptions of the human being. Aristotle, Darwin, sociobiology, and our relationship to other animals are among the topics to be explored. Offered every year.
(3/0/3) STAFF

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. Seminar concepts of concern to law are analyzed, including "contract," "liberty," and "justice." Readings include traditional and contemporary essays in jurisprudence and selected Supreme Court decisions.
(3/0/3) STAFF

310. Aesthetics
An examination of the issues in the philosophy of art placed in an art historical context. Special attention is devoted to the representation of nature in American painting, from the Hudson River School to the 20th century abstraction. Other topics include the problem of defining the category of art, the possibility of objective standards, and the role of emotion vs. that of intellect in making and understanding art. Offered every spring.
(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 is on the critical examination and reevaluation of those 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 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, of arguments about their truth or falsity. The course focuses on religious beliefs about God and includes some discussion of different ideas of God within the Western tradition. Offered in 2001-2002.
(3/0/3) KELLER

345. Metaphysics and Epistemology
A systematic survey of issues in the two fields and of their interrelations. The course considers the fundamental concepts in terms of which we think about the world, and the nature of knowledge and of justified belief. Offered in 2002-2003.
(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 are drawn from the pre-Socratic fragments, the works of Plato and Aristotle, and representatives of diverse philosophical traditions through the 14th century. Offered in 2002-2003.
(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 is on the study of selected primary texts, from Descartes to Hume, in relation to the philosophical, religious, and scientific thought of their day.
(3/0/3) KAY

353. Nineteenth-Century European Philosophy
A survey of the development of 19th century philosophy beginning with Kant's *Critique of Pure Reason*. The course examines Kant's legacy in Hegel, Marx, Nietzsche, and Freud, focusing on primary texts. Issues for discussion include the role of cognition in constituting the world, the historical and economic dimensions of consciousness, and the importance of the passions for philosophical discourse. Offered in fall 2001.
(3/0/3) MICHELMAN

420. The Philosophy of Alfred North Whitehead
A consideration of the metaphysics of A. N. Whitehead and of philosophy and theology within the process tradition. Prerequisite: Any 300-level course or permission of instructor.
(3/0/3) KELLER

425. Rationality and Commitment
A critical examination of the issues of the extent to which reasons can and should guide our moral commitments. Prerequisite: Any 300-level course, or permission of instructor. Offered in 2002-2003.
(3/0/3) KELLER

450. Senior Directed Study
A course of individualized directed study in which the student prepares a written paper (typically revised and expanded version of earlier work) and makes an oral presentation on the paper topic. Required of all students majoring in philosophy. Normally to be completed in the fall of the senior year. Prerequisite: Permission of instructor.
(1/0/3) STAFF
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.

Special Topics
A study centered around one philosophical topic of current interest. Prerequisite: Any 300-level course, or permission of instructor. Offered intermittently.

Physical Education
MARK D. LINE, Department Chairman
MICHAEL W. AYERS, FREDDIE BROWN, C. DAVID GRAVES, MARLENE JETER, AMY B. KIAH, A. WADE LANG, TERRY J. LANTZ, JACK L. TEACHEY, STEVEN E. TRAYLOR, ELIZABETH D. WALLACE, WILLIAM A. WATSON, NATHAN W. WOODY, MICHAEL K. YOUNG

The successful completion of two different courses, 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.

Wellness
Fitness
Tennis
Racquetball
Softball
Karate
Dance
Special Activities

Physics
DANIEL W. WELCH, Department Chairman
J. DANIEL LEJEUNE, STEVEN B. ZIDES

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, and 240; and a Computer Science course (200-level or higher) or Physics 203. Requirements specific to each track are listed below.

Either major track may be augmented by the Emphasis in Computational Science. For requirements, see the Catalogue section on Computational Science.

Industry/Education Track:
This program is for those who plan to attend graduate school in a field other than physics and those who plan immediate employment in areas such as industry, government, or public schools. The course requirements (27 semester hours) are Physics 206, 211, 221, 311, and 331; two semesters of 370+; plus nine more hours selected from other physics courses at the 200-level or above.

Students in the Teacher Education Program who are seeking to complete certification requirements to teach physics in secondary schools should refer to the Teacher Education Handbook and consult with the physics and education department chairmen to review the extent to which departmental and teacher preparation requirements differ and to develop plans for meeting both.

Pre-Professional Track:
This program is for those who plan to enter graduate school in physics in preparation for a career in the field. The course requirements (29 semester hours) are Physics 211, 221, 331, 441, and 442; two semesters of 370+; plus 12 more hours selected from other physics courses at the 200-level or above.

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.
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.

(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. Prerequisites: 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
A course situated at the point where software meets hardware. From there it reaches down toward 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 build 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 progresses 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 122 or 142.

(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." Prerequisites: Physics 122 or 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 thermal phenomena. 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 211 and permission of instructor and Department Chairman.

(0/3/3) 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.

(0/3/0-3/3) STAFF

311. Contemporary Physics
Reading of 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
The presentation and demonstration of 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 Physics 141, 142.

(3/0/3) STAFF

331. Electricity and Magnetism
The study of 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 211 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, is 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
A series of four semesters of experiments and projects that develop the basic experimental skills that a student majoring in physics 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 basic for all of these skills are developed in the first semester in the series (Physics 371). After completion of 371, the others may be taken in any order. Prerequisite: Physics 211.

(0/2/1) STAFF

441, 442. Theoretical Physics
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, electromagnetism, 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, 321, 331, and 441.

(3/0/3) each course STAFF
Major Prerequisites:
Mathematics 140.

Major Requirements:
Thirty-eight semester hours as follows: The Psychology Core (Psychology 200, 210, 220, 230, 240, 250, and 300), the Senior Thesis (451 or 452), and three Approved Electives. The list of Approved Electives includes courses in Psychology as well as certain courses in other departments. Students should contact their department chairman for the current list.

All Psychology courses at the 200-level and above will be included in the calculations for determining the student's grade-point average in the major.

Students who major in Psychology must meet the requirements for the B.S. degree. Thus, they are required to complete eight hours of laboratory science outside the Psychology Department. Biology 212 is strongly recommended as one of the four-hour courses to be completed toward this requirement. Biology 104, Chemistry 104 and 105, and Physics 104 do not contribute to the requirement.

Students majoring in Psychology can obtain an Emphasis in Computational Science. The interdisciplinary field of computational science applies computer science and mathematics to psychology and the other sciences. For requirements, see the Catalogue section on Computational Science.

Students in the Teacher Education Program who are seeking to complete certification requirements to teach 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 teacher preparation requirements differ and to develop plans for meeting both.

Introductory 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.
(3/3/0) STAFF

110. Introductory Psychology
A general survey of what psychologists do, the tools they use, and problems of current interest. Emphasis is placed on methodology, biological psychology, learning, motivation, perception, cognitive processes, development, social and abnormal psychology, and assessment of individual differences.
(3/3/0) STAFF

160. Psychology of Adjustment
An examination of how various aspects of everyday life, such as relationships, work, health, and stress, influence people's adjustment. Students design and implement their own self-improvement projects. Intended for freshmen and sophomores.
(3/3/0) MCANINCH

Core Program for the Major
The required courses in the Psychology Core must be completed before a student may begin the Senior Thesis. Therefore, these courses should be completed by the end of the junior year.

200. Experimental Methods
A survey of the research methods used to obtain scientific knowledge in psychology, with an emphasis on experimental design and the interpretation of research results.
(3/3/0) REID

210. Sensation & Perception
A study of the functions of sensory systems as they relate to behavior and the mechanisms of perception.
(3/3/0) PITTMAN, REID

220. Abnormal Psychology
The study of the causes of inappropriate behaviors (including mental illness) and techniques for redirecting such behaviors.
(3/3/0) MCANINCH

230. Biological Psychology
An introduction to the concepts and experimental techniques of biological psychology. This course covers the scope of genetic, neural, and hormonal processes that underlie behavior.
(3/3/0) PITTMAN

240. Child Development
A survey of child and adolescent development. Major theories about and influences on cognitive, emotional, physical, and moral development are explored.
(3/3/0) MCANINCH

250. Social Psychology
An exploration of the basic questions addressed by social psychology (e.g., how people influence each other) and the classic experiments conducted to test the theories.
(3/3/0) MCANINCH
300. Learning & Adaptive Behavior
A survey of the general principles of learning and adaptive behavior in humans and lower animals. The course emphasizes the evolution of these mechanisms, their current adaptive function, and current models of learning processes.
(3/3/4) REID

451, 452. Senior Thesis I, II
A research-oriented seminar focusing on the mechanisms of behavior, cognition, perception, or social interaction. Students 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. Students must complete either 451 or 452, but they may complete both courses.
(3/3/4) STAFF

Electives

260. Human Sexuality
A careful presentation of human development and sexual adjustment which provides a framework for behavior directed toward constructive human relationships.
(3/0/3) LEFEBVRE

270. Health Psychology
An introduction to the rapidly developing field of health psychology. Our thoughts, feelings, motives, and behaviors influence our physical health, and they are involved in the causes and maintenance of various potentially fatal diseases. This course explores how psychology contributes to an understanding of the genesis, treatment, maintenance, and prevention of a number of medical conditions, as well as implications for health care practice and policy.
(3/0/3) LEFEBVRE

280. Current Trends and Perspectives in Psychology
A review of the current research and theoretical basis for much of the research in psychology and behavioral neuroscience. Current areas of emphasis include moral development, social psychology, behavioral genetics, behavioral ecology, brain lateralization, and pain. From time to time, new topic areas may be introduced.
(3/0/3) STAFF

310. 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) REID

320. Personality
The development and identification of personality from an experimental/empirical standpoint.
(3/0/3) STAFF

330. Behavioral Neuroscience
An advanced study of the concepts and techniques of behavioral neuroscience.
(3/3/4) PITTMAN

340. Adult Development and Aging
A study of development (cognitive, emotional, and social, through adulthood and aging) and of relevant issues such as Alzheimer's disease and death.
(3/0/3) McANINCH

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

351. Psychopharmacology
A study of the actions of psychoactive drugs on the nervous system and behavior. The course has no specific prerequisites, but some prior acquaintance with basic neuroanatomy, neurophysiology, and behavioral techniques is suggested.
(3/0/3) PITTMAN

355. Industrial Psychology
A general course designed to acquaint students with the uses of psychology in industrial applications. Emphasis is 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

360. Advanced Quantitative Methods
An additional course in statistics or other quantitative methods applied to psychology. Prerequisites: Mathematics 140, Psychology 200.
(3/0/3) STAFF

370. Behavioral Medicine
Behavioral medicine refers to the integration of the behavioral sciences with the practice and science of medicine. Mental state and behavior have powerful influences on the etiology of disease, recovery from disease, and immune system function. This course identifies how behavioral interventions can be used in the treatment of illnesses that were previously viewed as strictly medical problems.
(3/0/3) LEFEBVRE

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

420. Clinical Psychology
A course teaching techniques of interviewing clients to diagnose problems, types of therapy, and their appropriateness for the various types of problems, the distinction between ineffective and effective therapeutic techniques, and the measurement of the effectiveness of an intervention. This course exposes students to the research, teaching, and clinical service roles performed by clinical psychologists.
(3/0/3) LEFEBVRE, McANINCH

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) McANINCH

448. Internship
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) LEFEBVRE
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 format requirements completes the experiment.
(0/6/2) 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 students.
(3/0/3) STAFF

Religion
WILLIAM W. MOUNT, JR., Department Chairman
A. K. ANDERSON, SHERRY E. FOHR, LARRY T. McGEHEE, TALMAGE B. SKINNER, JR.

Major Prerequisites:
Religion 200, 201 or 202, and 203.

Major Requirements:
Twenty-four semester hours in courses selected from groups II-V, including at least one course from each of these 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
An introduction to the major living religions found throughout the world, including Hinduism, Buddhism, Judaism, Christianity, and Islam.
(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) STAFF

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) STAFF

III. Theology and Ethics
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, an investigation of historical situations in which Christology, or the Christian concept of Christ, underwent reformulation.
(3/0/3) ANDERSON

323. Twentieth Century Theology: 1918-1965
Beginning with the events which preceded the aftermath of the First World War, a study of the key Western theological positions that emerged during the next half-century. Attention is given to different Christian responses to the Nazi regime, particular writers' viewpoints on the relationship between Christianity and culture, theology in the United States, and major shifts in Catholic thinking which helped lead to the Second Vatican Council.
(3/0/3) ANDERSON

324. Contemporary Theology: 1965-Present
An attempt to review the proliferation of theological schools of thought which have emerged in the past 40 years, focusing on black theology, feminist theology, the interaction between theology and science, the dialogue between Christianity and other religions, and liberation theology. The course also considers religious themes which are exhibited in major artistic works from this period.
(3/0/3) ANDERSON

325. Christian Ethics
A careful consideration of a variety of theological, philosophical, literary, and cinematic resources, providing a close analysis of the three central Christian virtues: faith, hope, and love.
(3/0/3) ANDERSON
326. History of Christian Theology: The Ecclesiastical/Political Relationship
Study of major theologians' lectures, from the early church up to the end of the 19th century, on the appropriate or recommended relationship between the Christian community and the governmental realm. The class includes a weekly analysis of major Supreme Court cases on church-state issues, and, through readings and discussion, a consideration of the nature and limits of patriotism.
(3/0/3) ANDERSON

327. The Writings of Soren Kierkegaard
An analysis of key texts by this 19th-century Danish author, as well as of related artistic works (e.g., Mozart's Don Giovanni). The course deals with topics such as the nature of love, fidelity, and commitment; various ways in which individuals seek satisfaction and happiness in their lives; and the identity and importance of Christ. Prerequisite: Introductory courses in religion and philosophy, or permission of instructor.
(3/0/3) ANDERSON

IV. Religious Traditions

340. Religion in America
Studies in the role played by the Judeo-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) McGEHEE

355. Religions of the Middle East
An introduction to 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) FOHR

356. Religions of Asia
A cultural analysis (continuing Religion 355) of major Asian religions focusing on Hinduism and Buddhism, but including also Jainism, Sikhism, and modern religious movements in Asia.
(3/0/3) FOHR

357. Buddhism
An examination of Buddhism in India, Sri Lanka, China, Japan, and Tibet, with attention to its historical, anthropological, sociopolitical, and philosophical development and to narratives which reflect the various Buddhist traditions.
(3/0/3) FOHR

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 restricted to students completing the major in Religion.
(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 N. HARLESTON, DAN B. MAULTSBY, GERALD T. THURMOND

Major Requirements:
Twenty-four semester hours as follows: Sociology 200, 210, 320, 330, and 340, plus three electives in the department. (With permission of the department chairman, students majoring in sociology may substitute Sociology 205 or Sociology 225 for Sociology 200.) It is strongly recommended that Sociology students fulfill their mathematics requirement by taking Mathematics 140.

Students 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 chairmen to plan for the related 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 racism, 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 of 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

300. Qualitative Research Methods/Ethnography
An introduction to nonquantitative methods in sociological research, including case studies, participant observation, and unstructured interviews. Students will apply these methods in their own study of a social scene.
(3/0/3) THURMOND

302. Environmental Sociology
An examination of the increasing impact of human beings on the natural world, focusing especially on how social and cultural factors affect our willingness or unwillingness to conserve and protect the natural world.
(3/0/3) THURMOND

305. The Sociological Wisdom of Martin Luther King, Jr.
A thorough examination of the life and writings of Martin Luther King, Jr., emphasizing the sociological implications of his message.
(3/0/3) GINOCCHIO

315. Sex, Gender and the Family
Examines the relationship between biological sex and gender roles in our society, and how changing gender roles are reflected in changes in the family.
(3/0/3) THURMOND

320. Social Psychology
An examination of the relationship of the individual to groups and society, focusing on nonexperimental studies in natural settings.
(3/0/3) THURMOND

330. Social Research
An introduction to the methods and techniques of collecting and analyzing social data.
(3/0/3) THURMOND

340. 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 19th and 20th centuries.
(3/0/3) GINOCCHIO

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 2000-01 and/or 2001-02 academic years.

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Senior Vice President, Georgia Pacific Corporation
Atlanta, Georgia

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Minister, Christ United Methodist Church
Memphis, Tennessee

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Secretary 2000-
Attorney, Hearn, Brittain & Martin, P.A.
Myrtle Beach, South Carolina

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Pawleys Island, South Carolina

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MILTON KIMPSON
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Columbia, South Carolina

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Chairman 1998-
President and Chief Operating Officer (Retired), Sonoco Products Company
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Bishop (Retired), Mississippi Conference, United Methodist Church
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Senior Vice President (Retired), TW Services, Inc.
Fountain Inn, South Carolina

J. E. REEVES, JR.
President, The Reeves Foundation
Summit, New Jersey

JEROME J. RICHARDSON ’59
Founder and Owner, Carolina Panthers
Charlotte, North Carolina
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 National Alumni Council and the Alumni Executive Council. The first is composed of approximately 150 alumni appointed for three-year terms. They meet once a year. The second group, the Alumni Executive Council, is composed of about fifteen members appointed to three-year terms. They meet twice a year.

Members of the Alumni Executive Council for 2001 are identified below. End dates for individual terms of service are noted in parentheses following the members' names.

In addition to the elected members of the Alumni Executive Council, 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, the Associate Director of Admissions, 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 COUNCIL

   National Chair, Annual Fund
   Solicitor, Thirteenth Judicial Court of South Carolina
   Greenville, South Carolina

Rebecca Anne Brestler '83 (2002)
   Deputy Director, American Trucking Association Foundation
   Atlanta, Georgia

   Retired Senior District Sales Manager, Bristol Myers Squibb
   Chapel Hill, North Carolina

Gary L. Burgess Sr. '79 (2002)
   Principal, Pendleton High School
   Anderson, South Carolina

E. Dixon Crenshaw '69 (2001)
   Vice President, Smith Barney Shearson, Inc.
   Spartanburg, 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 2000-01 are listed below.

**CHAIRPERSONS, 2001-2002**

Mr. and Mrs. Chris Williams
Inman, South Carolina

**CLASS of 2002**

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Rocky Mount, North Carolina

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Mr. and Mrs. James Linn
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Mr. and Mrs. John David Wansley
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Mr. and Mrs. William Michael Foster
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Mr. and Mrs. Michael Parades
Charleston, South Carolina

Mr. and Mrs. Benjamin T. Rook
Greenville, South Carolina
The Administration,
September 1, 2001

Office of the President  DuPré Administration Building
Benjamin B. Dunlap, B.A., B.A., M.A., Ph.D., President
Joel M. Lesesne, Jr., B.A., M.A., Ph.D., President, Emeritus
Dan B. Maultsby, A.B., Ph.D., Senior Vice President and Dean of the College
Daniel B. Morrison, Jr., B.A., M.Ed., Ph.D., Senior Vice President
Janice M. Poole, Assistant to the President

Academic Affairs  DuPré Administration Building
Dan B. Maultsby, A.B., Ph.D., Senior Vice President and Dean of the College
Annemarie Wiseman, Licentiat, D.M.L., Assistant Dean of the College and Director of Programs Abroad
Jerome R. Cogdell, B.S., M.Div., Assistant Dean of the College, Emeritus

Registration and Records  DuPré 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., Dean of the Library and Director of Academic Program Assessment
Frank J. Anderson, B.A., M.S. in L.S., Librarian, Emeritus
Timothy E. Brown, B.A., M.L.I.S, Cataloging Librarian
Merrie A. Davidson, B.A., M.L.S., Reference Librarian
Ithamar Hanif, B.S., M.L.S., Collection Development Librarian
Shelley H. Sperka, B.A., M.L.S., Director of Technical Services
R. Phillip Stone, B.A., M.A., Archivist
Ellen L. Tillett, B.A., M.L.S., M.A., Director of Public Services

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
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Mark D. Line, B.S., M.A., Associate Dean of Students and Director of Volunteer Services
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Elizabeth D. Wallace, B.S., R.N., Assistant Dean of Students and Director of Health Services
Sharon M. Woods, B.A., M.Ed., Assistant Dean of Students and Director of Multicultural Affairs
James P. Hartell, B.A., M.A., Director of Student Activities and Greek Life
Merideith E. Lynch, B.A., M.Ed., Director of Summer Programs
Hunter P. Phillips, B.A., Director of the Bonner Scholars Program

Public Safety  Andrews Field House
Joe L. Greenlee, Jr., B.A., Director of Public Safety

Student Health Services  Black Infirmary
Elizabeth D. Wallace, B.S., R.N., Assistant Dean of Students and Director of Health Services
Robert A. Hornsby, M.D., College Physician
Melvin D. Medlock, M.D., College Physician
Eric D. Norton, M.D., College Physician
Mack C. Poole, M.D., College Physician
Ralph A. Tesseneer, M.D., College Physician
Gail C. Holt, R.N., College Nurse
Ruth Rainer, R.N., College Nurse

Business Management  Snyder House
Daniel B. Morrison, Jr., B.A., M.Ed., Ph.D., Senior Vice President
Charlotte P. Tinsley, B.A., M.Acc., C.P.A., Treasurer

Business Office  Snyder House
Mary C. Truesdale, B.A., C.P.A., Controller
P. Diane Fuller, Human Resources Specialist

Physical Plant  Hugh S. Black Hall
Thomas L. Rocks, B.S.E.E., Director of Physical Plant
Ed Y. Hall, B.A.A., M.Ed., S.Ed., Assistant Director of Physical Plant

Admissions  Hugh S. Black Hall
Brand R. Stille, B.A., Director of Admissions
B. Terrell Hall, B.A., M.Ed., Associate Director of Admissions and Director of the Alumni Admissions Program
Jennifer Brickhouse Page, B.A., Assistant Director of Admissions
Thomas M. Henson, B.A., M.Ed., Admissions Counselor
Gary J. Jennings, B.A., Admissions Counselor
Karla L. Otroszko, B.A., M.A., Admissions Counselor

Financial Aid  Hugh S. Black Hall
Donna D. Hawkins, B.A., Director of Financial Aid
Kay C. Walton, B.S., Assistant Director of Financial Aid
Susan M. Lancaster, Financial Aid Counselor

Development  Papadopoulos Building
David M. Beacham, B.A., Vice President for Development

Alumni Affairs and Parents Programs  Papadopoulos Building
Charles H. Gray, B.A., M.Ed., Director of Alumni and Parents Programs

Annual 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
J. Robert Couch, B.A., Major Gifts Officer
Lynda H. Bennett, Coordinator of Prospect Research
Margaret B. Morrison, B.S., Campaign Coordinator

Planning, Evaluating, and Marketing  Hugh S. Black Hall
Larry T. McGhee, B.A., B.D., M.A., Ph.D., Vice President for Planning and Marketing and Professor of Religion

Communications  Papadopoulos Building
Doyle W. Boggs, B.A., M.A., Ph.D., Executive Director of Communications
Laura H. Corbin, B.A., Associate Director of Communications
Patricia A. Smith, B.S., Assistant Director of Communications

Institutional Research, Evaluation, and Website  Hugh S. Black Hall
Boyce M. Lawton, III, B.S., M.S., Executive Director of Institutional Research and Evaluation and College Webmaster
J. Martin Elvington, B.S., Assistant Webmaster

Information Technology  F. W. Olin Building
David M. Whisnant, B.S., Ph.D., Vice President for Information Technology
Martin E. Aigner, B.A., M.A., Help Center Support Specialist
Joseph L. Brunet, B.S., M.A., Help Center Team Manager
Reba O. Epton, Coordinator of Administrative Software and Support
Terry A. Ferguson, B.A., M.A., Ph.D., Director of Instructional Technology Laboratory
Kim E. Henry, B.A., Help Center Support Specialist
James Watts Hudgens, B.A., M.S., Network Support and Training Specialist
Heather E. Mitchell, B.A., M.A., Telephone System and Campus Intranet Administrator
Chris H. Myers, B.A., Science Building Manager and Training Specialist
Scott T. Olivia, B.S., Help Center Support Specialist
Brian M. Rawlinson, B.S., Technology Operations Manager
James C. Sawyers, B.S., Help Center Support Specialist
J. Ron Wood, B.A., Network Administrator

Campus Ministry  Main Building
Talmage B. Skinner, Jr., B.A., M.Div., M.C.E., D. Min., Perkins-Prothro Chaplain and Professor of Religion

Campus Services and Intercollegiate Athletics  Richardson Physical Activities Building
David S. Wood, B.A., M.Ed., Ed.D., Vice President for Campus Services and Director of Intercollegiate Athletics

Intercollegiate Athletics  Richardson Physical Activities Building
Michael W. Ayers, B.A., M.A., Head Football Coach
John L. Blair, B.A., M.Ed., Head Men’s Soccer Coach
Joseph C. Bowman, B.S., M.S., Ed.D., Head Volleyball Coach
The Faculty, 1999-2000, 2000-01

(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)
Assistant Director of Careers Services and Associate Professor of Foreign Languages
B.A., M.A., Middlebury College; Ph.D., University of California, Los Angeles

Alva Kenneth Anderson (February 2000)
Assistant Professor of Religion
B.A., Wofford College; M.Div., Yale University

Katerina Andrews (2000)
Assistant Professor of Finance
B.S., American College of Greece; M.B.A., Delaware State University; Ph.D., Clemson University

Laura Helen Barbas Rhoden (2000)
Assistant Professor of Foreign Languages
B.A., University of Georgia; M.A., Ph.D., Tulane University

Charles Gibson Bass (1988)
Associate Professor of Chemistry
B.S., William Carey College; Ph.D., University of Tennessee

Ross Hawthorne Bayard (1961)/Retired May 2000
Professor of History
B.A., Washington and Lee University; M.A., Ph.D., University of South Carolina

Edward Carr Beeker (1999)
Major, United States Army
Assistant Professor of Military Science
A.B., Davidson College; M.A., University of North Carolina

Victor Bilanchone, Jr. (1972)/Retired May 2001
Professor of Music
B.A., M.M., D.M.A., University of Miami

Carol Rothrock Bleser (2000)/Spring Semester Only
Lewis P. Jones Visiting Professor of History
B.A., Converse College; M.A., Ph.D., Columbia University

Sara Nell Boggs (2000)/Fall Semester only
Lecturer in History
B.A., College of Saint Teresa; M.A., Columbia University

Peter Horner Brown (February 2000)/Through December 2000
Lecturer in Computer Science
B.A., Williams College; M.S., University of North Carolina

Glenn Alan Brunson (2000)
Lieutenant Colonel, United States Army
Professor of Military Science
B.A., Wofford College; M.A., Troy State University

John Moore Bullard (1961)/Retired May 2001
Albert C. Butler 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., Belmar Abbey College; M.A.T., Winthrop College; M.S., University of South Carolina; Ph.D., Clemson University

Melvin Bruce Cauthen (2000)/Through May 2001
Assistant Professor of History
B.A., College of Charleston; M.A., University of South Carolina; Ph.D., London School of Economics and Political Science

John Cleveland Cobb (February 1994)
Associate Professor of English
B.A., Wofford College; M.A., Ph.D., Rutgers University

Oakley Herman Coburn (1984)
Dean of the Library and Director of Academic Program Assessment
A.B., Transylvania University; M.A. in L.S., University of Kentucky

Caroline Allen Cunningham (1984)
Associate Professor of Foreign Languages and Faculty 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

Fred Anthony Dowden (1997)/Through June 2000
Lieutenant Colonel, United States Army
Professor of Military Science
B.A., M.A., McNeese State University

Benjamin Bernard Dunlap (1993)
President of the College and 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. Gosnell, Sr., Professor of Government
A.B., University of Georgia; Ph.D., University of Virginia

Terry Andrew Ferguson (1984)
Director of Instructional Technology Laboratory and Assistant Professor of Geology
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

Michael Curtis Freeman (2000)  
Major, United States Army  
Assistant Professor of Military Science  
B.A., Presbyterian College; M.A., Central Michigan University

Stephen M. Gedo (February 1999)/Through May 2000  
Lecturer in Psychology  
B.A., University of Minnesota; M.A., Loyola University of Chicago

Brian Leon Gencarelli (1999)  
Director of String Ensemble  
B.M., University of South Carolina; M.M., University of Georgia

Gerald Allen Ginocchio (1980)  
Associate Professor of Sociology  
B.S., University of Wisconsin; M.M., University of New Hampshire

Ellen Sue Goldey (1995)  
Associate Professor of Biology  
B.S., University of the South; M.S., Ph.D., Miami University

Karen Hope Goodchild (February 1999)  
Assistant Professor of Art  
B.A., University of Georgia; M.A., University of Virginia

Scott Allen Gravina (1999)/Through May 2000  
Instructor in Foreign Languages  
B.A., University of Vermont; M.A., Middlebury College

Tanya Green Greenlee (2000)/Spring Semester Only  
Lecturer in Accounting  
B.A., Wofford College; C.P.A.

Natalie Susette Grinnell (1997)  
Assistant Professor of English  
B.A., Tulane University; M.A., Ph.D., State University of New York at Buffalo

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 Haggard (1977)  
Professor of Mathematics  
B.A., Gustavus Adolphus College; Ph.D., Duke University

James Randal Hall (2000)  
Major, United States Army  
Assistant Professor of Military Science  
B.S., Wofford College

Cheryl Elizabeth Harleston (February 1991)  
Lecturer in Sociology  
B.S., Furman University; M.S., Clemson University

Kirk Neely Hedden (1999)/Fall Semester only  
Lecturer in Computer Science  
B.A., Wofford College; M.S., University of Tennessee

Jameica Byers Hill (1993)  
Associate Professor of Chemistry  
B.S., Wofford College; Ph.D., Clemson University

Angela Yvette Hines (1999)/Through May 2000  
Captain, United States Army  
Assistant Professor of Military Science  
B.A., Prairie View A & M College

Sally Anne Hitchmough (February 1996)  
Lecturer in English  
B.A., University of Sheffield; M.A., Ph.D., University of Southern California

James Watts Hudgens (2000)  
Lecturer in Computer Science  
B.A., University of Notre Dame; M.S., University of Tennessee

Robert Campbell Jeffrey (1999)  
Associate Professor of Government  
B.A., Indiana University; M.A., Ph.D., University of Dallas

Debora Ann Johnson-Ross (1998)/Through May 2001  
Instructor in International Studies  
B.A., Wofford College; M.S., Florida Institute of Technology; M.A., University of South Carolina

Orlando Alfredo Karam (1999)/Through May 2001  
Assistant Professor of Computer Science  
B.A., University of Yucatan; M.S., Ph.D., Tulane University

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)/Retired August 2000  
Associate Professor of History  
B.A., Wake Forest College; Ph.D., University of North Carolina
Assistant Professor of Mathematics
B.A., Guilford College; M.S., Ph.D., University of Tennessee

Kirsten Andrea Krick-Aigner (1997)
Assistant Professor of Foreign Languages
B.S.L.A., Georgetown University; M.A., Ph.D., University of California, Santa Barbara

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

Boyce Mendenhall Lawton, III (February 2000)/Through May 2001
Lecturer in Computer Science
B.S., University of South Carolina, M.S., University of Illinois at Urbana-Champaign

John Charles Lefebvre (1999)
Assistant Professor of Psychology
B.A., McGill University; M.A., Ph.D., Duke University

Joseph Daniel Lejeune (1986)
Associate Professor of Physics
B.S., University of Southwestern Louisiana; Ph.D., Texas A & M University

Catherine Nathalie Lerat (2000)/Fall Semester Only
Lecturer in Humanities
M.A., University of Paris-Nanterre; M.A., Indiana University

Joab Mauldin Lessner, Jr. (1964)/Retired June 2000
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 Chester Longley (2000)
Instructor and Technical Director in Theatre
B.A., Appalachian State University; M.F.A., University of Arkansas

Frank Michael Machovec (1988)
Associate Professor of Economics
B.S., Towson State University; M.A., University of Denver; Ph.D., New York University

Instructor in Physics
B.A., Wofford College; M.A.T., Converse College

James Perry Mahaffey (1991)/Retired May 2000
Professor of Education
B.A., Furman University; M.A., George Peabody College for Teachers; Ph.D., University of South Carolina

Nancy Bingham Mandlove (1994)
Professor of Foreign Languages
B.A., Hanover College; M.S., Emory University; Ph.D., University of New Mexico

Dan Baker Maultsby (1969)
Senior Vice President and Dean of the College
Associate Professor of Sociology
A.B., Wofford College; Ph.D., University of Tennessee

Cecile Burford McAninch (1999)
Assistant Professor of Psychology
B.A., University of Virginia; M.A., College of William & Mary; Ph.D., University of Kentucky

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

Alice Kay McMillan (1997)
Lecturer in Fine Arts
B.A., Furman University; M.F.A., East Tennessee State University

Stephen Andrew Michelman (1996)
Assistant Professor of Philosophy
A.B., Vassar College; B.A., Ph.D., State University of New York Stony Brook

David Randolph Mizelle (1999)/Through May 2000
Captain, United States Army
Assistant Professor of Military Science
B.A., Elon College

Ted Richard Monroe (1990)
Associate Professor of Mathematics
B.S., Gardner-Webb College; M.A., Wake Forest University; Ph.D., University of South Carolina

Associate Professor of Chemistry
B.S., Philadelphia College of Pharmacy and Science; M.S., St. Joseph’s College; Ph.D., University of North Carolina

Randall Matthew Mosley (1999)/Spring Semester only
Lecturer in Computer Science
B.S., Wofford College; Ph.D., Clemson University
Robert Eric Moss (1992)
Associate Professor of Biology
B.A., University of Pennsylvania; Ph.D., Harvard University

William Wilson Mount, Jr. (1977)
Peter B. Hendrix Professor of Religion
B.A., Northwestern University; M.A., Middlebury College; M.Div., M.A., Ph.D., Yale University

Daniel Wayne Olds (1963)/Retired August 2000
Director of Computer Center and Computer Services and Professor of Physics and Computer Science
A.B., Wabash College; Ph.D., Duke University

Drayton Smith Patterson (2000)/Fall Semester Only
Lecturer in Finance
B.A., Wofford College; M.B.A., The Wharton School of Business at University of Pennsylvania

Linda Powers (1978)
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)
Associate 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)/Through May 2000/Part-time Fall 2000
Assistant Professor of Finance
B.S., Belmont College; M.B.E., Middle Tennessee State University; Ph.D., University of Tennessee

Richard Long Robinson (1966)
Larry Hearn McCulla Professor of Mathematics
B.S., Wofford College; M.A., Ph.D., University of Tennessee

Anne Baltz Rodrick (2000)
Assistant Professor of History
B.A., Northwestern University; Ph.D., University of Texas, Austin

Erika Scavillo (February 1986)
Lecturer in Foreign Languages
Staatsexamen, University of Munich

Timothy John Schmitz (2000)
Assistant Professor of History
B.A., University of Illinois at Urbana-Champaign; M.A., Ph.D., Indiana University

Peter Louis Schmunk (1987)
Associate Professor of Art
B.Mus., University of Washington; M.Mus., Ph.D., Ohio University

Ashley Sherman (2000)/Spring Semester Only
Instructor in Philosophy
B.A., Wofford College; M.A., University of South Carolina

Donald Marcell Scott (1966)
Professor of Psychology
B.A., M.A., Ph.D., Florida State University

Professor of Psychology
A.B., The Citadel; M.S., University of South Carolina; Ph.D., University of Kentucky

John Lewis Seitz (1976)/Retired May 2001
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 and Assistant Faculty Marshal
B.S., Furman University; M.S., Ph.D., Vanderbilt University

Talmage Boyd Skinner, Jr. (1997)
Perkins-Prothro Chaplain and Professor of Religion
B.A., Wofford College; M.Div., M.C.E., Emory University; D.Min., Erskine Theological Seminary

Vice President for Technology and Special Programs and Professor of Chemistry
B.S., Wofford College; M.S., Ph.D., Clemson University

Matthew Arnold Stephenson (1970)/Retired May 2000
T. B. Stackhouse Professor of Economics
B.S., University of South Carolina; Ph.D., Tulane University
Cynthia Ann Suarez (1993)
   Associate Professor of Education
   B.A., M.A., University of Iowa; Ed.D., East Tennessee State University

Timothy David Terrell (2000)
   Assistant Professor of Economics
   B.S., M.A., Clemson University; Ph.D., Auburn University

Sándor Teszler (1996)/Deceased July 2000
   Adjunct Professor of Humanities
   Diploma, University of Chemnitz

Thomas Vernon Thoroughman (1966)/Retired May 2000
   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

Deon Pedro Trakas (1980)
   Professor of English and Director of the Writing Laboratory
   B.A., Eckerd College; M.A., University of Tulsa; Ph.D., University of South Carolina

Benjamin Franklin Varn, Jr. (1985)/Through May 2000
   Associate Professor of Computer Science
   B.A., The Citadel; M.S., Texas A & M University; Ph.D., University of Florida

Richard Mathias Wallace (1982)
   T. B. Stackhouse Professor of Economics
   A.B., Ph.D., University of South Carolina

Eugen Weber (1999)/Fall Semester Only
   Lewis F. Jones Visiting Professor of History
   B.A., M.A., M.Litt, Emmanuel College, Cambridge University

Daniel Wayne Welch (1978)
   Professor of Physics
   B.S., University of Southwestern Louisiana; M.S., Ph.D., Clemson University

   Instructor in Education
   B.A., M.Ed., University of South Carolina

David Melvin Whisnant (1983)
   Vice President for Information Technology and Dr. and Mrs. Larry
   Hearrn McCalla Professor of Chemistry and Faculty Marshal
   B.S., University of Illinois; Ph.D., University of Wisconsin

Susan May Wiley (1986)/Through May 2000
   Professor of Accounting
   B.A., M.B.A., University of Michigan; C.P.A., C.M.A.; D.B.A., University of Sarasota

Carol Brasington Wilson (1984)
   Assistant Professor of English
   B.A., Wofford College; M.A., Ph.D., University of South Carolina

   Assistant Dean of the College and 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

Jason Harold Womick (2000)/Through May 2001
   Lecturer in Computer Science
   B.A., B.S., Wofford College; M.Ed., University of South Carolina

Steven Bruce Zides (1999)
   Instructor in Physics
   B.A., Cornell University; M.S., M.S., University of Tennessee

Retired Faculty, 1999-2000, 2000-01

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

Charles David Barrett
   Peter B. Hendrix Professor of Religion, Emeritus
   A.B., Wofford College; B.D., Emory University; Ph.D., Drew University

Ross Hawthorne Bayard
   Professor of History, Emeritus
   B.A., Washington and Lee University; M.A., Ph.D., University of South Carolina

Curtis Porter Bell
   Professor of Mathematics, Emeritus
   B.S., Wofford College; M.A., Ph.D., University of Georgia

William Pinckney Cavin/Deceased October 2000
   John M. Reeves Professor of Chemistry, Emeritus
   A.B., Wofford College; A.M., Duke University; Ph.D., University of North Carolina

Joaquin Fernandez De Velasco
   Professor of Foreign Languages, Emeritus
   B.A., Havana Institute; M.A., Middlebury College; Ph.D., University of Havana

Harry Donald Dobbs
   Professor of Biology, Emeritus
   A.B., M.S., Ph.D., Emory University
Edmund Henry
Professor of English, Emeritus
A.B., Syracuse University; Ph.D., University of Rochester

William Brooks Hubbard
Professor of Biology, Emeritus
B.S., Wofford College; M.Ed., University of North Carolina

Lewis Pinckney Jones
William R. Kenan, Jr., Professor of History, Emeritus
A.B., M.A., Wofford College; Ph.D., University of North Carolina

Joseph Howard Killian, Jr.
Associate Professor of History
B.A., Wake Forest University; Ph.D., University of North Carolina

Walter Raymond Leonard
William R. Kenan, Jr., Professor of Biology, Emeritus
A.B., Tufts College; A.M., Ph.D., Vanderbilt University

Joab Mauldin Lesesne, Jr.
President of the College and Professor of History, Emeritus
B.A., Erskine College; M.A., Ph.D., University of South Carolina

Clay Randolph Mahaffey
Instructor in Physics
B.A., Wofford College; M.A.T., Converse College

James Perry Mahaffey
Professor of Education, Emeritus
B.A., Furman University; M.A., George Peabody College of Teachers; Ph.D., University of South Carolina

Vincent Earl Miller
Professor of English, Emeritus
B.A., New York State College for Teachers; Ph.D., University of Minnesota

Daniel Wayne Olds
Professor of Physics and Computer Science, Emeritus
A.B., Wabash College; Ph.D., Duke University

William Alonzo Parker
Professor of Physics, Emeritus
A.B., Davidson College; M.A., Duke University

Ernest Gibbes Patton
Professor of Biology, Emeritus
B.A., Yale University; M.A., University of North Carolina; Ph.D., Duke University

John William Pilley
Professor of Psychology, Emeritus
B.A., Abilene Christian College; B.D., Princeton University; M.A., Stetson University; M.S., Ph.D., Memphis State University

David Hyde Prince
Professor of Education and Psychology, Emeritus
A.B., M.A., Wofford College; Ph.D., University of North Carolina

James Edward Seegars
Professor of Psychology, Emeritus
A.B., The Citadel; M.S., University of South Carolina; Ph.D., University of Kentucky

Bobby Gene Stephens
Professor of Chemistry, Emeritus
B.S., Wofford College, M.S., Ph.D., Clemson University

Matthew Arnold Stephenson
T. B. Stackhouse Professor of Economics, Emeritus
B.S., University of South Carolina; Ph.D., Tulane University

Thomas Vernon Thoroughman
Professor of History, Emeritus
B.A., M.A., Emory University; Ph.D., University of North Carolina
Degrees and Honors

Bachelor of Arts Degree

Robert Michael Albertson
Shanna Renee Alexander
Natalie Dawn Alford
Zackery Owen Atkins
Amie Elaine Audet
Brandon Baisden
Laura Jean Bensen
Jennifer Lynn Bijeau
John David Boone
Linneah Stella Bokler
Michelle Leigh Bracken
Travis LaDon Brinson
Ashley Mills Bolling
Charles Richard Bolling
Elizabeth Ryan Cameron
Amy Meritha Carpenter
Timothy Adam Carter
John Travis Casey
Lawrence Roland Cheeung, III
James Steven Clarke
Paula Ruth Clarkson
Charles Williams Clementson
Lauren Cooper Colker
Lori Ann Collins
Sarah Jones Cormier
John Daniel Cox
McKenna Louise Cox
Mary McFadden Craft
Latonya Denise Cunningham
Amy Louise Currie
David Lawrence Daniel
Bryan McKinney Davis
Donald Ray Davis, Jr.
Red Stuart Deaton
Lindsay Morgan Dukes
Donald Joseph Dunn, Jr.
Rebecca Nicole Eastwood
John Trevor Ellison
Charles Gordon Earley
Matthew Gregory Finis
Mary-Margaret Stuart Fitzgerald
John Hunter Floyd
Thomas Patrick Floyd
Britton Templeton Foy
Amanda Marie Franklin
Charles William Garner, II
Grechen Elizabeth Getty
Cardelle Michelle Gheno
Sonja Lea Glenn
Ashley Christian Goode
John Hamilton Gray
Jerry Curtis Guy, Jr.
Heath Hawkins Hanser
Erika Nicole Hander
Elizabeth Ann Mayhew Harris
Joshua Wesley Hayes
Wesley Thomas Hickman
Jacoq Chead Hodge
James Arthur Hollarion, IV
Amy Shetton Hooper
Julia Allison Hope
Jamie McGee Horton, III
Mary Margaret Johnson
Michael Brian Johnson
James LaVance Jones
Mary Margaret Jones
Jeremy Lyle Jones
Perry McSwain John, III
Lisa Gregory Justus
Gregory Markova Koch
Virginia Sloan Lawson
William Lincoln Lawton, V
Jayme Marie Lee
Anthony Johnston Leigh
Emily Anna Long
Travis McAfee Lockabill
Kelly Elizabeth Lorch
Joshua Martin Lover
Richard Brady Lovry
Sarah Elizabeth Lyles
Lacey Elizabeth Maddox
Elizabeth Louise Martin
Fritz Edward Mason
Joshua David Mason
Nakita Shanell Massey
Res Alderman Maynard, Jr.
Tatishali Beth McDougald
Charles Thomas McIntosh
Janet Carolyn McKirrick
Sarah Lindsey McKeene
Lawrence Robert Meadows
Charles Richard Melvin
Dannette Marie Mendini
Felicia Irene Meyers
Currie Joseph Miles, III
Marion Felder Moore, Jr.
Kevin Mitchell Mullinick
David Thomas Myers
Brian Martin Nash
Melanie Carol Nicholson
Janna Leigh O’Deil
Robert Matthew Olsen, Jr.
Karla Lynnette Oubre
Philip Lynwood Pace, Jr.
Amanda Jean Page
Dorethy Penn Page
James Moorman Parrish, Jr.
Catherine Leigh Patterson
Anna Nicole Perrin
James Woodrow Plunkett
Priya Shalini Prasad
Noel Christian Pretorius
Bentley Douglas Price
Eric Flint Purcell
Rebecca Lynn Raoulson
Kathryn Anne Rawlings
Jacqueline Rene Reitland
Robin Jennifer Rendell
Benjamin Mason Rentz
Bennie Hilton Reynolds, III
John Madison Reynolds, III
Margaret Elizabeth Richardson
Joshua Doyle Roberts
John David Roswell
Patrick Steven Sallee
Adam Baughman Scholtz
Kathy Lynn Seabolt
Frank Peter Seelos, IV
Christopher Michael Shealy
Kortney Shearin
Daniel Yarborough Shelton, III
Jennifer Marie Simpson
Jason King Sloan
Kimberly Lynn Smith
Margaret Huntley Smith
Lauren Susan Spivey
Marnakita Blair Sprague
Mary Dameron Stuart
Margaret Ashley Summer
Anna Catherine Sweatman
Scott Franklin Talley
Joshua Jerome Thompson

Bachelor of Science Degree

Amy Danielle Allen
Suzanna Elizabeth Anderson
Carroll Brooks Barnett, Jr.
Courtney Lynn Bealer
Dina Marie Bevis
Aaron Matthew Bliley
Heather Jane Bratt
Felicia Chiquita Brown
Louise Brenncke Buchholz
Michelle Lee Burke
James Darryl Campbell
Kelly Cogate Carron
Todd Gilbert Carroll
Eric Lynn Cole
Brian Scott Corbin
Sarah Jones Cormier
Farrow Elizabeth Counts
Marjorie Mann Craft
Travis Wayne Crotzer
Steven Lawrence Cruse
Matthew Alan Cunningham
Matthew Steele Daniels
Lyndall Williams Darstler
Amanda Nicole Davis
Cory Dorwin Davis
Yeonghwa George Diacou
Matthew Ernest Drinkhauser
Lance Craig DuPre
Myilla Tomika Dunham
Charles Gordon Earley
Mary Amanda Floyd
James Monte Ford, Jr.
Bindi Bipin Gandhi
Elizabeth Young Gilbert
Keshia Trevaali Gordon
Stephen Allen Gray, II
Ashley Littlefield Grubbs
Erika Nicole Hardee
Lindsey Keel Harrell
Michelle Lynn Harris
Stanley James Harvell, II

Andrea Lynn Travis
Jason Matthew Turner
Frank Burton Ulmer
Scott Anthony Vanchoff
James Hayes Walsh
James McIntyre Ward
Elizabeth Kayla Waters
Jennifer Anne Weeks
Joe Michael Welch
Christopher Matthew Wells
Joseph Timothy Werner
Lindsey Drew Wheeler
Robert Whitley Wilkins
Edmond Beend Williams
Erin Michelle Williams
Larry Dwayne Windham, Jr.
Amy Annette Wood
Scott Thomas Yaniszkowski
Allison Rebecca Yarbrough
Charles Eric Young
Kathryn Amelia Young

Erika Nicole Henson
Cynthia Renee Hill
Timothy Ray Hilton
Zachary Phillip Hyleman
Roy Wayne Jacques, Jr.
Brandon Pitts Johnson
Jennifer Charlene Jones
Amanda Meredith Jopling
Susan Elizabeth Kelly
Robert Daniel Klopbergen
Mendith Ann Knox
Jeffrey John. Clayton Kotz
Sarah Jane Kuzaz
Mike Allen Lane
Hollis Lee Langston
James Brian Leopard
Shelly Marie Leek
Amy Aldret McCollum
Elizabeth Rabon McCue
Mary Eleanor McDaniel
Kristine Michelle McGraw
Benjamin Clayton McIntyre
Emily Irwin Metts
Angela Kaye Miller
Michael James Monroe, Jr.
Anita Dawn Moore
Kevin Lamar Morton
Molly Meriwether Morton
James Johnathan Nalls
Jaco Vanceny Neal
Gary Leander Nesmith
Michael Patrick O’Quinn
Voleree Louise Opala
Jeremy James Parrish
Church Carroll Powers
Priya Shalini Prasad
Samuel O’Keefe Ray
Jenisse Rekowsky
Mark Drusser Roberts
Amanda Lewis Schaekel
Frank Peter Seelos, IV
Honorary Degrees

Robert Earl Gregory, Jr. .................................................. Doctor of Laws
William Light Kinsey, Jr. .................................................. Doctor of Humane Letters
Elizabeth Johnston Patterson .............................................. Doctor of Laws

Honors in 1999 Graduating Class

Summa Cum Laude

Dorothy Penn Page
Jeremy James Parris
Frank Peter Sedsios, IV
Wenjie Sun
James Hayes Walsh
Jennifer Anne Weeks

Magna Cum Laude

Anna Nicole Perrin
Jeneane Rekowski
Mark Dozier Roberts
Margaret Ashley Sumner
Mary Brooke Sunderland
Andrea Lynn Travis
Frank Burton Ulmer
Allyson Cannon Varn
Sean Michael Welch
Lindsey Drew Wheeler
Erin Michele Williams
Harriet Patricia Willimon
Mark Patrick Wimberly
Sarah Jane Wolpe
Kathryn Amelia Young

Cum Laude

Charles Gordon Farley
John Warren Floyd
Ashley Littlefield Grubbs
Cynthia Renee Hill
Jason Chad Hodge
Lisa Gregory Justus
Gregory Martens Koch
Sarah Jane Kuszyk
Anthony Johnston Leigh
Joshua David Massen
Rex Alderman Maynard, Jr.
Amy Aldret McCollum
Tamahia Beth McGouagd
Janet Carolyn McKittrick

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Degrees and Honors Conferred 2000

Bachelor of Arts Degree

Lucy Batton Adams
Susan Marie Alexander
Richard Kerr Justin Alford
James David Andrews, V
Katherine Randolph Armas
Michael Joseph Anselmo
Jason Floyd Atkinson
Meghan Anne Audette
Randall Eugene Bailey, Jr.
Clay Dillon Barbee
Luis Martinez Black
Kevin Wayne Blocker
Deborah Sue Boyce
Patrick Strong Boyd, III
Warren Lentz Brewer
Martha Ann Browning
Travis Aaron Brightman
Frances Walker Brown
William Keefe Brumbach, III
Ann Dunson Bull
Daniel Seay Burbage
Caroline Peeler Burgess
Melisa Suzanne Byrd
Mitchell King Byrd, Jr.
Thomas Clifton Byrd
Shelley Diane Carter
Travis Monteaub Cash
Jennifer Anne Chapple
Walter Kerston Christian
Brian Gale Clark
Mariana Edward Cobb
Jesse Ryan Cowden
Brooke McCall Crenshaw
David Blake Crum
Megan Sara Cullinan
Ben Lamont Daie
Melissa Ramona Daniels
Rashanne DeChar DeLoach
Meredith Paige Denton
Sarah Katharine Dunlap
Casey James Dunlap
Andrea Gale Farmer
Joshua Bradley Farmer
William Scott Farrell
Jonathan Blanton Flack
Virginia C. Gibson Fowler
Lindsay Alexandra Freeman
Heather Leigh Gallagher
Lynda Elaine Garcia
Jonathan Walter Garner
Charles Michael Garvy, IV
Christopher DeLo Rea
Robert Singleton Gibb
Elliot Wright Goldsmith
Blair Goodrich
Jennifer Erin Goodwin
Walter Lafayettie Gray
Vandala E. Gray
Logan Rogers Green
Royce Allam Green, IV
Brannon Todd Greene

Robert Dewar Greer
Brang Dalston Grubbs
Amy Beth Guzzo
Kristian Peter Guzmer
Jill Hagerman
Ricardo Jay Hagedoed, Jr.
Raymond McClintock Hammond
Samuel Harrelson
Oscar Godwin Hasekold
Krisen Ann Hite
Anthony Dyer Hoefer, Jr.
Ryan Vassy Holler
Don McVay Howie
Shelby Lynn Fransin
Kathryn Lea Hummers
Kelly Anne Hutchison
Catherine Leigh Hyman
Anna Christine Johnson
Jamie Cobb Johnson
Lee Jeffrey Johnson
Charlote Elizabeth Jones
Christopher Brodie Jones
Raphael Middletetn MacDowson Jones
Tashaka Marie Jones
Nathan Wayne Kind
Penny Koger
Merdeith Jean Kosick
Amanda Celeste Kunz
Ralph Montague Lafitte, III
Shelley Elizabeth Lane
Melissa Deborah Langhans
Stephen Lambom Lindsay
Mary Elizabeth Martin
Matthew Jon Martin
Ashley Charles McGhee
Rogan Amanda McKenzie
Angela Jane Miller
Kathleen Evelyn Mohr
Matthew McCracken Moore
Jeffrey Paul Morton
John Eldridge Morton
Matthew David Moxley
Royce Parker Mullins
Scott Jackson Neely
Margarid Marrow Newell
Gregory Scott Norris
Rachel Denise NorthCoombes
Lewis Tune Nunavou, IV
Remson Beaughton Parrish
Ray Anthony Pea
Mark Andrew Peper
James Dougion Nance Pickens
Emily Elizabeth Pittman
Rose Buchanan Plyler
William Milues Ponder, IV
Laurie Louise Porter
Maryanne Evans Potter
Aaron Christopher Price
Brooke Byars Prince
Kimberly Anne Prince
James Thomas Ranko, Jr.

Nancy Gall Ramsbottom
Colby Grice Rankin
William Dempster Fitzgerald Rheum
Gregory Michael Rhoads
Themis Elaine Ross
Launce Anne Rose
Snehal Surendra Ruparelia
Kylie Burke Russell
Timothy Richard Ryan
David Neudman Sanders
Joel Ryan Shallenberger
Anne Porcher Simpson
Cason McLaurn Sowell
John Lumpkin Sozzi
William Woford Stacy
Asa Whitefield Stafford
Heather Kristen Suller
David Robert Swank
Russell Gronville Swift
Robbie Rivers Swafford
Bradley Steven Talbert
John Athen Tesneerer

Bachelor of Science Degree

Henry Gradly Adkins, III
Sara Boyd Arnette
Dempis Sharon Babish
Valerie Suzanne Bradley
John Adam Brannen
Meredith McKay Brockden
Erica Lynn Brown
Kelan James Brown
Ward Albert Burgess
Amber Patricia Cagle
Robin English Chapman
Mark William Cornelius
Jessica Monath Dowdy
Dana Margaret Duncan
Joseph Martin Elvington
Blythe Fitzgerald Parish
Andrea Gale Farmer
Joshua Bradley Farmer
Jane Ellen Ferguson
Flora Coker Gamble
Darrick Donnell Gibbs
Nicholas Gilman
Shannai Keern Goos
Cameron Michael Groome
Matthew Kyle Hadden
Summer Kimberly Harndol
Kathie Leizah Henry
David Chapman Hicks
James Aaron Hipp
Kristen Ann Hill
Carla Horton Holmes
Willie George Hunter, Jr.
Asha Prisella Jeter
Amber Elizabeth Kelly
Adam Reynolds Lamkin
Willie Earl Landrum, II
Jackie Palmer Lawson
Rebekah Ruth Reynolds Leber
Alvin Lee Lewis, IV

Chandler Berry Todd
Katharine McLane Tompkins
Jonathan Gibson Tucker
Melissa Lynn Turpin
Eugene David Varurusdolll
Jeremy Paul Vigna
Starlee Lewis Walker
Margaret Logan Wallace
Whitlow Bettoner Wallace, III
Stefanie Lynn Weaver
Heather Kathleen Welch
Walter Joseph Wernier, Jr.
Lloyd Gray White
Mary Macaulay White
Matthew Lee Whittan
Jonathan Blanton Williams
Stewart Palmer Williams
David Lee Williford, II
Daniel Rand Wilson
Robert Stuart Wells
Thomas Edward Woods, II
Anastasia Diane Wright

Sara Ann Longfellow
Rogan Stuart Martin
Todd Shaffer McDonald
Paul Andrew McKee, III
Daniel Walter Miller, III
Adam Nicellee Morrison
David Patrick Morrison
Scotty McGlothlin Morrow
Katheryn Bowen Mullins
Emily Louise Offstead
Wythe Wyndham Owens, III
Michael Brock Page
Michael Jason Palmer
Laketha Deruy Patterson
Anna Shauly Quinn
John Dean Ridings
Stephanie May Robbins
Lindsay Leigh Roberts
Jason Darcy Riee
Jennifer Austen Ross
Snehal Surendra Ruparelia
Nathan Joseph Shores
Kevin Jacob Sill
Cassandra Lauren Smith
Destiny Donae Smith
Rebecca Dianne Strehleather
Joseph Michael Store, Jr.
Shawn Robert Streacker
Jenny Anne Sullivan
Thomas Leon Tinch
Chandler Wright Todd
Joshua Erik Tomlinson
Alison Noodle Ulrich
Lauren Elizabeth Waddell
Sarah Beth Wegner
Stefanie Lynee Weinman
Kendall Dean Wells
Joseph Alvin Wilson, IV
Anastasia Diane Wright
Honorary Degrees

Ernest Adolphus Finney, Jr. .................................................. Doctor of Laws
Harris Llewellyn Wofford, Jr. .................................................. Doctor of Laws

Honors in 2000 Graduating Class

Summa Cum Laude

Henry Grady Adkins, III
Susan Marie Alexander
Katherine Randolph Annas
Meghan Anne Audette
William Keefer Brunobch, III
Amber Patricia Cagle
Andrea Gale Farmer
Joshua Bradley Farmer
Kristen Peter Guimner

Magna Cum Laude

John Adam Brannon
Kelley James Brown
Shellie Diane Carter
Robyn English Chapman
Mark William Cornelius
Meredith Paige Denton
Lindsey Alexandra Freeman
Heather Leigh Gallagher
Matthew Kyle Hadden
Jill Hagerman
Samuel Benjamin Harrelson
Kelley Louise Henry
Kristen Ann Hite
Anthony Dyer Hoofer, Jr.
Ryan Vassy Holler
Catherine Leigh Hymen

Cum Laude

Sara Byrd Arnette
Jason Floyd Atkinson
Deepali Sharon Bahadur
Kevin Wayne Blocker
Martha Ann Brewington
Daniel Sexy Burbage
Mitchell King Byrd, Jr.
Marion Edward Cobb
Diane Margaret Duncan
Joseph Martin Elvington
Casey Taylor Eufild
Jane Ellen Ferguson
Blair Goodrich
Logan Rogers Green
Brannon Todd Greene
Cameron Michelle Grooms
Summer Kimberly Harrell
James Aaron Hipp
Anna Christine Johnson

Sara Ann Longfellow
Scott Jackson Neely
Wythe Wyndham Owens, III
Ross Buchanan Payler
Maryanne Evans Porter
Anna Shely Quinn
Nathan Joseph Shores
Chandler Berry Todd
Alison Noodle Ulrich

Lee Jeffrey Johnson
Amanda Celeste Kunz
Alvin Lee Lewis, IV
Mary Elizabeth Martin
Angela Jae Miller
Daniel Walter Miller, III
David Patrick Morrison
Michael Jason Palmer
William Milton Pender, IV
Aaron Christopher Price
Stephanie May Robbins
William Wofford Stacey
Stefanie Lynn Weissman
Heather Kathleen Welch
Jonathan Blanton Williams

Charlette Elizabeth Jones
Matthew Jon Martin
Ashley Charles McGee
Ragan Amanda McKenzie
Kathleen Evelyn Mohr
Rachel Denise NorthCoombs
Emily Louise Osmstead
Rensel Hautknight Parrish
LaKeitha Denay Patterson
Brooke Byars Prince
Kimberly Ann Prince
Snehal Surendra Ruparelia
Cassandria Lauren Smith
Rebecca Diane Stilclauft
Joseph Michael Stone, Jr.
Shawn Robert Streucker
Jenny Anne Sullivan
Robbie Bivins Swofford
Whitlow Bittersweet Wallace, III

Algernon Sydney Sullivan Awards

Scott J. Neely
Joab M. Lesesne, Jr.

Mary Mildred Sullivan

Lanea A. Rouse
Ruth O. Lesesne

Class of 2000

B.A. Graduates 166
B.S. Graduates 78

Total Graduates 244
### Student Body Statistics

#### Students Entering September 1999

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Transfer Students</th>
</tr>
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<tbody>
<tr>
<td>(Day 10, Resident 297)</td>
<td>307</td>
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<tr>
<td>(Day 4, Resident 11)</td>
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</tr>
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</table>

#### Former Students

| Special/Non-Credit Students | 8 |
| (Day 16, Resident 0) | 16 |
| Total | 346 |

#### Geographical Distribution of Student Body 1999-2000

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
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<tr>
<td>Louisiana</td>
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<td>Maryland</td>
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<td>Minnesota</td>
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<td>Mississippi</td>
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<tr>
<td>Missouri</td>
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<tr>
<td>Nevada</td>
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<td>New Hampshire</td>
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<td>New Jersey</td>
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<td>New York</td>
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<td>North Carolina</td>
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<tr>
<td>West Virginia</td>
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<tr>
<td>Total U.S.</td>
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<tr>
<td>Total Enrollment</td>
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</tbody>
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#### Students Entering September 2000

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Transfer Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Day 15, Resident 295)</td>
<td>308</td>
</tr>
<tr>
<td>(Day 3, Resident 14)</td>
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</tbody>
</table>

#### Former Students

| Special/Non-Credit Students | 4 |
| (Day 23, Resident 0) | 23 |
| Total | 352 |

#### Geographical Distribution of Student Body 2000-2001

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>9</td>
</tr>
<tr>
<td>Arizona</td>
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<tr>
<td>California</td>
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<td>Colorado</td>
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<td>Florida</td>
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<td>Kansas</td>
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<td>Mississippi</td>
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<td>Montana</td>
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<td>New Jersey</td>
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<td>New York</td>
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<tr>
<td>North Carolina</td>
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<td>Oklahoma</td>
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<tr>
<td>Pennsylvania</td>
<td>6</td>
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<tr>
<td>South Carolina</td>
<td>753</td>
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<td>Tennessee</td>
<td>18</td>
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<tr>
<td>Texas</td>
<td>15</td>
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<tr>
<td>Virginia</td>
<td>3</td>
</tr>
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<td>Washington</td>
<td>1</td>
</tr>
<tr>
<td>West Virginia</td>
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</tr>
<tr>
<td>Total U.S.</td>
<td>1094</td>
</tr>
<tr>
<td>Total Enrollment</td>
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</tbody>
</table>

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