2005

Wofford College Catalogue, 2005-07

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2005 — 2007 Catalogue
September 2005

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artwork from the Wofford Campus Series by Scott Cunningham

WOFFORD COLLEGE


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 Admission
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 Requests.........................The Senior Vice President for Development
and College Relations
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: www.wofford.edu

Parents, students, alumni, and friends are cordially invited to visit the campus,
and for information and assistance may inquire at the Admission Office in
Hugh S. Black Hall, or at the Neofytos D. Papadopoulos Building, the
Franklin W. Olin Building, or the DuPrc 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, 2005.

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 learn­
ing, 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 avail­
able upon request to the Registrar.

It is the policy of Wofford College to provide equal opportunities and reason­
able accommodation to all persons regardless of race, color, creed, religion,
sex, age, national origin, disability, veteran status, or other legally protected
status in accordance with applicable federal and state laws.
Academic Calendar for 2005-2006

Fall Semester 2005

September
1-2 Thursday-Friday — Pre-session faculty workshop
1-4 Thursday-Sunday — Orientation for new students
5 Monday — Classes begin on regular schedule
9 Friday — Last day for adding and dropping courses
28-30 Wednesday-Friday — Registration for Interim travel projects

October
21 Friday — First grading period ends
24 Monday — Mid-semester grades due
24-27 Monday-Thursday — Registration for all 2006 Interim projects
28 Friday — Fall Academic Holiday

November
8-11 Tuesday-Friday — Registration for spring semester for upperclassmen
11 Friday — Last day for dropping courses with passing grade
15-18 Tuesday-Friday — Registration for spring semester for freshmen
22 Tuesday — Thanksgiving holidays begin at 5:30 p.m.
28 Monday — Classes resume
29 Tuesday — Mandatory first Interim class — 11:00 a.m.

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

Interim 2006

January
2 Monday — Residence halls open
3 Tuesday — Interim begins
27 Friday — Interim ends

Spring Semester 2006

January
29 Sunday — Check-in for new resident students
30 Monday — Classes begin on regular schedule

February
3 Friday — Last day for adding and dropping courses
6 Monday — Interim grades due

March
6 Monday — Summer session registration opens
17 Friday — First grading period ends
20 Monday — Mid-semester grades due
31 Friday — Spring holidays begin at 5:30 p.m.

April
10 Monday — Classes resume
14 Friday — Last day for dropping courses with passing grade
25-28 Tuesday-Friday — Registration for fall semester

Summer Session 2006

June
5 Monday — First term begins

July
7 Friday — First term ends
10 Monday — Second term begins

August
11 Friday — Second term ends

Academic Calendar for 2006-2007

Fall Semester 2006

August
31 Thursday — Pre-session faculty workshop
31 Thursday — Orientation for new students

September
1 Friday — Pre-session faculty workshop
1-3 Friday-Sunday — Orientation for new students
4 Monday — Classes begin on regular schedule
8 Friday — Last day for adding and dropping courses
27-29 Wednesday-Friday — Registration for Interim travel projects

October
10 Friday — Fall Academic Holiday
20 Friday — First grading period ends
23 Monday — Mid-semester grades due
23-27 Monday-Friday — Registration for all 2007 Interim projects

November
7-10 Tuesday-Friday — Registration for spring semester for upperclassmen
10 Friday — Last day for dropping courses with passing grade
14-17 Tuesday-Friday — Registration for spring semester for freshmen
21 Tuesday — Thanksgiving holidays begin at 5:30 p.m.
27 Monday — Classes resume
28 Tuesday — Mandatory first Interim class — 11:00 a.m.

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

May
5 Friday — Last day of spring semester classes
8-12 Monday-Friday — Spring semester final examinations
13-14 Saturday-Sunday — Commencement activities
15 Monday — Final grades due
**Interim 2007**

January  
3 Wednesday — Residence halls open  
4 Thursday — Interim begins  
31 Wednesday — Interim ends  

**Spring Semester 2007**

February  
4 Sunday — Check-in for new resident students  
5 Monday — Classes begin on regular schedule  
9 Friday — Last day for adding and dropping courses  
12 Monday — Interim grades due  

March  
5 Monday — Summer session registration opens  
23 Friday — First grading period ends  
26 Monday — Mid-semester grades due  
TBA Spring holidays  

April  
13 Friday — Last day for dropping courses with passing grade  
24-27 Tuesday-Friday — Registration for fall semester  

May  
11 Friday — Last day of spring semester classes  
14-18 Monday-Friday — Spring semester final examinations  
19-20 Saturday-Sunday — Commencement activities  
21 Tuesday — Final grades due  

**Summer Session 2007**

June  
4 Monday — First term begins  

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

August  
10 Friday — Second term ends
Purpose of the College

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

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

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

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

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 liberating) 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 150 years later as one of a handful of pre-Civil War American colleges operating continuously and successfully on their original campuses. It has offered carefully selected students a respected academic program, tempered with concern for the individual. It has respected the virtues of continuity and heritage while responding 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 Ephram Clayton of Asheville, NC. 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 Mencel 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 Aeneid, and Xenophon’s Anabasis). 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 endowment 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 disparity 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 energetic slave Tobe 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;” “the most distinguished South Carolinian of his day.”

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 chartered 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 their 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. C. “Knotty” Rembert (class of 1884) and Henry Nelson Snyder. Perhaps it was the Wofford community’s determination to meet the standards for accreditation that later inspired 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 launched nearby Converse College, which combined liberal arts education for women with a nationally respected school of music. At Wofford, it no doubt seemed possible to dream bigger dreams.

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 Whiteford Smith Library (now the Daniel Butlaugh), 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.

Over the course of Snyder’s presidency, enrollment gradually climbed to more than 400 students. Women were successful members of the Classes of 1901-1904, but coeducation was then abandoned for many years. 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 DuPre. 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 “Philanthropic” 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 teams 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 to 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-fourth 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 un tarnished.

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 reach 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 title 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 “rated” 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 deserving 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, pruning 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. 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 would 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 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, Joel 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 million 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 $3.8 million; the comparable figure for Lesesne’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 finished the day truly poised to celebrate a series of its Sesquicentennial events in the years 2001-2006.
undergoing a major modernization and restoration for the new millennium. He surely would relate to the Wofford woman of the Class of 1991 who wrote, “It is through Wofford that I found myself. And it is through the memories of my time there that my joys are intensified and my miseries are lessened. The majestic white building that I know as ‘Old Main’ is the harbor for my soul, and whenever I need strength, I call upon those twin towers to give it to me.”

Standing beneath the high towers, Wightman would also perceive roots that have grown continuously deeper since the college’s beginning. Dr. William H. Williamson ’68 is dean of the chapel at Duke University and the father of two recent Wofford graduates. He explained it this way: “Education is not buildings, libraries, or faculty with big books. It’s people, the mystery of one person leading another as Virgil led Dante, as Athena led young Telemachus, to places never yet imagined, through thoughts impossible to think without a wise guide who has patience with the ignorance, and therefore the arrogance, of the young. Wofford and its faculty have a way of helping students believe in themselves — yet never to excess. I loved it all.”

And so, the words that Professor K.D. Coates wrote for the Wofford Centennial in 1954 still ring true today: “Somehow, in spite of all the complexities, the individual student still manages to come in contact with the individual teacher. And occasionally too, as in the old days, a student goes out and by words and deeds makes a professor remembered for good intentions, and a college respected for the quality of its workmanship.”

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.

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.

The library supports the research needs of the campus with comprehensive research assistance and instruction, as well as through a strong collection of books, periodicals, and AV materials.

There are more than 250,000 items in the collection, including books, bound journals, microform equivalents, and AV media. In special collections are some 10,000 volumes of scholarly material from the 16th through the 20th centuries.

The electronic resources available include a wide range of databases, more than 15,000 journals and 45,000 E-books — all of these available at all times through the campus network. The library's web page provides access to the full range of services: http://wwwwofford.edu/sandorteszlerlibrary.

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

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, the college's Writing Center, 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. Reference librarians routinely provide instruction in using the library's rich holdings.

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 success, 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 Wofford's concept of the purposes and reasons for a liberal arts education has seen little change.
The Honor Code

Because Wofford is committed to the moral as well as the intellectual growth of its students and staff, and because academic freedom and responsibility demand that members of the community embrace principles of good conduct, the college emphasizes personal integrity as its highest value. Dishonesty is especially destructive of the academic process. The Honor Code requires students to pledge honesty in their academic work and sets forth appropriate responses to those who violate that pledge. The Honor Code is published in the Student Handbook.

The Curriculum

The Wofford curriculum emphasizes traditional studies but calls also for experimental course offerings, 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, cultural perspectives, mathematics, and physical education. General education requirements are intended to promote breadth of knowledge, integration of disciplinary perspectives, and understanding of diverse cultures. Wofford's program seeks to develop skills and competencies for intellectual inquiry and personal growth.

Fields of Study

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, business, computer science, economics, English language and literature (including creative writing), finance, French, German, government, history, humanities, intercultural studies, intercultural studies for business, mathematics, philosophy, physics, psychology, religion, sociology, Spanish, or theatre.

Other programs in the curriculum allow students to focus their study, but in less depth than provided in a major. Minors can be completed in art history, business, computer science, economics, English, German studies, government, history, humanities, mathematics, philosophy, religion, and sociology. Programs of study are available in African/African American Studies, Computational Science, Gender Studies, Latin American and Caribbean Studies, Information Management, Nineteenth Century Studies and Teacher Education. The English major offers a concentration in creative writing; the biology and psychology majors offer a concentration in neuroscience; and the government major offers concentration in American politics, world politics and political thought.

Course work is available as well in Chinese, communication studies, geology, Greek, military science, music and physical education.

Pre-Professional Preparation

Many students attend Wofford in order to prepare themselves for professional careers. The curriculum provides sound pre-professional background for careers or post-graduate study in education, 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.

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 keystones 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.

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 U (Unsatisfactory) 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. 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.

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 world. 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.

Programs for Study Abroad
Wofford’s association with the Council on International Education Exchange (CIEE), the Institute for the International Education of Students (IES), the School for International Training (SIT), and others make 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 average 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.

When a student undertakes an approved study abroad program whose calendar precedes 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).

Further information about these programs is available in the Office of Programs Abroad or at wwwwofford.edu. This office also assists students in applying to participate in internship programs in Washington, DC, and New York, NY.

Success Initiative
The Wofford College Success Initiative is a scholarship-supported, projects-based, student-led learning community designed to complement the College’s liberal arts curriculum. It reinforces the core concepts of critical thinking, knowledge of self and others, communications, and creativity through its curriculum of leadership opportunities and individual and team projects. The Success Initiative provides a platform for students to gain experience and confidence in the liberal arts educational philosophy for solving twenty-first century problems. Participation in the Success Initiative does not carry academic credit.

Teacher Education Program
Wofford College offers a program to prepare graduates to teach in public or private secondary schools in South Carolina and the nation. The program leads to certification in grades 9-12 in biology, English, French, mathematics, social studies (economics, government, history, psychology and sociology), or Spanish. The Teacher Education Program at Wofford is accredited by the South Carolina Department of Education. Teacher candidates successfully completing the Teacher Education program at Wofford are recommended for certification in South Carolina. Licensure in South Carolina earns licensure in most other states through a program of reciprocity.

Army Reserve Officer Training Corps
Completion of the ROTC program at Wofford College earns graduating men and women commissions as second lieutenants in the United States Regular Army or the United States Army Reserve. The program prepares students for all branches of the Army, except for those requiring additional study on the graduate- or professional-school level. 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 Catalog 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 ten credit hours, all of which may be applied toward graduation.

The Advanced Program is offered for students who have successfully completed the ten credit hours in the Basic Program, who meet the academic and physical standards, and who are selected on the further basis of leadership potential. (Satisfactory completion of a 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 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 up to $400 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 (RFDP) as means for fulfilling the incurred obligation for military service. Under the RFDP 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 Upstate.

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.

**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, on a competitive basis, 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, geographic and religious 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 Admission Office for information and the application packet, which contains the necessary forms and instructions for both freshman and transfer applicants. These materials are also available on the admission page of the Wofford Web site at wwwwofford.edu/admission. The admission Web page also provides financial aid and scholarship information, “Fast Facts” about Wofford, a profile of the freshmen class and a virtual tour of the campus.

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 ($20 for on-line applicants) to the Admission 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 Admission 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 Admission 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 Admission 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. The SAT or ACT writing test will be required for students entering 2006.

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 Admission.

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 Admission Office before the student enrolls.

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### Admission Decisions

The table below indicates the application deadlines and the corresponding notification dates.

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

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

Students admitted for the fall semester may reserve space in the student body by submitting the required deposits on or before May 1. These deposits, which are non-refundable, 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 Admission Office.

### Early Decision

The early decision option allows applicants to know of their admission to Wofford early in the process. Notification is mailed to applicants for early decision on December 1. This option is recommended for students who know that Wofford is among their top choices. To apply for early decision, students must submit a completed application for admission and other required information by November 15. They should be sure to sign the early decision agreement on Part One of the application for admission. (This application is non-binding, and does not preclude students from applying to other colleges.) Applicants who wish to accept admission granted by the early decision must notify Wofford of their intention to enroll by paying a $300 non-refundable deposit ($200 for commuting students) prior to January 15 and withdrawing applications to other institutions. Students who are accepted by early decision, but who choose not to make a commitment by this date, will be reconsidered for admission in the regular pool and notified March 15.

Applicants for early decision who are interested in financial assistance through Wofford College may apply using the Wofford College Financial Aid Estimator. This form is available at wwwwofford.edu/admission/to all students who indicate an interest in applying for early decision. 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, Admission 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, several times each year the college hosts campus visitation programs for high school juniors and seniors.

Interested students and parents should contact the Admission Office for further information about these and other opportunities for visiting the campus. The office is located in Hugh S. Black Building. The telephone number is (864) 597-4130, and the FAX number is (864) 597-4147. The Internet e-mail address is admission@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:

<table>
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<tr>
<th>Subject</th>
<th>Years</th>
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<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3 years (minimum in one language)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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 Admission carefully reviews such applicants and may grant admission upon evidence of superior ability and maturity. An interview with an Admission staff member 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 institution 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 Admission that admission might be warranted.

Transcripts of prior college work will be evaluated on a course-by-course basis 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. Grade-point averages are not transferred to Wofford from institutions previously attended; only hours are transferred. 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, on-line through the Internet or 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 at least thirty days prior to the date the student wishes to re-enter. The Registrar will consult with the Director of Admission and/or the Committee on Admission 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).

**Recognition of Credits and Exemptions**

Wofford recognizes credits and exemptions from a variety of programs (listed below). No more than thirty semester hours of credit may be awarded through any one program or combination of programs.

**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 Admission.

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.

**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.

**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 Exams; 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.

**Military Experience/Defense Activity for Non-Traditional Education Support (DANTE)**

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

**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 counseling in general, people who are interested in these educational possibilities are urged to confer with the Director of Admission and the Registrar and to submit their credentials for evaluation.
Sandor Teszler Library, 1969
Wofford College staff members work to provide opportunities and guidance for students to develop a community in which they grow mentally, spiritually, socially, emotionally, intellectually and physically. The program is intended to enable students to become persons who will make a positive difference in the communities in which they will live.

The Deans and the Registrar exercise general supervision over the student services programs. Services are available through: Student Affairs, Financial Aid, Residence Life, Health Services, the Chaplain, and Career Services and Placement. All of these are intended to help meet the needs and develop the capacities of students.

Orientation

Wofford conducts programs of orientation for freshmen and transfer students 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. All new students are required to participate in orientation activities 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 and Associate 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 expected to specify the academic department or program in which they intend to major. When that step is taken, the department Chair 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 licensure in secondary-school teaching; and for study abroad. Advisors and students in these programs work together to outline 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 organizes upperclassmen who serve as tutors to fellow students who may need help with their studies. The peer-tutors are selected by the faculty and paid by the college.

The Office of the Chaplain

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

Counseling Services

Licensed, professional counselors are available to assist students in overcoming personal, emotional, and psychological difficulties. Educational workshops about mental health and wellness programs are available to the Wofford community. Health Services also offers a counseling network for students. This network is composed of Spartanburg community counselors who have agreed to see students on referral.

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 develop-
Health Services

Medical 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 a medical clinic staffed Monday through Friday from 8 a.m. to 5 p.m. by a licensed health-care provider, with college physicians on call. Students may be referred by the campus clinic to the office of college physicians in Spartanburg.

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.

Disability Services
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 or online at www.wofford.edu/studentlife.

Financial Aid Services
Financial aid services are available in the Financial Aid Office (see Catalogue chapter on Finances). In addition, the Chairs 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 seven residence halls accommodating more than ninety 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 Dean of Students, upon application, to students who are in active military service or who are veterans of two years of military service, students who are regularly employed thirty-five hours or more each week and whose schedules would make living in the residence halls 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. Resident students 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, members of the residence life staff, 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 encourage the recognition that residents must be responsible for maintaining such an atmosphere. Residence life staff members also are alert to the needs of students who have academic or other personal concerns.

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 Honor Code and 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**

An 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 appreciation of many faiths and a free exchange of ideas.

Religious life activities under the direction of the Chaplain include regular services of worship and weekly celebrations of Holy Communion. In addition, denominational and other religious groups have regular meetings and periodic lectures and forums. Convocations dealing with issues of religion, spirituality and ethics are made available to the campus community.

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

**Student Activities**

Wofford maintains diverse student activities which complement and support the academic program in achieving the college's purpose. The student activities program is coordinated by the Wofford Activities Council and the Director of Student Activities and Greek Life. The Student Affairs Committee, composed of faculty and students, is responsible for the recognition and regulation of student organizations. More information about student activities may be found in the Student Handbook or on the college website.

**Wofford College Service Learning**

Because one of the goals of the Wofford experience is to lead students to prepare for lives of service to their communities and to people generally, the college creates and maintains opportunities for students to serve in a number of Spartanburg social agencies that provide assistance to people in need. The Service Learning Center, which is dedicated to fostering an environment where students, staff and faculty have an opportunity to be involved in outreach on campus and in the Spartanburg community, makes available a number of service programs. Three such programs are Twin Towers, Bonner Scholars, and Community Service Learning. In addition to these programs, a number of student organizations involve their members in community service. Alpha Phi Omega, for example, exists to render service, and social fraternities, sororities, and clubs regularly sponsor service activities. The Service Learning Center encourages and offers opportunities for students to reflect and address social change issues related to their service.

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

**Bonner Scholars:** This service and leadership development program provides scholarships each year to approximately sixty Wofford students known as Bonner Scholars. The scholars, selected by the college when they enter as freshmen, perform ten hours of community service each week during each academic year and 280 hours of service during each of two summers during their undergraduate careers. The Bonner Scholars program is a joint venture of Wofford College and the Corella and Bertram F. Bonner Foundation, Princeton, New Jersey.

**Community Service Learning:** Students who qualify for federal Work-Study can receive pay for working in certain social service agencies in Spartanburg. The program is coordinated by the Director of Financial Aid.

**Organizations**

Students learn the arts of leading and governing through participation in a broad number and variety of organizations. All students are member of the Campus Union. This 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  
The Fun Fund Committee  
Wofford Activities Council  
Honor Council  
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-Dental Society  
Pre-Ministerial Society  
Psychology Kingdom  
Scabbard and Blade (military science)  
Sigma Delta Pi (Spanish)  
Sigma Tau Delta (English)  
Society of Physics Students  
Undergraduate Association for Supervision and Curriculum

**Performing Arts**
Concert/Pep Band  
Goldtrones  
Gospel Choir  
Men's Glee Club

**Religious Organizations**
Amnesty International  
Baptist Collegiate Ministry  
Campus Outreach  
Canterbury Club (Episcopalian)  
Fellowship of Christian Athletes  
Newman Club (Catholic)  
Preministerial Society  
Presbyterian Student Association  
Souljah's for Christ  
Wesley Fellowship (Methodist)

**Service Organizations**
Alpha Phi Omega Service Fraternity  
Campus Civitans  
Lions Club International  
MICAH 6  
Rotaract  
Twin Towers

**Interest Groups**
Art in Action  
Association of Multicultural Students (AMS)  
Cheerleaders  
College Bowl team  
College Democrats  
College Republicans  
Debate Team  
Environmental Conservation Organization  
Mock Trial  
South Asian Student Organization  
Spontaneous Nudity  
Student Coalition for the Arts at Wofford  
Ultimate Frisbee  
Wofford Ambassadors  
Wofford College Libertarians  
Wofford Outdoors  
Wofford Recycling

Show Choir  
String Ensemble  
United Voices of Victory  
Wofford Singers  
Wofford Theatre Workshop  
Women's Choir
Social Fraternities and Sororities

The social fraternities for men at Wofford are:

- Kappa Alpha
- Kappa Alpha Psi
- Kappa Sigma
- Omega Psi Phi

The social sororities for women at Wofford are:

- Alpha Kappa Alpha
- Delta Delta Delta
- Delta Sigma Theta

The Wofford College Interfraternity Council, made up of representatives of the member groups, is the governing body on campus for six of the fraternities. Omega Psi Phi, Kappa Alpha Psi, Alpha Kappa Alpha and Delta Sigma Theta are members of the National Panhellenic Conference. The Wofford College Panhellenic Council is made up of representatives of the member groups.

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 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, riflery, soccer, and tennis; and women's teams in basketball, cross country, golf, indoor track, outdoor track, riflery, soccer, tennis, and volleyball.

Wofford's program of intramural sports provides for the organization and participation of intramural teams in various sports, including touch football, basketball, 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
- Chemistry: Coleman B. Waller Award
- Computer Science Award
- Economics: Matthew A. Stephenson Award
- English: L. Harris Chewning, Jr. 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. Nesbitt Award
- Sociology Award
- Spanish: John L. Salmon Award
- Theatre: James R. Gross 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 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 Prize: Given for outstanding achievement in the writing of poetry.

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

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

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

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

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

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

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

The William James McLeod Award: A silver bowl and an honorarium presented annually to a graduating senior whose leadership contributions at Wofford College best typify the ideals exemplified by the life of William James McLeod, who was a merchant and farmer of 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 May S. Rivers Award: Presented annually to the member of the senior class who most exemplifies traits of integrity, virtue, gentleness, and character. This award is supported by an endowment fund given by Colonel (Ret.) R. Stafford Rivers, of Columbia, South Carolina, in memory of his parents.

The Currie B. Spivey Award: Given 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.

Heart of a Terrier Awards: Made to a select group of seniors in recognition of excellence in leadership and contributions to the college.

The Benjamin Wofford Prize: Usually awarded every other year to a book-length work of fiction, non-fiction, or poetry.
Finances

Carlisle Residence Hall, 1991
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 gate of more than $7,734 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 2003-2004 fee payment was set as follows:

<table>
<thead>
<tr>
<th></th>
<th>Payment Period 1</th>
<th>Payment Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident student</td>
<td>$17,030</td>
<td>$13,905</td>
</tr>
<tr>
<td>Commuting student</td>
<td>$13,280</td>
<td>$10,850</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Summer fees are shown in the summer session publication or on the college website at www.wofford.edu/registrar.

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. 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 any apparatus or materials broken or damaged.

Reservation Deposits

Both resident and commuting students are required to pay non-refundable deposits to reserve their places in the student body for the next year. The amount of required deposit is $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 semester by the announced due date. No student may pre-register for fall semester courses unless the deposit has been paid. In the case of resident students,
room assignments for the fall semester will not be made before the deposits are paid. Because campus housing space is in demand, there are no guarantees that rooms will be available for those who do not pay the deposit by the due date.

Financial Assistance

Wofford College helps many students with their educational expenses through its financial aid program, which is supported by federal and state funds, by gifts from friends, and by the college's own resources. The aid programs, policies, and procedures are described in detail in a Financial Aid Handbook available from the Admission 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. For summer terms, loans and part-time employment are usually available. While Federal Pell Grants may be used during the summer, 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 Undergraduate Students—or from funds controlled by Wofford's Director of Financial Aid, a student must not owe a refund on federal grants received, must not be in default on a loan from a student loan fund, and must maintain satisfactory progress in his or her course of study.

For the federal aid programs, 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 in the chapter on Academic Regulations of this Catalogue. In addition, satisfactory progress for the federal programs 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.

A student who has been academically excluded may reestablish satisfactory progress upon reentering the college 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.

Satisfactory progress requirements to renew grants or scholarships from the State of South Carolina or from other sources are set by the individual programs. Students must earn at least 24 new hours a year to renew South Carolina Tuition Grants. Renewal of South Carolina LIFE Scholarships or Palmetto Fellowships requires students to maintain a cumulative grade average of at least 3.0 and to earn at least 30 new hours each year.
Students should contact the Director of Financial Aid for information. Further, awards to students of federal funds and Wofford funds controlled by the Director of Financial Aid will be limited to ten semesters of enrollment (two summer terms count as one semester). Eligibility for less than full-time students will be prorated. For loan programs there are maximum amounts which can be borrowed while the student pursues an undergraduate degree. Certain college funds (academic scholarships and Tuition Exchange awards, for example) are limited to eight semesters.

Grants and Scholarships

The Scholars Programs — 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 nominated by participating high schools. Students who think they may qualify for this scholarship program should ask their guidance counselors or members of the Wofford admission 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 National 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 $12,000 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 — Fifteen 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 during the academic year and 280 hours of service in each of two summers during 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 Admission or the Director of the Bonner Scholars Program at Wofford.

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:

- Children of United Methodist ministers: $3,000 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. Inquiries should be made to the Director of Financial Aid at participating institutions.

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 $20,000 per year at Wofford College. In addition, they pay $900 per year for textbooks, laboratory fees, and other miscellaneous expenses. Scholarship students receive a tax-free allowance for up to ten months of each school year that the scholarship is in effect. The amount of the monthly allowance is based on the student's year in school and ranges from $250 to $400. 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.
The South Carolina LIFE Scholarships — This program is authorized by the South Carolina General Assembly and administered by the SC Commission on Higher Education. It provides merit scholarships for eligible students attending four year colleges and universities in South Carolina. The value of the LIFE scholarship in private colleges for the 2005-06 academic year is expected to be $4,700 plus a book allowance of $300, for a total award of $5,000. General eligibility guidelines are that recipients must be citizens of the United States and residents of South Carolina enrolled full-time pursuing a degree. Recipients must have no felony or alcohol-drug related convictions. In addition, first-year recipients must meet two of the following three criteria: graduate from high school with a grade average of at least B, score at least 1100 on the SAT (or equivalent ACT), rank in the top 50 percent of the high school graduating class. After the first year, continuing recipients must have maintained a cumulative grade average of at least 3.0 and earned at least 30 credit hours by the end of each academic year. Awards are limited to eight semesters for a four-year degree program. The available number of terms for earning a degree is expected to be up to eight semesters. The eligible recipients are those that meet the eligibility requirements should contact the Director of Financial Aid.

The South Carolina Palmetto Fellowships — The South Carolina General Assembly authorized this merit scholarship program for high-achieving students selected by the SC Commission on Higher Education. The value of the award for the 2005-06 academic year is expected to be up to $6,700 per year. Fellowships are selected on the basis of competition in the senior year of high school. They must have a score of 1200 on the SAT (or equivalent ACT), rank in the top five percent of their class in either the sophomore or junior year, and a grade average of at least 3.5 on a 4.0 scale at the end of the junior year. General eligibility guidelines are that recipients must be citizens of the United States and residents of South Carolina enrolled full-time pursuing a degree at a four-year college or university in South Carolina. Recipients must have no felony or alcohol-drug related convictions. After the first year, continuing recipients must have maintained a cumulative grade point average of at least 3.0 and earned at least 30 new credit hours by the end of each academic year. Awards are limited to eight semesters for a four-year degree program. The available number of terms for earning a degree is expected to be up to eight semesters. The eligible recipients are those that meet the eligibility requirements should contact the Director of Financial Aid.

The South Carolina Hope Scholarships — The South Carolina General Assembly authorized funding for these scholarships to be applied to the cost of college attendance up to a maximum of $2,500 plus a $150 allowance for books, for a total award of $2,650, by eligible students attending a four-year public or private college or university in South Carolina. General eligibility guidelines are that recipients must be citizens of the United States and residents of South Carolina. Recipients must be high school graduates, and must have a high school grade average of at least B. They must be enrolled to pursue a degree, and must have no felony or alcohol-drug related convictions. They must not be eligible for South Carolina LIFE or Palmetto Fellows Scholarship. The Hope Scholarship is available only to freshmen and it cannot be renewed after the freshman year.

South Carolina Tuition Grants — The Higher Education Tuition Grants Program is funded by the South Carolina General Assembly to assist South Carolina residents who are enrolled in independent colleges in the state. The awards are based on need and merit. Application is made by submitting the Free Application for Federal Student Aid. The form is available from high schools and college financial aid offices. Tuition grants are made for one year but may be renewed.

Assistance to Veterans — Certain veterans and children of deceased veterans are eligible for a monthly allowance from the Veterans Administration. An office of the Veterans Administration should be consulted for details.

Vocational Rehabilitation Scholarships — The South Carolina Vocational Rehabilitation Department awards scholarships to certain persons having vocational handicaps due to physical disabilities. Similar programs are available in most states.

Private and Regional Grants —

Miliken & Company Scholarships — These grants provide funds to employees or to sons or daughters of employees of Miliken & Company on the basis of scholarship, character, and need. They are awarded through the Independent Colleges and Universities of South Carolina, Inc.

J. E. Sirrine Scholarships — The Sirrine Scholarship Fund was established by Joseph E. Sirrine as a memorial to his parents. The Fund assists worthy students from Greenville County, South Carolina. Information can be obtained from the Sirrine Scholarship Program, P.O. Box 2848, Greenville, SC 29602.

Kittie M. Fairley Scholarships — This program was established by Mrs. Kittie M. Fairley to assist eligible students attending colleges and universities in South Carolina. Information may be obtained from Ms. Sandra Lee, Director, Kittie M. Fairley Scholarship Fund, P.O. 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, P.O. Box 221509, Columbia, SC 29222-1509.

Student Employment —
Part-time jobs for students are sometimes available on the campus and in the community. Application for such work should be made to the Director of Financial Aid. The largest work program is known as Federal Work-Study. It is supported by federal funds and provides assistance to students who have financial need. The college also offers a number of jobs without regard to students' financial need. In addition, employment may be provided in the local community through the college's Job Location and Development program.
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 Parents Loan for Undergraduate Students (PLUS) — This federal program permits parents to borrow each year as much as the cost of education less the amount of grants, earnings from student work programs, and/or other educational loans received by the student. There are attractive provisions for repayment with periods extending up to ten years. Repayment begins sixty days after disbursement. The interest charge is variable, but is capped at 9 percent.

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

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

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 100, Swansea, MA 02777 or to http://www.tuitionpay.com or calling 1 800 635-0120.

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 endowed 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 $500,000.

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 admission and are accepted 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 demonstrate outstanding character, academic achievement, and potential for contribution to society; some have additional requirements for eligibility. Any such 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. 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 with preference for students from South Carolina.

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, chair 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, 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 Bill L. Atchley Endowed Scholarship Fund was established in 2004 by Pat Limbaugh Atchley, David M. Atchley, Pam Atchley Still, and Julie Atchley Smith in memory of Bill L. Atchley. David is a 1988 Wofford graduate and the son of Bill L. Atchley. The late Dr. Atchley received the B.B. and M.S. degrees in Civil Engineering from the University of Missouri at Rolla and the Ph.D. from Texas A&M University. During his distinguished career in higher education, he served as president of Clemson University, University of the Pacific, and Southeast Missouri State. Awards from this fund are reserved for
students with interests in entrepreneurial endeavors who also demonstrate extracurricular leadership abilities and who would be unable to attend Wofford without scholarship support.

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 S.M. Atkinson Sr. Endowed Scholarship Fund was established in 1995 by the family of S.M. "Skinny" 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 (1955-1966).

The Avants 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). The Avants' son Todd is a 1993 Wofford graduate. This scholarship is awarded to students with 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 begun 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 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 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 Charles D. and Sally C. Barrett Endowed Legacy Scholarship Fund was established in 1999 by the family, friends, and former students of Dr. Barrett (Wofford ’55), in recognition of his service from 1966 to 1999 in the Wofford Department of Religion, and in honor of Mrs. Barrett, a Wofford alumna (’69) and educator in the public schools of Spartanburg County. The Barretts’ children, Sandra and Christopher, joined their parents as Wofford graduates in 1993 and 1997 respectively, making theirs the college’s first all-Wofford family. In commemoration of Wofford’s vital place in their family history, it is the honorees’ wish that the scholarship be awarded to other “legacies” — children of Wofford alumni — who demonstrate Christian character and intellectual promise.

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 1964-Wofford graduate from Hickory, NC. Preference in making awards from this fund is given to student-athletes participating in intercollegiate basketball.

The Dow and Kitty Bauknight Endowed Pre-ministerial Scholarship Fund was established in 2004 by Dow N. Bauknight, Class of 1971, and his wife Kitty. Through the generous giving of their time, talent, gifts and service, the Bauknights have demonstrated a high level of commitment to forming young people in the Christian faith. This scholarship provides for continual equipping of young people to be leaders in the church. Criteria for selection of this scholarship are outstanding character; capacity for servant leadership; instincts to lead; energy and inclination to use one’s gifts and to reach, teach and serve; and strong faith commitment.

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

The William J. and Allene Neely Bennett Endowed Scholarship Fund was established in 2001 from the proceeds of a remainder trust funded from the Reverend and Mrs. Bennett’s estate. Mr. Bennett was a 1948 graduate of Wofford College who served various Baptist churches in South Carolina. Mrs. Bennett was a Converse College graduate. Awards from this scholarship go to students deemed to be of Christian character, academic promise, and who have demonstrated financial need.

The Robert P. Bethea Endowed Scholarship Fund was established in 1986 by Dr. Robert P. Bethea, Class of 1965, of Columbia, SC. A retired endodontist, Dr. Bethea is a former member of the Board of Directors of the college’s National Alumni Association. A son, Robert P. “Rob” Bethea Jr. is a member of the Class of 1993.

The Bilanchone-Conway Endowed Scholarship Fund was established in 2004, the result of a merger of the Victor Bilanchone Jr. Endowed Scholarship Fund begun in 2002, and the David Fletcher Conway Scholarship Fund, begun at the Spartanburg County Foundation in 1988. The Bilanchone Fund honors Dr. Victor Bilanchone Jr., who served as director of music and professor of fine arts at Wofford, 1972-2002, and was created with gifts from family and other friends at the time of his retirement. The Conway Fund was created by Mary Lynn and Randy Conway of Campobello, SC, and other family members and friends, following the death of the Conway’s son, David, in 1988. Scholarships from this fund are awarded in two categories. The first (Bilanchone portion) category is for a singer whose range and abilities meet a significant need in one of the college choral groups that awards academic credit. The second category (Conway portion) is designated for a student enrolled at Wofford for at least one year, who is working to defray his or her
college expenses and who is a graduate of either Chapman or Landrum High Schools. In the case of there being no eligible student from one of those schools, a graduate of another high school in Spartanburg County may be selected.

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

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 Bonner Scholarship Program Endowed Scholarship Fund was established in 1991 as an annually funded scholarship with gifts from the Bertram F. Bonner Foundation of Princeton, New Jersey. Each year 15 students in the 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 10 hours of community service each week during the academic year and 280 hours of service in each of two summers during their undergraduate careers. The Bonner Scholars Program is a joint venture of Wofford College and the Bonner Foundation. In 2005 the Bonner Foundation awarded Wofford a $4.5 million grant (challenging Wofford to raise $2 million) to fully endow the service-learning scholarship program.

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

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

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

The Boys' Home of the South Endowed Scholarship Fund was created in 1985 with a bequest from Mrs. Byrd B. Holmes of Greenville, 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 started in 1985 by family members and friends in memory of William H. Brabham, Class of 1971. Preference for awards from the fund is given to students who demonstrate financial need, have completed satisfactorily at least one semester at Wofford, and plan to major in history.

The Paula L. Binovic Memorial Endowed Scholarship Fund was established in 2002 in memory of James A. Brabham, who served as an assistant (1953-66) and head football coach (1967-70) at Wofford. Awards from this fund go to students participating in intercollegiate athletics.

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 the Rev. Tom Brittain, Class of 1947, who was minister there. Brittain also served on the Wofford Board of Trustees from 1966-1976. 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 died in 2002 and Ms. Brown, his sister, lives 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 1935. 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 Sarah S. Butler Memorial Scholarship Fund was established in 2004 with a gift from the estate of Sarah S. Butler. Mrs. Butler, a long-time Spartanburg resident, was a generous friend of the college whose interests generally centered on beautification of the campus grounds. First preference for awards from this fund goes to worthy students in the field of botany. If there is no eligible student in botany, then awards will go to students studying biology.

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 MacLaura Canaday 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 (1986-99) the Rev. DeArmond Canaday, Vera Canaday Lupo, and S. M. Canaday Jr., Class of 1954, 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 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 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 1945 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 the late Dr. William P. Cavin, a 1945 graduate of Wofford who served as a distinguished member of the faculty from 1946 to 1987 and as chair of the Chemistry Department from 1971 until his retirement in 1987. He died in 2000. 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 E. 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 J. Harold Chandler Endowed Scholarship Fund was established in 1990 by J. Harold Chandler and his family. Mr. Chandler, chair and chief executive officer of Benefits Partners of America, is a 1971 Phi Beta Kappa graduate of Wofford and was the quarterback on 1970 NAIA national runner-up Wofford football team. He has served two terms on the Wofford Board of Trustees (1988-2000, 2004-present) and was vice chair from 1994-96. Preference for awards from this fund is given to students participating in intercollegiate football.

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

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

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

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

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 Chilton Manufacturing Company Scholarship Fund was established by Chilton 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 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 William Porter Clyburn and Margaret Porter Clyburn Endowed Scholarship Fund was established in 2001 with proceeds from a trust established by Mr. Clyburn. Awards from this fund are to be used for scholarships for students from Lancaster County, SC.

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

The T. Keller Cogswell Endowed Scholarship Fund was established by his funds 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 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 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 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. Creecy Endowed Scholarship Fund was established in 1994 by Mrs. Lucy C. Stroup in memory of her father, a beloved Methodist minister in South Carolina. The fund was significantly enhanced with additional gifts from a son of the Reverend Creecy, the late Mr. E. Maxwell Creecy, 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 the late Dr. Crenshaw. The scholarship recognizes the service of this 1943 graduate to the South Carolina Conference of the United Methodist Church and Wofford College. On the Board of Trustees, he provided leadership as a member (1970-82, 1984-96) and chair (1978-82). Consideration in the award of this scholarship is given to persons 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 1935, and his family, in memory of Adam Cross, an 1862 Wofford graduate. Preference for awards from the fund is given to members of Friendship United Methodist Church or other members of the community of Cross, SC.

The Thornton W. and Arlene Webster Crouch Endowed Scholarship Fund was established in 1983 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 Nell H. Crutchfield. Mr. Crutchfield was a member of the Class of 1926. Awards from the fund are reserved for varsity student-athletes who demonstrate financial need.

The James Wilborn Cunninghain 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. Homoezid 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 Scholarship Book.
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 Darrell Memorial Endowed Scholarship Fund was established in 1989 as a memorial to John DePaul Darrell of Atlanta, GA, by T. Alexander Evans. Mr. Evans, a friend and neighbor of Wofford, was Mr. Darrell'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 1988 by Mrs. Lillie Mae Dean as a memorial to her husband, 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 Jahanna 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 1968 by the Dent family of Spartanburg to provide scholarships for employees or children of employees of Mayfair Mills or worthy students from other textile-connected families.

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

The Harry Donald Dobbs Endowed Scholarship Fund was established by former students of Dr. H. Donald Dobbs, professor of biology and member of the Wofford faculty 1955-95, in recognition of his outstanding commitment and leadership in classroom teaching. The scholarship is awarded to outstanding students majoring in biology.

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

The James F. Duncan Memorial Endowed Scholarship Fund was established by Mrs. James F. Duncan, family members, and friends as a memorial to James F. Duncan. Mr. Duncan was a 1937 Wofford graduate and letterman who was one of Wofford's most devoted supporters until his death in 1989. Awards from this fund will be made to students participating in intercollegiate athletics with preference to football and basketball.

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

The A. Mason DuPre Memorial Endowed Scholarship Fund was established in 1979 by J. M. Oeland, 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 Ralph A. Durham Endowed Scholarship Fund was established in 1975 by friends of Ralph A. 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 as a member (1960-72) and chair (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 associate 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 Syble 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 orthopedic medicine in Greenville. Preference in making awards from this fund is given to students working in the area of sports medicine.

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 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 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 in honor of Mrs. Ferguson, a long-time friend of the Wofford Theatre Workshop. Awards from the fund are reserved for upperclass students who have demonstrated interest and ability in the performing arts.

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

The James G. and Laura E. Ferguson Endowed Scholarship Fund was established in 1985 by Mr. and Mrs. James G. Ferguson of Laurens, SC. The late 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 Sessoms 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 in Ridge Spring, SC, for 10 years and was principal at Hamer and South Elementary Schools in Dillon County, SC, for 24 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 in 1979 by June Van Keuren Fooshe 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 Patte 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-Wisan Endowed Scholarship Fund was established in 1986 by Wofford alumni from the Atlanta area, and was endowed in 1987. Awards from the fund are reserved for students from Georgia.

The Melvin J. Gibbs Endowed Scholarship Fund was established in 1983 by Jimmy Gibbs of Spartanburg in memory of his father, Melvin J. “Razor” Gibbs, Class of 1943, who earned 16 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 David C. Gibson Endowed Scholarship Fund was established in 2004 by M. Smithie Gibson and William Gibson Bell, sisters of Mr. Gibson, a 1941 graduate of Wofford. Awards from this fund go to students participating in the intercollegiate athletics program. First preference will go to student-athletes participating in the football program. Recipients should also be persons of outstanding academic promise who demonstrate strong character and leadership.

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 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 provided through the generosity of the late Fred A. Gosnell Sr., Class of 1914, and his family. The fund provides scholarships for students who have financial need. Except for the three scholarships named in honor of Wofford College presidents, the awards are restricted to graduates of Dorman High School, Spartanburg, and of Chapman High School, Inman, 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, a distinguished educator and for many years superintendent of Spartanburg County School District 6. Dorman High School is named in his honor.

Charles E. 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.

Josh 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, the 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 Albert Gray of Spartanburg, who, in 1964, was the first African-American to enroll at Wofford. Mr. Gray is a member of the Board of Trustees (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 Hal 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. Bob Gregory was a member of the Board of Trustees (1986-98) and was its chair (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 Fund 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 chair (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 Clarence Douglas Guess Jr. Endowed Scholarship Fund was established in 2005 by a bequest from the estate of Susan Forbes Guess in memory of her husband, Clarence Douglas Guess Jr., a member of the Class of 1928. A native of Spartanburg, SC, Doug Guess was a lifelong resident of Richmond, VA, where he worked and retired as the president and treasurer of the Richmond office of the Southern Teachers Agency. Mr. Guess died in 1981. Awards from this fund will go to deserving students.

The James G. Jr. and Marjorie G. Halford Endowed Scholarship Fund was established in 1991 by Dr. Halford, 1945 Wofford graduate and family physician from Anderson, SC. He was a member of the Board of Trustees (1978-90). The fund was significantly increased by family and friends at the time of Dr. Halford'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, Mr. Edward Buck Hamer Sr. Mr. 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 Nile E. and Ann L. Hanna Endowed Scholarship Fund was established in 1988 in honor of Mr. and Mrs. Nile E. Hanna by their children, J. Paul, Class of 1975, and Patricia. The Hannas grandson, Heath Clarke Hanna, is a member of the Wofford Class of 2004.
The William Dixon Hardy Memorial Endowed Scholarship Fund was established in 1993. Friends and colleagues established this fund in memory of William Dixon 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 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 Greenville, SC. Preference in awarding scholarships from the fund is given to students planning to enter the medical and health service fields.

The Hellenic Heritage Endowed Scholarship Fund was established in 2004 with gifts from alumni and friends of the Greek community. This scholarship will be awarded to a qualified student or student-athlete applicant that comes from Greek heritage. In the event that there are no qualified applicants, the college will retain the accrued money to be awarded during the next acceptance period.

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

The Elmore G. and Dolores 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 had 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 Herman N. Hipp by his widow, Jane F. Hipp, and their children, Edward F. Hipp, Class of 1980; H. Need 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 the late Mr. Holcombe, Class of 1926, a distinguished Spartanburg attorney and former mayor of the city, in honor of his 80th 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, 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 1986 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. Huggins 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 1984. 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 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 M. Leslie and Dorothy D. Isfinger Endowed Scholarship Fund was established in 2001 after the death of Leslie Isfinger. He was a 1942 Wofford graduate who taught Business Administration for 29 years at The Citadel. Awards from this fund are made to students who are members of the United Methodist Church.

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

The Daune 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, Daune, 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. Dr. Johnson was a 1929 graduate of The Citadel, a pioneering pediatrician in Spartanburg for more than 50 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 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 chair 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 member of the Wofford President's Advisory Board. 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 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 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. Mr. Kelly spent 44 years in the field of education, having served as a state high school supervisor (1932–37) and as the registrar of Winthrop College (1937–58).

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 1993 by family members and friends of John S. Kilgo Sr., Class of 1932, and Robert L. Kilgo, Class of 1938, brothers who lived in Darlington, SC, until their deaths in April 1991 and March 1992, respectively. 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 Atlanta, GA, Class of 1956, a member (1976–88, 1994 present) and chair (1986–88, 1998–2002) 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 1958.
The William A. 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 retain the award for their senior year.

The James N. Kirby and Shirley T. Kirby Endowed Scholarship Fund was created in 2005 with a gift from James N. “Buddy” Kirby of Chapin, SC, a 1961 graduate of Wofford. Mr. Kirby founded and directed a highly successful business in the healthcare field. Preference in awarding the scholarships goes to an outstanding student-athlete who exemplifies the highest qualities of character and work ethic and who also has an interest in business and entrepreneurship.

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

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 chair of the Department of Biology, Wofford College. Dr. Leonard retired from the faculty in 1993. The scholarship is presented annually to a senior biology student 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 25th 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 athletes 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 Robert 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 J. Grady Locklear Endowed Scholarship Fund was created in 1996 by former students of James Grady Locklear, class of 1965, to honor his career in public education at Sumter High School, Sumter, South Carolina. Dr. Locklear taught advanced placement English, founded and advised the award-winning SIGNATURE Magazine, and chaired the English Department for 32 years. Dr. Locklear was honored throughout his career for teaching excellence, journalism achievements, and community service. Awards are made to juniors or seniors who will become public high school teachers and who have been accepted and assigned to a school for student teaching.

The James C. Loftin Endowed Scholarship Fund was established in memory of Dr. James C. Loftin, former professor of chemistry and associate chair 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 chair, L. Glenn Orr, Class of 1962. Awards from the fund are made on the basis of merit and financial need.

The William Francis Loggins Jr. Memorial Endowed Scholarship Fund was established in 1984 by Dr. and Mrs. W. F. Loggins 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 David C. Luke Endowed Scholarship Fund was established in 1997 by David C. Luke, a 1988 Wofford graduate from Greenville, SC. Mr. Luke is associated with UBS Financial in Greenville and is a certified public accountant. Scholarships from this fund are reserved for students majoring in finance or accounting and in either their junior or senior year of study at Wofford.

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

The William Henry and Beruice Willard May Endowed Scholarship Fund was established in 1985 by Mr. Carl H. May, Class of 1952, of Spartanburg, in memory of his parents.

The W. Hastings McAlistor Memorial Endowed Scholarship Fund was established in 1974 as a memorial to W. Hastings McAlistor, Class of 1974, by his family and friends. Mr. McAlistor was a strong pre-med 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. McCall Endowed Scholarship Fund was established in 1994 by Mr. and Mrs. James McCall in memory of their son, Donald, Class of 1978.

The E. Windell and Johann M. McCrackin Endowed Scholarship Fund was established for their children, Sidney (Class of 1983), Mary Ann (Class of 1985) and James, was established in 2005 by Mr. and Mrs. E. Windell McCrackin of Myrtle Beach, SC. Windell is a 1951 graduate of Wofford College and is an attorney in Myrtle Beach. Scholarships from this fund are reserved for students who demonstrate financial need, academic excellence, leadership ability, and service to others. First preference for awarding this fund will go to residents from Horry County, SC. If there are no qualifying students from Horry County, awards may go to applicants from Marion, Florence, Georgetown or Williamsburg counties in South Carolina.

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 the late Harold M. McLeod Sr., a 1928 Wofford graduate and member of the Board of Trustees (1966-78). In 1980, the college honored Mr. McLeod with an honorary Doctor of Humanities degree. His sons, Harold M. McLeod Jr. ’58 and John B. McLeod ’72, and his grandson, Harold M. McLeod III ’88, are graduates of Wofford.

The Walton J. McLeod Jr. Endowed Scholarship Fund was established by the late 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 1985. 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 the Reverend Melvin K. Medlock, a 1927 Wofford graduate, and in honor of Mrs. Mayme DuBose 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 Lt. Col. (Ret.) Joseph B. Miller of Spartanburg, a member of the Wofford Class of 1932. Mr. Miller chose this fund to honor the memory of his wife of nearly 60 years. Preference in selecting recipients for awards from the fund is given to student-athletes.

The 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 C. B. "Slim" Mooneyham Endowed Scholarship Fund was established in 1989 by his widow, Lillian C. Mooneyham of Spartanburg. Mr. Mooneyham was a 1944 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 Elizabeth and Allen Moore Endowed Scholarship Fund was established in 2004 by their sons, Robert Alfred Moore and Peter Allen Moore, both of the Wofford Class of 1969, in loving memory of their parents. Awards from this fund go to worthy and deserving students.

The Betty and Charles E. Morgan Endowed Scholarship Fund was established in 1998 by Charles Morgan of Clearwater, FL. Mr. Morgan, a native of Alabama, graduated from Wofford in 1950 with a degree in economics and business administration and received an MBA from the Wharton School at the University of Pennsylvania in 1951. A long-time football and basketball official in high school and small colleges, Mr. Morgan is a charter member of the National Association of Sports Officials (NASO). Awards from this fund go to students from Alabama or Georgia with leadership and citizenship qualities who also participate in intercollegiate athletics.

The Daniel B. Morrison Jr. 75 Endowed Scholarship Fund was established in 2004 with gifts from alumni, friends, and family. The scholarship has been named for former Wofford College director of athletics and senior vice-president, Dr. Daniel B. Morrison Jr. During his tenure at Wofford, Dr. Morrison was instrumental in transitioning the athletics program from NAIA to NCAA Division II and finally to NCAA Division I and Southern Conference membership. Preference in awarding a scholarship from this fund will go to a deserving student who demonstrates athletic ability in the college's intercollegiate basketball program, leadership potential, and academic excellence.

The Samuel R. Moyer Endowed Music Scholarship Fund was established in 1963 in memory of Samuel R. Moyer, who for 17 years was director of music and professor of music and art at Wofford. Awards from the fund are reserved for talented students in Wofford music organizations.

The Mango Family Endowed Scholarship Fund was established in 1990 by Mr. Michael T. Mungo and his sons, 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. Awards are made to student-athletes.

The M. Stewart and Steven W. Mungo Endowed Scholarship Fund was started in 1998 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 are made to student-athletes.

The Euphrasia Ann Murph Scholarship Fund was established by her son, Mr. D. S. Murph of St. Andrews, SC, and Washington, DC.

The Charles F. Nettitt Endowed Scholarship Fund was provided by friends of the late Dr. Charles F. Nettitt, Class of 1922, for many years a distinguished professor of religion and chair 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, professor of sociology (1925-1966) and dean (1940-1954) of Wofford College. Awards from the fund are reserved for rising juniors who have financial need and who are majoring in sociology.

The L. Glenn Orr Jr. Family Endowed Scholarship Fund was established in 1995 by Southern National Corporation (now BB&T) to honor the service of outgoing Southern National Chairman L. Glenn Orr Jr., Wofford 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 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 William L. Outz Endowed Scholarship Fund was established by the late William L. Outz, Class of 1912, of Spartanburg. Awards from the fund are reserved for student-athletes.

The Wain Marvin Owings Endowed Scholarship Fund was established in 2002 with proceeds from a trust established by the late Dr. Francis P. Owings, a member of the Class of 1926. The fund honors the memory of the Reverend Dr. Owings, a 1898 Wofford graduate. In addition to Dr. Owings, three other sons and numerous other descendants of Dr. Owings are Wofford alumni. Awards from this fund are to be used to benefit students pursuing majors in the sciences.
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 John Manning Parham and Anna McLer 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 E. 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 Christa, 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 Vera Davis Parsons Memorial Endowed Scholarship Fund has been established with a gift from Ed and Vickie Wile of Atlanta, GA, to honor the memory of Vera Parsons. Mrs. Parsons was a prominent Spartanburg resident who quietly made gifts to Wofford College and other educational institutions to support promising young men and women. Ed Wile, Class of 1973, was a recipient of Mrs. Parsons' scholarship support. Recipients must be good citizens of outstanding character and possess leadership qualities, demonstrate financial need and be a male student-athlete on one of Wofford's intercollegiate athletics teams. A matching gift from the estate of Homozcl Michel Daniel will be used to provide a second scholarship named in honor of former Wofford Col lege Football Coach Jack Peterson.

The William and Aleethea 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 Joseph M. Leesme Jr.

The Dwight E. Patterson Sr. Endowed Scholarship Fund was established in 1987 in memory of Mr. Patterson, a 1929 Wofford graduate. Mr. Patterson served two 12-year terms on the Wofford Board of Trustees (1948-1958 and 1966-1978), including five years as chair (1953-1958). He was also an active United Methodist churchman and business and civic leader in Laurens, SC. His three sons, Dwight Jr., Leon and Smith, are Wofford alumni.

The Raymond Aguow Patterson Endowed Scholarship Fund was established by Mrs. Harriet Newel Julienne Patterson in 1979 in memory of her husband, Class of 1916, a member of the Wofford faculty for more than 50 years.

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

The Prele-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 Prele 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 their outstanding Spartanburg civic leader. The late Mr. Perrin was a graduate of The Citadel and the University of South Carolina School of Law.

The Jack Peterson Endowed Athletics Scholarship Fund was established in 2005 by Ed Wile, a 1973 Wofford graduate, and his wife, Vickie Wile, of Atlanta, GA, to honor Jack Peterson. Coach Peterson came to Wofford as the offensive backfield coach in 1969. His team played for the NAIA National Championship in 1970, and he went on to become the head football coach at Wofford from 1971-73. Recipients of this scholarship will be members of the football team who demonstrate outstanding character, good citizenship, leadership qualities, and financial need. This scholarship fund was made possible with a matching gift from the estate of Homozcl Michel Daniel as a result of an original gift made by the Wile family in memory of Vera Davis Parsons.


The Joseph C. Pyle Endowed Scholarship Fund was created in 1986 by Mrs. Joseph C. Pyle 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 Charles Polk Endowed Scholarship Fund was established in 2003 in memory of the Reverend Charles Polk, a 1942 graduate, by his nephew, Donald L. Fowler, a member of the Class of 1957 and the Board of Trustees (1991-2003), and other members of the family. Mr. Polk was a member of the South Carolina Conference of the United Methodist Church and was also a member of the Wofford Board of Trustees from 1958 to 1971. Awards from this fund go to students who are distinguished by their academic merit and who have demonstrated financial need.

The Elizabeth Ramsey Pool Endowed Scholarship Fund was established in 1992 by her brother, Charles W. Ramsey, of Charlotte, NC. Mrs. Pool was a 1927 graduate of Duke University, and she earned a master's degree from Wofford in 1958. 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 Reverend Daltrim Poston Memorial Scholarship Fund was established in 1974 by an anonymous donor in memory of the Reverend Daltrim Poston, an alumnus of Wofford and distinguished minister of the United Methodist Church.

The O. Eugene and Mary Lou Powell Endowed Scholarship Fund was established in 2001 by O. Eugene Powell Jr., a 1962 graduate of Wofford College, and Mary Lou Powell, a graduate of the University of South Florida. Preference in the selection of scholarship recipients from this fund goes to a junior or senior member of the football team based on merit and need and who is enrolled in either the advanced program of the military science department or in a pre-law course of studies.

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. The late 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. Rampney Endowed Scholarship Fund was established by friends of John M. Rampney, a 1958 Wofford graduate, shortly after his death in November 1993. Mr. Rampney was an executive with Miliken & 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 and his or her representative, a faculty member from the department of economics, 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. E. "Frog" Reames Endowed Scholarship Fund was established in 1990 by family and friends of Mr. Carroll Frederick "Frog" Reames, of Anderson, SC. The late 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 athletics scholarships. At least two of the scholarships are based on need, and the preference for the athletics scholarships is given to men and women who play varsity tennis.

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 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 the Reverend Dr. William C. Reid. The scholarship honors 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, a two-term member of the Board of Trustees (1978-90, 1992-2003), and the principal owner of the Carolina Panthers NFL team. This program provides a full four-year scholarship that includes comprehensive fees; a monthly stipend for books and miscellaneous expenses; a laptop computer for the entering freshman; summer internships with one involving an overseas experience; and a January travel experience. Opportunities to work with the Carolina Panthers and other activities, both on and off campus, are optional opportunities for Richardson Scholars as well. There is to be at least one Richardson Scholar chosen in each entering class. Applicants must compete through the Wofford Scholars Program, and should demonstrate the following: moral force of character; strong family commitment; instincts for leadership; energy and inclination to use one’s talents, as evidenced by participation in sports and/or other active hobbies; scholarly accomplishments; and evidence of courage, sense of duty, unselfishness, and concern for others.

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, Lynn. Mr. Salmon was a member of the department of foreign languages from 1921 to 1964. Mr. Salmon died in 1988 and Mrs. Salmon died in 1996. Awards from this fund are for students studying a foreign language.

The Conrad W. Sanders Endowed Scholarship Fund was established in 1995 by family and friends of Dr. Conrad W. Sanders Jr. Dr. Sanders was a 1961 Wofford graduate who practiced general and vascular surgery in the Augusta, GA, area until his death in August 1995. Scholarships from this fund are designated for financially deserving residents of South Carolina who demonstrate qualities of well-roundedness, outstanding character, and academic promise, but who are not necessarily high academic achievers. These scholarships may be awarded to entering freshmen or to students already enrolled at the college.

The Hugh T. and 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. Johns United Methodist Church in Rock Hill, SC.

The Scottish Rite of Freemasonry Memorial Endowed Scholarship Fund was established in 1958 in memory of Charles Sample Petti, 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. Seebars Jr. Endowed Scholarship Fund was established in 1999 to honor Dr. Seebars at the time of his retirement as chair of the department of the psychology at Wofford. Dr. Seebars 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 chair of the department.

The Molly Sessoms Endowed Scholarship Fund was established in 1984 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 a member (1985-97, 1999-present) and former chair (1990-95) of the Board of Trustees. The scholarship is intended for an entering freshman.

The Walt 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 chair (1990-95) of the Board of Trustees. Awards are intended for a pitcher on the intercollegiate baseball team.

The Sessoms Family Endowed Scholarship Fund was created in 2003 by Mr. Walter W. Sessoms of Atlanta, GA. Mr. Sessoms, a 1956 Wofford graduate, is a member (1985-97, 1999-present) and former chair (1990-95) of the Board of Trustees. Awards from this fund are intended for a catcher on the intercollegiate baseball team.

The Minor M. Shaw Endowed Scholarship Fund was established in 1998 by a gift of life insurance from Mr. Shaw’s father, the late Rock Sheed, a leading citizen of Greenville, SC. Mrs. Shaw was a member (1992-2004) and chair (2002-2004) of the Wofford Board of Trustees.

The Jason L. and Lois N. Seegars Endowed Scholarship Fund was established in 1992 with gifts from the Honorable Dennis W. Sheed, 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 McCarrtha Shirley Endowed Scholarship Fund was established by Mrs. Annie N. 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 Sims-Lyles-Dawkins-Martin Scholarship Fund was established by Mr. and Mrs. T.P. Sims of Spartanburg for orphaned students from Spartanburg, Union and Fairfield counties in South Carolina.


The Cecil O. Smith Endowed Scholarship Fund was established in 1994 in honor of Dr. Smith. Dr. Smith was 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 Smith’s granddaughter, 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 Mr. 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 Snyder-DuPré Scholarship Fund was established by the Washington, DC, Alumni Association in honor of President Henry Nelson Snyder and Dean Arthur Mason DuPré.

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 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 chair of the department.

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 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 and former member of the Board of Trustees (1966-1972). He was awarded an honorary Doctor of Divinity degree in 1973.

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 1986 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 Key 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 Chris and Robbie Staubes Endowed Scholarship Fund was established in 2004 by Mr. and Mrs. Chris B. Staubes Jr. of Charleston, SC. Mr. Staubes is a 1966 graduate of Wofford and is an attorney in Charleston. Awards from the fund are reserved for students who demonstrate financial need. Preference in selection of recipients is given to residents of Charleston County, SC, and to graduates of Christ School in Arden, NC.

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 male 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 Algernon Sydney Sullivan Foundation Endowed Scholarship Fund was established in 1999 with a gift from the Algernon Sydney Sullivan Foundation. Recipients receive need-based awards given on the basis of demonstrated financial aid eligibility, academic promise, demonstrated high personal character, and a commitment to public service.

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

The Switzer Family Endowed Athletics Scholarship Fund was established in 2005 through a generous gift from the Switzer family of Spartanburg and Union, SC. Mrs. Tocoos Switzer's first husband, James L. Switzer, Sr., who passed away in 1987, started and lettered on the Wofford football team for two years. Members of the Switzer family are longtime loyal supporters of the college and are the donors to this fund. Recipients of this scholarship must be members of the intercollegiate football team of outstanding character and good citizenship, possess leadership qualities, and demonstrate financial need. A matching gift from the estate of Mrs. Homozel Michel Daniel will be used to provide a second scholarship, the Daniel/Switzer Endowed Athletics Scholarship Fund. This scholarship will be awarded to a member of the women's intercollegiate tennis team who demonstrates qualities as noted above.

The Taylor 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 Tocoos, 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 served as a Wofford Trustee (1990-2002). Jim's daughter, Elizabeth Bailey Switzer, continues the family's Wofford tradition as a member of the Class of 2007. Awards from the fund are reserved for graduates from the top 25 percent of their class from Christ School of Arden, NC.

The Taylor Family Endowed Scholarship Fund was established in 1999 by Joe E. Taylor, Wofford Class of 1980, and his family from Columbia, SC. Recipients of this scholarship fund are restricted to student-athletes who are offensive linemen on the football team. These recipients should otherwise be members of the student body in good academic standing, demonstrating traits of leadership, character, and good citizenship.

The Sandor Teszler Endowed Scholarship Fund was established in 1993 by family members and friends of Mr. Teszler to honor his 90th birthday. Mr. Teszler, for whom the college's library also is named, was honorary professor of humanities at Wofford. For more than 30 years he was a beloved friend of the college until his death in 2000.
The T. Reginald Thackston Endowed Scholarship Fund was established in 1979. The Reverend Thackston, Class of 1956, served the United Methodist Church in South Carolina, including pastorates at Hemingway, Conway, Marion, Charleston, and Columbia, until his retirement in 1997. He has served Wofford as a member (1975-78) of the Board of Trustees. Awards from the fund are reserved for students who have financial need.

The Paul Calvert Thomas Endowed Scholarship Fund was established in 1984 by his daughter, Ann Calvert Thomas Irwin, her husband, and their three daughters, to honor Mr. Thomas, Class of 1917, who served 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 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 John B. Thompson Endowed Scholarship Fund was established in the will of John B. Thompson of Spartanburg. Awards from the fund are reserved for deserving students.

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

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

The Traywick Endowed Scholarship Fund was established by Thomas Tatum Traywick Sr., and Elizabeth Deaver Traywick in 1977 in appreciation of all that Wofford has meant to their family 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 chair (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 Coleman B. Waller Scholarship Fund was established by Dr. Coleman B. Waller, Class of 1895, and emeritus professor of chemistry at Wofford.

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

The 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 1980. He and his wife, Nancy, have two daughters who are Wofford graduates, Lyn, Class of 1990, and Lauri, Class of 1992. Preference for awards from the fund goes to students pursuing careers in medicine, dentistry, or wildlife management.

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 Albert T. Watson Memorial Endowed Scholarship Fund was created in 1998 in memory of Dr. Watson, a 1943 Wofford graduate who died in 1997 after a 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 in his memory by his son, Dr. Paul E. Watson Jr., Class of 1945. 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 (1940-41), and member (1966-78) and chair (1975-78) 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 Wilbur D. White Memorial Endowed 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 Dr. James T. Wiggins Endowed Scholarship Fund was established in 2001 by Dr. James T. Wiggins, a member of the Class of 1956. Dr. Wiggins is a retired physician who practiced in the Columbia, SC, area. Awards from this fund go to students with demonstrated financial need who could not otherwise afford to attend Wofford.
The Wofford 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 Rowena 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 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.

The Julian S. Wolfe Endowed Scholarship Fund was created with gifts from friends and family in memory of Mr. Julian S. Wolfe, a 1915 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 Brien Wood in memory of her husband, Allen Owens Wood, Class of 1940. Awards from the fund are reserved for English majors who have financial need. Preference is given to a student interested in journalism.

The Julian D. Wyatt Endowed Scholarship Fund was established in 1992 by Dr. and Mrs. Hal Jameson Sr., to honor the memory of Julian D. 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. Youngsinger Jr. Endowed Scholarship Fund was established in 1992 by friends of the Reverend Dr. Youngsinger, a 1953 Wofford graduate, and former member (1980-92) and secretary (1991-92) of the Board of Trustees. It was a surprise tribute when he received an honorary Doctor of Divinity degree from the college.

ENDOWED FUNDS TO BE ESTABLISHED

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

The Frederick Rowell Atkinson 1935 Endowed Scholarship Fund
The Dr. C. Lynwood Bramlett Jr. Family Endowed Scholarship Fund
The Jeanie Allen Capers Endowed Scholarship Fund
The Dr. Donald A. Castillo Jr. Endowed Scholarship Fund
The Class of 1922 Endowed Scholarship Fund
The Class of 1925 Endowed Scholarship Fund
The Class of 1928 Endowed Scholarship Fund
The Major and Mrs. Harry O. Shaw Jr. Endowed Scholarship Fund
The Marshall and Frances Shearouse Endowed Scholarship Fund
The Spigner Endowed Scholarship Fund
The Harold D. 1960 and Catherine H. Thompson Endowed Scholarship Fund
The Donna R. Thrailkill Memorial Endowed Scholarship Fund
The Tyson-Gross Endowed Scholarship Fund
The John Brock Williams Endowed Scholarship Fund
The John W. and Inez S. Williamson Endowed Scholarship Fund
The Wofford Club of Columbia Endowed Scholarship Fund
The Wofford Women’s Tennis Endowed Scholarship Fund
The Women’s Athletics Founders Endowed Scholarship Fund

ANNUALLY FUNDED SCHOLARSHIPS

Scholarships listed in this category are awarded annually but are not permanently endowed funds. These funds exist through annual contributions by donors 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 parent 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. Betha Scholarship Fund was established to honor the memory of Bishop Joseph B. Betha, 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 South Carolina United Methodist Foundation.

The Thomas C. Brittman Scholarship Fund was established by Thomas C. Brittman and his family. Mr. Brittman is a 1975 graduate of Wofford, a former varsity football letterman and a member of the Board of Trustees (1997-present; chair 2004-present). Preference in awarding scholarships from this fund goes to students with outstanding academic credentials majoring in history, English, or religion, as well as being participants in the college’s intercollegiate football team.

The Raymond J. Brown Scholarship Fund was established in 2001 by Michael S. Brown, a 1976 Wofford graduate and member of the Board of Trustees (1999-present). Recipients of scholarships from this fund are to be students currently enrolled at Wofford in good academic standing who have encountered personal circumstances requiring previously unforeseen financial assistance in order to remain enrolled at the college.

The Robert M. Carlisle Memorial Scholarship was created in 1953 by the estate of Robert M. Carlisle and added to with subsequent gifts from family and friends. Mr. Carlisle was a 1926 Wofford graduate and served as a member and chairman of the Board of Trustees of the college. Awards are made to deserving students with financial need. This fund is held in trust at the Spartanburg County Foundation, but Wofford College is the sole beneficiary of the distributions.

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 Florida South Dean Endowment Fund is made possible from the income of this fund held by the South Carolina United Methodist Foundation. Mrs. Dean lived most of her life in Belton, SC, and had a lifelong interest in helping young people further their education.

The H. J. Fleming Jr. Scholarship Fund was established by Herbert John Fleming Jr., a 1996 graduate of Wofford, a former soccer letterman and loyal supporter of the Wofford athletics program, in honor of his grandparents, William and Anne Fleming. Funds for this scholarship are provided by a privately held golf tournament hosted by H. J. Fleming each year. This scholarship is awarded to a student-athlete on the men’s soccer team.

The Robert J. Freeman Scholarship Fund was created in 1998 with a bequest from Mr. Freeman, a Spartanburg business leader who died in 1997. This fund supports a participant in Wofford’s intercollegiate golf program.

The Jim Hudson Athletics Scholarship Fund is an annually funded scholarship established in 1999 by James E. Hudson. Mr. Hudson is a 1951 Wofford graduate, and is a practicing attorney in Athens, GA. These scholarships are reserved for students participating in the intercollegiate athletics program. Preference goes to students from Hendersonville, NC, Mr. Hudson’s home-town, who are planning to play football.

The James Foster Lupo Scholarship Fund was established in 1997 with a bequest from the estate of the Reverend James Foster Lupo. He was a 1915 graduate of Furman University and served the South Carolina United Methodist Conference until his retirement in 1966. Mr. Lupo was former member of the Board of Trustees of Lander College and The Carlisle School. He was also awarded honorary Doctor of Divinity Degrees from Lander and Furman.

The Dorothy and Paul Morrow Scholarship Fund honors a couple from Landrum, SC. Mr. Morrow died in 1994 and Mrs. Morrow died in 2000. The fund is held in trust by Wachovia Bank and provides annual scholarships to students at Wofford, with preference for students from Chapman or Landrum High Schools in South Carolina, or Polk Central High School in North Carolina. In the case of there being no eligible students from those schools, these scholarships may be awarded to students from any Spartanburg County high school.

The M. Stewart Mungo Scholarship Fund was created in 2002 by M. Stewart Mungo, a 1974 graduate and member of the Board of Trustees (2001-present). It was started as a result of needs discussed at the Board Retreat in the fall of 2002, and is to be used to assist in attracting outstanding and worthy students to Wofford.

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 Presidential Foreign Study Scholarship Fund was begun in 1985 by a donor wishing to remain anonymous. It is awarded annually to a rising senior selected by the president of the college as the student best able to make a contribution to humankind. The scholarship provides an extended travel experience (usually between a semester and a year) to developing countries in pursuit of a research topic of the student's choice. Upon returning to campus for a fifth year, the Presidential International Scholar is required to share his or her experiences with fellow students and members of the community. The Rotary Club of Spartanburg Scholarship, supported by an annual gift, is awarded annually to one or more Spartanburg County students. Need and scholastic promise are considered in selecting recipients.

The Elliott F. Sanders Scholarship Fund is an annually funded full scholarship established in 2000 by Elliott F. Sanders. Mr. Sanders is a 1954 graduate and Wofford Hall of Fame football player. Funds from this scholarship are reserved for student-athletes participating in intercollegiate football. Preference is given to young men of strong character and leadership ability who also demonstrate a commitment to service to others.

The SCICU Scholarships are supported with gifts to the South Carolina Independent Colleges and Universities consortium. Annual scholarships are presently administered through this program in the names of the following regional businesses and other organizations: The Bailey Foundation; BB&T; Bank of America; BellSouth; Carolina Power and Light Co.; Colonial Life and Accident Insurance Company; Delta Woodside; Hilton Head Foundation; Piedmont Natural Gas Co., Inc.; Piggly Wiggly; PMSC; SCANA; Sonoco Products Co.; Wachovia; and the UPS Foundation.

The D. L. Scurry Foundation Scholarship is provided by the Scurry Foundation of 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. Parents or guardians must be 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, may be awarded annually by Wofford College to the member of the graduating class of Spartanburg Methodist College transferring to Wofford with the highest grade point average.

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 Switzer Scholarship Fund was created through a family foundation in 2001 by the family of Mrs. Tococa W. Switzer of Union, SC, a former member of the Board of Trustees (1990-2002). Mrs. Switzer's two sons, Paul (Class of 1977) and Jim (Class of 1980), and daughter, Tococa, established this fund to be awarded to participants in the college's intercollegiate athletic program. Mrs. Switzer's granddaughter, Lizzie Switzer, is a member of the Class of 2007.

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 colleges rotating from year to year.

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

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

The Lettie Pate Whitehead Scholarships, established by the Lettie Pate Whitehead Foundation of Atlanta, 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.

The Wofford College Creative Writing Scholarship is an annually funded scholarship established in 2004. Selection of recipients will be based on the following: commitment to writing; knowledge of contemporary literature; academic performance and extracurricular activities; a portfolio of poetry and/or fiction, drama or non-fiction prose; recommendations from faculty; and an interview with the scholarship committee.

The Wofford College Success Initiative is a projects-driven learning community that complements the college's liberal arts tradition. Students chosen for the Success Initiative must possess talents, interests, or experiences that have profoundly affected their world view. They will dedicate nine hours per week to the program's curriculum of non-credit individual and team projects. In addition to participation in the program, Success Initiative Scholars are awarded annual scholarships in the amount of $10,000, adjusted for changes in comprehensive fees. Funding to launch the Success Initiative was provided by Jimmy and Marsha Gibbs, whose generous gift expressed yet again their devotion to Wofford College and the development of its students.
OTHER ENDOWMENT SUPPORT

Through the years, gifts from alumni and other friends have enabled Wofford to build its permanent endowment. The college’s endowment market value as of April 2005 was approximately $110 million. The growth of Wofford’s endowment provides additional operating funds for the college, thereby affording financial stability to the academic program. In 2004, the Board of Trustees revised the minimum gift level to create specific endowed funds. These include:

- **Faculty Chair** $1,500,000
- **Professorship** $1,000,000
- **Lecture Series** $100,000
- **Scholarship** $25,000
- **(full tuition)** $500,000
- **Library Book Fund** $25,000

For additional information on establishing endowed funds, contact the Senior Vice President for Development at (864) 597-4200.

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/Douglas Henry Joyce Endowed Scholarship Fund**, established with matching funds from the estate of Homozel Mickel Daniel
- **The Daniel/Reeves Family Endowed Scholarship Funds (2)**, established with matching funds from the estate of Homozel Mickel Daniel

The Ralph A. Durham Endowed Scholarship Fund, established by friends of Mr. Durham, Class of 1925
- **The James G. and Laura E. Ferguson Endowed Scholarship Fund**, established by Mr. and Mrs. James G. Ferguson
- **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 McCuller Garrison
- **The Fred A. Gosnell, Sr. and Family Endowed Scholarship Fund**, established by Fred A. Gosnell, Sr. and his family
- **The Peter Berly Hendrix Professorship in Religion**, established by the estate of Peter B. Hendrix
- **The Elmore G. and Dorothy C. Herbert Endowed Scholarship Fund** was created from the estate of Dr. Elmore G. Herbert
- **The Lewis P. Jones Distinguished Visiting Professorship**, established by Susie 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 O. and Junie M. Leeser, Jr. Endowed Scholarship Fund**, established by alumni and other friends
- **The Dean Frank Logun and Madeline W. Logun 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 Miliken Endowed Fund for Excellence in Science Teaching**, established by Mr. Roger Miliken to promote and recognize excellent teaching in science
- **The Miliken Endowed Fund for Science Equipment**, established by Mr. Roger Miliken for the purchase and maintenance of science equipment
- **The Albert C. Outler Professorship in Religion**, established with gifts and a bequest from Robert J. Maswell
The James Truesdale Ouz, Jr. Endowed Scholarship Fund was established with a bequest from his widow, Eva Sanders Ouz, 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 Professorship, established with a gift from the Reeves 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 I. 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 2005-2006 and 2006-2007 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. No student is permitted to register or add courses after the last day to add or drop courses, as indicated in the college calendar.

Students must present their schedules to their faculty advisors for review and approval prior to pre-registration. Schedules calling for more than the normal maximum permissible course 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; freshmen and sophomores may take two-hour or three-hour courses in Military Science; and any student, if selected for participation, may take one-hour courses in Music. 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- or two-hour options. All but one of the courses are prescribed as indicated in the following outline.

<table>
<thead>
<tr>
<th>Course Sequence for Freshmen</th>
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<tbody>
<tr>
<td>Fall Semester</td>
</tr>
<tr>
<td>Humanities 101</td>
</tr>
<tr>
<td>A Laboratory Science Course</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>A General Education Required Course</td>
</tr>
</tbody>
</table>

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

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

Course Restrictions

Enrollment space in beginning-level Foreign Language courses, in science courses numbered 104, 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 their 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, German, and Spanish 101, 102, 201, 202, and 303, 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 Chair 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 100, 101, 102, 150, 151, 280), and only two of the eight can be in Music 280. A student may earn a maximum of six semester hours in Theatre 400.

In French, German, or Spanish, 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 English 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**

Wofford College employs two grading systems, the first of which is the A-F system that includes the grades A (Superior) through A-, B+, B, B-, C+, C, C-, D, F (Failure), I (Incomplete), WP (Withdrawal Passing), and WF (Withdrawal Failing). The WP is given only if a 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 the official withdrawal.

The second system is the Pass/Fail System used for most Interim projects and for physical education and honors courses. This system uses grades of H (Pass with Honors), P (Pass), U (Unsatisfactory/Fail), N (Incomplete), WS (Satisfactory work at time of withdrawal), and WU (Unsatisfactory work at time of withdrawal). The WS is given only if the student officially withdraws from the course or project 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. While the two grading systems (A-F and Pass/Fail) 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, very good through average; U, failure.

The I grade indicates 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. A grade of F will be recorded for any course whose work has not been made up by the deadline.

The N 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. A grade of U will be recorded for any course whose work has not been made up by the deadline.

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 Upstate 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; WF = 0. The grade-point average is determined by multiplying the number of hours in each course and Interim project attempted and graded A through F by the grade points for the grade received, and dividing the total grade points by the total number of hours attempted.

The following grades (and courses and projects evaluated with the following grades) are not included in calculations of grade-point averages: WP, H, P, U, N, WS, WU.

**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 must 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**

Student grade reports are posted on the web at mid-semester, at the end of each regular semester, at the end of each summer session, and at the end of the January Interim.

**Academic Honors**

**The Dean's List**

The Dean's List recognizes students' high achievement and is compiled at the end of the fall and spring semesters. To be eligible for the Dean's List a student must have:

- attempted at least twelve hours in the semester; and
- achieved a grade-point average of 3.50 or higher for the semester.

Students enrolled in study abroad programs and students with grades of I (Incomplete) are eligible for the Dean's List when final grades are reported and documented in the Registrar's Office.
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. For students entering the college August 2003 or later, the averages required are 3.5 for cum laude, 3.75 for magna cum laude, and 3.9 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. Eligibility to undertake Honors Courses is restricted to students having a cumulative grade-point average of at least 3.0 or grades of B or higher in all courses taken at Wofford during the preceding two semesters.

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 from the student setting forth clearly the work to be done. In addition, the instructor must submit a statement of the standards and procedures for evaluating the results of the student’s work. The project should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology. A proposal for the Honors Course must be submitted to the Curriculum Committee of the faculty by April 14 of 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 A, B, C, D, and F. 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. Students will graduate with “high honors” in their major when they earn a grade of “honors” in the Honors Course and achieve a grade-point average of at least 3.75 in the major. The distinction will be announced at commencement exercises, and shall be noted in a special section of the Catalogue and recorded in the student’s permanent records.

7. Students will graduate with “honors” in their major when they earn a grade of “honors” in the Honors Course and achieve a grade-point average of at least 3.50 but less than 3.75 in the major. The distinction will be announced at commencement exercises, and shall be noted in a special section of the Catalogue and recorded in the student’s permanent records.

8. A grade of “pass” in the Honors Course does not qualify students for graduation with honors in the major regardless of their grade-point average in the major.

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 3.0 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, the Chair of the department in which the course is offered, 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 shall 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 Chair, and including the course instructor (as committee Chair) 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 chair 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 who wish to make changes should obtain the advice of their advisor, inform the instructors of the courses they wish to add or drop, and make the changes through the on-line registration system.

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. 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 WF 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, obtained by the student from the Office of the Registrar, 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. Financial aid recipients, including student athletes, veterans, and international students, 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 projects 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, 201, 202, and Greek 105 or 201 may not be repeated (see Course Restrictions section, 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 Chairs of the Wofford departments in which the desired courses would normally be offered. The Chairs 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 taken 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; may not take courses offered by correspondence, television, extension, on-line, or wilderness leadership expeditions; 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 taken 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 student received grades higher than C-. Semester hours for courses accepted on transfer will be adjusted to conform to Wofford's curriculum. The grades on courses taken elsewhere are not included in the computation of a student's grade-point average. 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 Upstate 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.

Wofford will not recognize credit for any work undertaken at other institutions by students who have been academically excluded or who have been suspended or excluded for violations of college policy, of the Code of Students Rights and Responsibilities, or of the Honor Code.

Auditing Courses

A student who wishes to audit a course in which space is available may register through the on-line system. Students not regularly enrolled at Wofford must obtain the permission of the instructor and the Registrar to audit. Under no circumstances may an audit be changed to a registration for credit, or a registration for credit be 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

Students are expected to attend all classes and activities scheduled for courses in which they are registered for credit.

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 excessively, 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 listing students who will participate in those events and indicating the class times students 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 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.

Student absences resulting from personal emergencies (such as a death in the family) are generally to be considered excused. Absences because of special events (such as the marriage of a sibling) or opportunities (such as an interview for a job or a scholarship) are likewise to be considered excused.

Students should discuss the need for absences with their instructors and work out arrangements for making up any work they miss because of such absences. In the case of an emergency, students should notify the Dean of Students, who will then inform the students' instructors. The Dean of Students will help provide confirmation of personal emergencies and/or opportunities, if necessary.

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

- A statement may be issued for students who have been ill at home or hospitalized off-campus and who then present to the Health Services Office a written statement from a physician certifying the illness or hospitalization.
- A statement may be issued for students who have been "admitted" to the infirmary for bedrest and monitoring. Bedrest in the dormitory will not result in a statement recommending an absence be excused.
- A statement may be issued when it has been verified that students are seen by one of the college physicians through an appointment made by the Wofford Health Services Office.

Students should not miss class for medical examinations and treatment which can be scheduled during times they do not have a class or lab, but a statement will be issued if Health Services personnel can verify that the procedure took place and that the schedule conflict was unavoidable. When it is recommended that an absence be excused, the student must present the statement from the Health Services staff member to the instructor to gain permission to make up the work missed. The instructor should, in every case possible, assist the student in making up the work in some non-punitive way.

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

Class Meetings and Inclement Weather

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

Academic Probation and Exclusion

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

The standards shown in the table below became effective fall semester 2002. They are used for evaluating the performance of all Wofford students.

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 Upstate when approved in advance by the Wofford Registrar as part of the cross-registration agreement with that institution. The GPAs include all such work except hours graded on a Pass/Fail basis and work in which the student receives the grade of WP. In the chart below, “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>0 - 39</td>
<td>2.00</td>
<td>1.60</td>
</tr>
<tr>
<td>40 - 59</td>
<td>2.00</td>
<td>1.70</td>
</tr>
<tr>
<td>60 - 89</td>
<td>2.00</td>
<td>1.80</td>
</tr>
<tr>
<td>90 and over</td>
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<td>1.90</td>
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</tbody>
</table>

Students who fail to achieve the minimum levels of performance required are placed on probation for the subsequent semester or are placed on probation and excluded from Wofford for the subsequent semester. (The status of exclusion includes probation.) A student on probation remains in that status until his or her grades improve to at least the minimum 2.00 GPA.

Students who are excluded and who wish to attempt to qualify (i.e., to reach the cumulative GPA required) for reinstatement must attend the Wofford summer session to make that attempt.

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.

All of the provisions listed above notwithstanding, for cases in which a student’s current academic performance is judged to be 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. Both e-mail and campus post office are channels for official communications. The preferred method of communication is on-campus e-mail, and each student is required to have a valid Wofford College e-mail account. In addition, all students are required to have campus post office boxes where they may receive other notices and requests from college personnel. 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, Spanish, or Theatre 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 majors, one in a B.A. field and one in a B.S. field, will qualify for both 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 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. Refer to the section on Grade Requirements for Graduation in this chapter of the Catalogue.

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.

Some requirements may be fulfilled by credits earned through the Advanced Placement Program, the College-Level Examination Program, the International Baccalaureate Program, or certain other tests and experience. The determination of requirements met and of credit earned toward the degree is made by the Registrar and the Chair of the appropriate academic department.

Students preparing for post-graduate or professional study (engineering, medicine, dentistry, law, ministry, and others) must complete certain requirements for entry to advanced study in those fields. Students preparing to teach must meet certain requirements for licensure. Such requirements are in addition to the courses required for the Wofford degree. Students interested in post-graduate or professional study or in becoming teachers should become familiar with the particular requirements of those programs and how they differ from the requirements for graduation, and are therefore referred to the appropriate faculty advisors.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>B.A. Required</th>
<th>B.S. Required</th>
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<td>English</td>
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<td>Fine Arts</td>
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<td>Foreign Languages</td>
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<td>Natural Science</td>
<td>4-8</td>
<td>12-16</td>
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<td>History 101 or 102</td>
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<td>Religion</td>
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<td>Cultures and Peoples</td>
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<td>Major work</td>
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<tr>
<td>Interim Projects</td>
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<td>16</td>
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Electives to attain a Minimum Total of 124

Specifics of Distribution Requirements

General Education Requirements

The purpose of Wofford’s general education program is to ensure a broad exposure to our intellectual heritage. These requirements are intended to promote breadth of knowledge, integration of disciplinary perspectives, and understanding of diverse cultures. Wofford’s program seeks to develop skills in reading, written and oral communication, use of technology, critical thinking, creative expression, numerical reasoning, problem solving, and collaborative and independent learning. The college identifies these competencies as vital to intellectual and personal growth.

While these competencies are developed in all courses in the curriculum, they are the explicit focus of general education courses. A list of these courses follows.

ENGLISH

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

SIX SEMESTER HOURS
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 220 may not be used to meet this requirement), or by successfully completing four semester hours in Music 100, 101, 150, and/or 151.

FOREIGN LANGUAGES FOUR TO TEN SEMESTER HOURS
This requirement is met by successfully completing one of the following course sequences or courses, with placement made by the faculty. Normally, placement is determined by previous foreign language study.
- Chinese 101, 102 (10 hours).
- French 101, 102 (6 hours); or 201 or 202 (4 hours).
- German 101, 102 (6 hours); or 201 or 202 (4 hours).
- Greek 105, 201-202 (9 hours).
- Spanish 101, 102 (6 hours); or 201 or 202 (4 hours).

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

NATURAL SCIENCE, B.A. DEGREE FOUR TO EIGHT SEMESTER HOURS
This requirement is met either by successfully completing two courses, preferably in the same department or program chosen from the following list; or by successfully completing Physics 173. (Physics 173 is a fast-paced course in general physics requiring advanced preparation in science and mathematics.)
- Biology 111, 113, 212, 214.
- Chemistry 123-124.
- Geology 111, 112, 113.
- Physics 121, 122; or 141, 142; or 173.
- Psychology 200, 210, 230, 300.

The introduction to science series: Biology, Chemistry, Physics, and Psychology 104. 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).

Only certain sections of these courses count toward Teacher Education science requirements. Teacher Education Program students pursuing B.A. degrees should consult the Teacher Education Handbook and the Chair of the Education Department for information regarding which of the courses and sections are acceptable for their science requirements.

NATURAL SCIENCE, B.S. DEGREE TWELVE TO SIXTEEN SEMESTER HOURS
This requirement is met either by successfully completing four courses, two in each of two departments, chosen from the following list; or by successfully completing Physics 173 and two courses in a different department. (Physics 173 is a fast-paced course in general physics requiring advanced preparation in science and mathematics.)

Biology 111, 113, 212, 214.
Chemistry 123-124.
Geology 111, 112, 113.
Physics 121, 122; or 141, 142; or 173.
Psychology 200, 210, 230, 300.

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 Chair of the Education Department for information regarding which of the courses and sections are acceptable for their science requirements.

HISTORY THREE SEMESTER HOURS
History 101 or 102 counts toward the requirement.

PHILOSOPHY THREE SEMESTER HOURS
Philosophy 120 or any 200-level course counts toward the requirement.

RELIGION THREE SEMESTER HOURS
Any 200-level Religion course counts toward the requirement.

CULTURES AND PEOPLES THREE SEMESTER HOURS
Any course from a list designated by the faculty counts toward the requirement. The list is available from the Registrar. Courses meeting this option focus on the study of cultures other than European and European-settler cultures, or the interaction between and comparison of European and non-western cultures.

MATHEMATICS THREE SEMESTER HOURS
This requirement is met by successfully completing three semester hours in a course in the department.

PHYSICAL EDUCATION TWO SEMESTER HOURS
This requirement is met by successfully completing two courses in 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 Chair of the student's major program and filed with the Registrar. The student will then be advised in the major department, and will notify the previous advisor of the change.

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

Under normal circumstances, no more than thirty-six hours in any one program may be applied toward a bachelor degree. Courses used to satisfy General Education requirements are not included in calculating that total. Similarly, under normal circumstances, neither those courses open primarily to freshmen nor those used to meet General Education requirements may be applied toward completion of major work requirements.

More than half of the courses in a student’s major must be taken and successfully completed at Wofford.

**Interim Requirements**

The graduation requirement for Interim is that each student must complete and pass four projects (one for each full-time year or equivalent at Wofford). More specifically, each student must complete and pass one project for every twenty-seven semester hours of course work awarded or accepted by Wofford for the student after he or she matriculates at the college (except that students who complete all other requirements for graduation in three years must each complete and pass only three projects).

Credits lost when students fail projects can be regained only by completing and passing projects in subsequent winter Interim periods (during any of which only one project may be undertaken by any student, as is always the case) or in the summer.

Credit hours earned in Interim projects may be applied only toward Interim requirements, certain Teacher Education program requirements for students in that program, and hours for graduation; they cannot be used to satisfy any portion of General Education requirements, nor those for majors, minors or other programs.

When a student undertakes an approved study abroad program whose calendar precludes his or her participation in Wofford’s 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).

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

**Elective Requirements**

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

**Grade Requirements for Graduation**

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

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 Upstate 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-four hours of work toward the degree and more than half of the hours toward the major must be completed at Wofford College. (Courses taken in a Wofford-approved study abroad program are considered to have been completed at Wofford College.) In extenuating circumstances, the Registrar will determine whether the student’s Residency Requirement for graduation has been met. Before undertaking such work, the student must obtain the approval of the Registrar and the Chair of any department concerned.

**Elective Programs of Study**

In addition to meeting the requirements for degrees, many students seek to focus their study toward areas of personal interest. Many students, in addition to completing a major, choose to complete programs of preparation for various professional schools—medicine, dentistry, law, teaching, and Christian ministry, for example. Some students seek to achieve depth in two fields by completing all the requirements for a major in each of two separate programs. Students may also add both breadth and depth of study by completing, in addition to the required major, a minor or an interdisciplinary program concentrating or integrating their study on a particular topic.
Academic Minors

Minors involve substantial work in a subject, but offer less depth and integration of study than provided by majors. Minors are offered in the following programs:

- Art History (in the Department of Fine Arts)
- Business (in the Department of Accounting and Finance)
- Computer Science
- Economics
- English
- German Studies
- Government
- History
- Mathematics
- Religion
- Philosophy
- Sociology

More than half of the courses in a student’s minor must be taken and successfully completed at Wofford. In addition, the student must have a grade-point average of at least 2.00 in all courses that could be applied to the minor, excluding prerequisites. The successful completion of a minor is noted on the student transcript. Specific requirements for these programs are found under the department or program headings in the Courses of Instruction chapter of this Catalogue.

Interdisciplinary Depth and Integration

In addition to interdisciplinary majors, Wofford College offers several interdisciplinary programs which are not majors, but which provide depth and integration of study:

- African/African American Studies Program
- Computational Science
- Gender Studies
- Information Management
- Latin American and Caribbean Studies
- Nineteenth Century Studies

Several concentrations are offered as tracks within a major:

- American Politics, Political Thought, World Politics (Government Major)
- Creative Writing (English Major)
- Neuroscience (Biology or Psychology Major)

The successful completion of these programs is noted on the student transcript. Specific requirements for each program are found under its department or program heading in the Courses of Instruction chapter of this Catalogue.

Pre-Professional Programs

Pre-Engineering

Wofford College has agreements with two institutions which afford students the 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 advisor, 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 B.S. degree by Wofford, and after meeting requirements at the professional school (usually by the end of the second year there), the student is awarded the B.S. degree in Engineering by that school.

These pre-engineering programs are rightly structured, and the requirements of the engineering schools differ slightly. Therefore, it is necessary to consult early and frequently with the program advisor at Wofford. The advisor is listed in the Student Handbook.

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. Therefore, it is necessary for interested students to consult early and frequently with the appropriate program advisors at Wofford. A list of the advisors may be found in the Student Handbook.

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.

Students interested in Christian leadership and ministry are encouraged to affiliate with the Pre-ministerial Society and establish a relationship with the college Chaplain. Opportunities for theological exploration of vocation, mentoring and seminary preparation are offered.

Teacher Education Program

Wofford College offers a program to prepare graduates to teach in public or private secondary schools in South Carolina and the nation. The program
leads to licensure in grades 9-12 in biology, English, French, mathematics, social studies (economics, government, history, psychology, and sociology), or Spanish. The Teacher Education Program at Wofford is accredited by the South Carolina Department of Education. Students successfully completing the Teacher Education program at Wofford are recommended for licensure in South Carolina. Licensure in South Carolina earns licensure in most other states through a program of reciprocity.

The goal of the Teacher Education Program is to produce knowledgeable teachers who demonstrate excellence in character, provide leadership to their schools and communities, and make a commitment to lifelong learning and professional development.

The Teacher Education Program provides both the academic courses and the clinical experiences to prepare the Wofford teacher candidate 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 required for South Carolina licensure. The earlier a teacher candidate registers interest in teaching with the Chair of the Department of Education, the more readily the planning can be effected.

Components of the Teacher Education Program

The Teacher Education Program at Wofford College has three interrelated components. First, there are those studies required to ensure a broad exposure to our intellectual heritage. For this purpose, teacher candidates are required to take courses in English, diverse cultures, fine arts, foreign language, humanities, science, history, philosophy, public speaking, 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 the Teacher Education program for licensure are similar, but because they are not identical and because the Teacher Education requirements change over time, teacher candidates should consult the Chair 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 licensure.

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 one of several fields. In order to obtain solid grounding in their subject of teaching specialization, teacher candidates complete a major in the field they will teach. To graduate, teacher candidates must complete the Wofford College requirements for a major; 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. Teacher candidates 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 component of the Teacher Education Program is made up of courses in professional education and applied or field experiences in the public schools. These offerings include in-depth study for those who wish to become professional teachers, but several courses may be taken by any student seeking a broader 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 320: Human Growth and Development
- Education 330: Educational Psychology
- Education 340: The Teaching of Reading
- Senior Year: Education 420: Secondary Instructional Methods
- Education 430: Seminar and Practicum in Secondary School Methods
- Education 440: Clinical Practice

Periodically, selected special topics courses may 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 Experience Handbook, and the Clinical Practice Handbook, available in the Department of Education and through consultation with the Chair.

Admission to the Teacher Education Program

The following basic standards must be met by the Wofford teacher candidate for admission to the Teacher Education Program. The teacher candidate must have:

- successfully completed a minimum of sixty (60) semester hours of coursework applicable toward degree requirements;
- 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;
- submitted an acceptable essay required with the application;
- passed the basic skills proficiency test — PRAXIS I: Academic skills assessments in reading, writing and mathematics;
- received two professional recommendations addressing character and academic promise and performance (one from general education faculty and one from Teacher Education faculty);
- presented a positive assessment of his or her eligibility for full licensure based on FBI background check.

To initiate admission procedures, the teacher candidate 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 Chair of the Department of Education. The teacher candidate should request two recommenda-
tions (one from general education faculty and one from teacher education faculty), using a form obtained from the Chair of the Department of Education.

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

Students not in the Teacher Education Program may enroll for six elective hours in certain courses offered by the Department (Education 200, 220, 320 or 330). After six hours the student must be formally admitted to the program in order to take additional professional education courses. Admission to the Teacher Education program should be sought during the sophomore year. Teacher candidates must be admitted to clinical practice one semester prior to student teaching.

Transfer students interested in teacher education should discuss their status with the Chair of the Department of Education.

Students who have already earned bachelor degrees and who desire to earn licensure 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 Chair of the Department can advise what requirements are met by the work previously completed at Wofford or other institutions.

Retention in the Teacher Education Program

Evaluation of teacher candidates enrolled in the Teacher Education Program is a continuous process. A teacher candidate's knowledge, skills and dispositions are important indicators of interest and success in completing the program. Students who do not meet minimum course requirements and who do not exhibit the required teaching dispositions may be advised to withdraw from the program.

Specifically, to be retained in the program the teacher candidate must: maintain a grade-point average of at least 2.0 overall and in the teaching major; complete satisfactorily each prerequisite professional education course and the prescribed field experiences in Education 340, 420, and 430, prior to enrolling in Education 440.

Recommendation for Teacher Licensure

The college advises teacher candidates about requirements of the Teacher Education 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 candidate. Deficiencies in preparation at the time the candidate seeks recommendation for licensure are not the responsibility of the college. Wofford College recommends for licensure only those candidates 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 more complete information, contact department Chairs or the Registrar.

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

Wofford students should be aware that, under the terms of a cross-registration agreement, they may also have access 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 courses at Converse 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 Upstate 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.

**Course 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, 290's, 480's, or 490's are either selected or advanced topics courses. Selected topics courses numbered 297-299 and 497-499 fulfill the Cultures and Peoples requirement for graduation. 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 in 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 in 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 in 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**

WM. EDDIE RICHARDSON, Department Chair
LILIAN E. GONZALEZ, PHILIP S. KEENAN, STEPHEN C. PERRY, JAMES EDWIN PROCTOR, PHILIP G. SWICEGOOD

The Department of Accounting and Finance offers courses in Accounting, Business, and Finance. It offers a major in Accounting, a major in Finance, and a minor in Business.

Students majoring in either Accounting or Finance have a choice of earning 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 or Finance may not major also in Business Economics or Intercultural Studies for Business.

The Department of Accounting and Finance participates with the Department of Foreign Languages in offering the major in Intercultural Studies for Business, and with the Department of Computer Science in offering the Emphasis in Information Management. Both programs are described elsewhere in this chapter of the Catalogue.

**Computer Proficiency Requirement:**

Students majoring in Accounting, Finance, or Intercultural Studies for Business, or minorin in Business, 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, Accounting Information Systems, is required in the majors and in the minor offered in this Department. Students in these programs will become proficient in using a financial calculator.

**Prerequisites for Majors in Accounting and Finance:**

Economics 201, 202; Mathematics 140.

**Accounting Major Requirements:**

Completion of thirty-nine hours as follows:

1. twenty-four hours from the following courses, all of which are required: Accounting 211, 336, 341, 351, and 352; Finance 321 and 448; and Economics 372.
2. six hours from Business 331, 338, and 376.
3. nine hours from 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, 445, and 480.

**Finance Major Requirements:**

Completion of thirty-nine hours as follows:

1. eighteen hours from the following courses, all of which are required: Accounting 211, 336, and 341; Finance 321; Business 448, and Economics 372.
2. six hours from Business 331, 338, and 376.
3. fifteen hours from the following courses, of which at least nine hours must be in Finance courses: Accounting 342, 351, 352, 411, 412, 423, 424, and 480; Finance 340, 411, 430, 440, 445, and 480.

**Business Minor Requirements:**

Completion of eighteen hours as follows:

1. twelve hours from the following courses, all of which are required: Accounting 211, 336; Finance 321; and Economics 372.
2. six hours from Business 331, 338, 376, and certain approved Accounting 480 and Finance 480 courses.

The Minor in Business is not available to students majoring in Accounting, Business Economics, Finance, or Intercultural Studies for Business.

**Accounting**

211. Accounting Principles
Introduction to the basic concepts and methodology of financial accounting, with emphasis on the analysis and interpretation of financial statements. Offered every semester.

(3/0/3) GONZALEZ, KEENAN, RICHARDSON

280. Selected Topics in Accounting
Selected topics in accounting at the introductory or advanced level.

(1-4/0/1-4) STAFF

336. Accounting Information Systems
A study of the information systems which assist an organization in achieving its objectives efficiently and effectively. The course includes an overview of the purpose, design, and use of specific systems. Prerequisite: Accounting 211. Offered spring semester.

(3/0/3) RICHARDSON

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. Offered every semester.

(3/0/3) GONZALEZ

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

(3/0/3) GONZALEZ

351. Intermediate Accounting I
An in-depth study of financial accounting theory and practice primarily related to assets. Prerequisite: Grade of C or higher in Accounting 211. Offered fall semester.

(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. Offered spring semester.
(3/0/3) KEENAN

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

480. Advanced Topics in Accounting
Topics and credit may vary from year to year. Prerequisite: Permission of instructor. Offered on occasional basis.
(1-4/0/1-4) STAFF

Business

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. Offered spring semester.
(3/0/3) PERRY

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

372. Business Law
A study of the contracts, uniform commercial code, and the legal environment of business. This course is cross-listed as Economics 372.
(3/0/3) FORT

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. Offered on occasional basis.
(3/0/3) STAFF

448. Business and the Liberal Arts
This is a capstone course required of students majoring in Accounting or Finance, and 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 sciences. Its focus is on strategic management and on the nature analysis and expression of issues. Prerequisite: Permission of instructor for students not majoring in Finance. Offered every semester.
(3/0/3) PERRY, RICHARDSON

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.) Offered every semester.
(3/0/3) KEENAN

280. Selected 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. Offered on occasional basis.
(1-4/0/1-4) 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. Offered every semester.
(3/0/3) RICHARDSON, SWICEGOOD

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

348. Small Business Management
A practical course designed to familiarize the student with the application of economic and managerial techniques of small business. These techniques include entrepreneurship and start-up, location analysis, forms of ownership, franchising, valuation of existing businesses, financing alternatives, account practices, marketing and advertising methods, and inventory control. An important feature of the course is the creation of a business plan for an existing or potential business by students. Prerequisite: Finance 321. Offered alternately fall and spring semester.
(3/0/3) PERRY
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. Offered fall semester.
(3/0/3) RICHARDSON, SWICEGOOD

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 portfolio. Analyses are augmented by using an electronic spreadsheet. Prerequisites: Finance 321. Offered every semester.
(3/0/3) PROCTOR

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

445. **Financial Statement Analysis**
A study of the basic techniques, research methods, and strengths and limitations of financial statement analysis. Students will review financial data to predict earnings and financial ratios, as well as techniques to value equity securities and to predict takeover targets, debt ratings, and bankruptcies. Prerequisites: Accounting 211 and Finance 321. Offered fall semester.
(3/0/3) PERRY

480. **Advanced 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. Offered on occasion.
(1-4/0/1-4) STAFF

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**African/African American Studies**

**GERALD A. GINOCCHIO, JIM NEIGHBORS, Coordinators**

The program in African/African American Studies is an interdisciplinary course of study in the rich history and culture of Africa and the descendants of Africa in America. Working across disciplines and departments, the program will integrate courses from Art History, English, History, Philosophy, Religion, Sociology, and Theatre, and will culminate in an independent capstone project.

The program in African/African American Studies is not a major. Courses applied toward requirements for African/African American Studies also may be counted for other programs, majors, or minors. Subject to approval by the coordinators, courses taken during the Interim period may be counted toward satisfying program requirements. Successful completion of the program will be noted on the transcript and on the program for commencement exercises.

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**Requirements:**

18 hours (six three-hour courses) as follows:


2. Four more courses from the following list (with not more than two, including the theory course, from the same department):

   - Art 241. African Art
   - English 411. African American Literature
   - History 307. History of the American South to the Civil War
   - History 308. History of the American South since the Civil War
   - History 316. Topics in African-American History
     American Slavery and The American Civil Rights Movement have been the most recent offerings.

3. The senior Capstone Project.

**448. Capstone Project: African/African American Studies**

Designed by the student, the Capstone Project combines an understanding of African/African American theory with interdisciplinary study in two disciplines of the student's choice. Often the project will take the form of a traditional research paper (20-30 pages), but works of fiction or drama, held studies, multi-media presentations, or other formats are acceptable, subject to the coordinators' approval. Projects other than research papers must be accompanied by a bibliography of sources and a 5-10 page statement explaining goals, results, and research methods. Students will defend their final project before a committee of three faculty members, consisting normally of two teaching courses in the African/African American Studies program and one outside reader; these defenses will be open to the Wofford community. Prerequisite: Permission of the coordinators.
(0/0/3) STAFF
**Biology**

GEORGE W. SHIFLET, JR., Department Chair  
CLARENCE L. ABERCROMBIE, GEORGE R. DAVIS, JR., ELLEN S. GOLDEY,  
STEACEY HETTES, DAVID L. 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 Chair.  
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 Biology 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, Physics 104, and Psychology 104  
do not contribute to this requirement.

Students majoring in Biology may concentrate in Neuroscience. Administered  
by the departments of Biology and Psychology, the Neuroscience Concentration  
is an interdisciplinary examination of the nervous system and its regulation  
of behavior. Completion of the concentration will be noted on the transcript.  
By carefully selecting courses, students may complete both the major in  
Biology and the concentration in Neuroscience. Many of the required courses  
count toward both the major in Biology and the concentration in Neuroscience.  
For requirements see the section of the Catalogue on Neuroscience.

Students majoring in Biology may 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.

Students in the Teacher Education Program who are seeking to complete  
licensure requirements to teach biology in secondary schools should refer to the  
Teacher Education Handbook and consult with the Chairs of the Biology and  
Education Departments to review the extent to which departmental and teacher  
preparation requirements differ and to develop plans for meeting both.

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

111. **Introductory Animal Biology**  
Usually the first course taken in the major, student learning goals for this course include  
fostering an understanding of evolutionary relationships among species, laying a strong  
foundaion in animal anatomy and physiology, honing observation and dissection  
skills, and developing effective study habits and collaborative working techniques.  
The content includes introductory level coverage of cell function, embryology, and  
the phylogeny, physiology and morphology of protozans and animals.  
(3/3/4) GOLDEY, KUSHER

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

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

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

250. **Introduction to Research**  
Projects designed to introduce students to research and to critical reading of original  
research.  
(Variable credit in class or lab up to 4 hours) STAFF

280. **Selected Topics in Biology**  
Selected topics in Biology at the introductory or intermediate level.  
(Variable credit in class or lab up to 4 hours) STAFF

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

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

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

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

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

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

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.  
(3/3/4) RAYNER
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.
(3/3/4) RAYNER

374. Living Mammals of the World
Study of the anatomical, physiological, and demographic characteristics that make mammals important ecological actors in a variety of natural systems. Topics may include evolutionary origins of living mammals, and Order by Order review of the Class, and contemporary problems of mammal conservation.
(3/0/3) ABERCROMBIE

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.
(3/3/4) GOLDEY, RAYNER

383. Toxicology
Topics include sources of toxic compounds; pollutant effects at the ecosystem level; fate and behavior of compounds in the environment; biochemical and physiological exposure and individual responses; toxicity testing and risk assessment.
(3/0/3) STAFF

385. Marine Biology
Study of the physical and biological components marine ecosystems, with an emphasis on the diversity of organisms and their ecological adaptations to the sea.
(3/0/3) KUSHER

386. Freshwater Biology
Study of the physical and biological attributes of freshwater ecosystems. The course examines the biological communities of a variety of aquatic systems and the lab provides students with experience in field work.
(3/3/4) KUSHER

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.
(3/0/3) RAYNER

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

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

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) MOSS

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) GOLDEY

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

450. Research
Original research in an area of student's interest. Prerequisite: Biology 280 (Variable credit in class or lab up to 4 hours) STAFF

480. Advanced Topics in Biology
Topics of special interest, special need, or special content.
(Variable credit in class or lab up to 4 hours) STAFF

490. Case Studies in Biomedicine
(3/0/3) G. SHIFLET

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 Chair
CALER A. ARRINGTON, CHARLES G. BASS, JAMEICA B. HILL, RAMIN RADFA, BRYAN G. SPLAWN, 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 30 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 28-30 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 majoring in Chemistry may 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 and Corequisites:**
Chemistry 123-124 and 360; Physics 121 and 122, or 141 and 142, or 173; Mathematics 181, 182.

**Major Requirements:**

**Additional Requirements for the Pre-Professional Track:**
Chemistry 314; 323 and 323L; 411 and 411L; 421; and one additional chemistry course with the laboratory component or four hours of 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 309 and 309L; 308 and 308L, or 314, or 323 and 323L; 421, or 411 and 411L; and one four-hour Biology course (other than Biology 104). Pre-medical and pre-dental students will need to take a minimum of three Biology courses 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.
(0/3/4) STAFF

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

203-204. Organic Chemistry
A study of the major classes of organic compounds, with emphasis on structure and mechanisms. Prerequisite: Chemistry 123-124.
(3/0/3) each course BASS

203L-204L. Organic Chemistry Lab
A study of the techniques of organic chemistry built around examples provided in the lecture courses (203-204). Emphasis will be on laboratory set-ups, distillation, extraction, recrystallization, chromatographic separations, and spectrometric analysis (particular attention will be paid to simple IR and NMR analysis). Prerequisite: Chemistry 124. Corequisite: Chemistry 203-204.
(0/3/1) each semester BASS

214. Introductory Analytical Chemistry
Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 124. Corequisite: Chemistry 214L.
(3/0/3) CASTILLO

214L. Introductory Analytical Chemistry Lab
Application of classical procedures for specific determinations. Includes volumetric, gravimetric, and common electroanalytical chemistry techniques. Prerequisite: Chemistry 124. Corequisite: Chemistry 214.
(0/3/1) 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

308. Biotechnology
This course is designed to provide knowledge and skills of biochemical processes and their application to industrial chemistry and microbiology. Prerequisite: Chemistry 204.
(3/0/3) RADFAR

308L. Biotechnology Lab
The lab exercises in this course have been selected to provide practical experience in biochemical processes and their application to industrial chemistry, microbiology, and the use of microorganisms for biological synthesis.
(0/3/1) RADFAR

309. Biochemistry
A rigorous introduction to modern biochemistry with an emphasis on the molecular basis of cellular structure and biological function. A thorough treatment of physico-chemical properties of informational macromolecules is employed to provide a sound basis for the study of bioenergetics and metabolic organization. Prerequisite: Chemistry 204. Corequisite: Chemistry 309L.
(3/0/3) RADFAR

309L. Biochemistry Laboratory
The lab exercises in this course have been selected to provide practical experience in protein chemistry and in chromatographic and electrophoretic separation, and to emphasize the basic principles of biochemistry.
(0/3/1) RADFAR

313. Physical Chemistry I
A study of the laws and theories of thermodynamics applied to chemical systems presented from a modern perspective. Theories describe the behavior of energy, heat, work, entropy, reaction spontaneity and equilibrium; equations of state; and phase diagrams. Prerequisites: Chemistry 214; Physics 121 and 122, or 141 and 142, or 173; Mathematics 181, 182. Corequisite: Chemistry 313L.
(3/0/5) C. ARRINGTON

313L. Physical Chemistry I Laboratory
This course provides a laboratory study of chemical kinetics using both modern experimental techniques and computer-aided calculations and simulations. Along with understanding the measurements of chemical reaction rates from both theoretical and experimental perspectives, the course focuses on methods for the statistical treatment of experimental data. Prerequisites: Chemistry 214, Physics 121 and 122, or 141 and 142, or 173; Mathematics 181, 182. Corequisite: Chemistry 313.
(0/3/1) C. ARRINGTON
314. Physical Chemistry II
An introduction to quantum chemistry focusing on the postulates and models of quantum mechanics as they apply to atoms and molecules. Prerequisites: Chemistry 214, Physics 121 and 122, or 141 and 142, or 173; Mathematics 181, 182.

(3/0/3) C. ARRINGTON

323. 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 313.

(3/0/3) HILL

323L. Inorganic Chemistry Lab
Synthesis and characterization of organometallic, coordination, bioorganic, and solid state compounds. This laboratory component includes inert atmosphere techniques, vibrational spectroscopy, NMR spectroscopy, and electrochemistry. Corequisite: Chemistry 323.

(0/6/3) C. ARRINGTON, BASS

340. Modern Experimental Methods
A collaborative laboratory course teaching the techniques of modern chemistry. Students can expect to gain experience with liquid chromatography, gas chromatography, mass spectroscopy, ultra-violet spectroscopy, nuclear magnetic resonance, electrophoresis, molecular modeling, calorimetry, and modern synthetic techniques including inert atmosphere work. Projects will be selected so as to integrate the various disciplines of chemistry. Prerequisites: Chemistry 204, 313.

(0/6/3) D. WHISNANT

360. Chemical Information Retrieval
An introduction to the retrieval of information from commercial on-line databases in chemistry, including STN, Dialog, and the World Wide Web. Emphasis is placed on the content and scope of these databases and on the development of effective search strategies. The goal of the course is to provide students with the tools, including the computer skills, necessary to conduct independent literature searches for courses and research. Students also learn how to make effective computer-assisted presentations.

This course is graded pass/fail. Prerequisite: Chemistry 204.

(1/0/1) D. WHISNANT

411. Chemical Instrumentation
A study of the theories employed in analytical instrumentation. The application of various techniques for methods in absorption and emission spectroscopy, gas chromatography, mass spectroscopy, radioisotopes, and other approaches will be emphasized. Prerequisite: Chemistry 314.

(3/0/3) CASTILLO, SPLAWN

411L. Chemical Instrumentation Laboratory
Application of instrumental procedures for specific determinations. Includes gas chromatography, mass spectroscopy, UV-Vis spectroscopy, IR spectroscopy, and various other approaches. Prerequisite: Chemistry 314. Corequisite: Chemistry 411.

(0/5/1) CASTILLO, SPLAWN

421. Advanced Organic Chemistry
A study of the structure, synthesis, and behavior of organic compounds based on electronic structure. Concepts learned in basic organic will be extrapolated to more modern approaches to organic chemistry. Prerequisite: Chemistry 204.

(3/0/3) 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 Chair.

(0/6/2) 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. Prerequisite: Introductory course in area of study and permission of instructor. (Variable credit in class or lab up to 4 hours) 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 Chair.

Communication Studies

LINDA POWERS, Coordinator
VIVIAN B. FISHER, DENO P. TRAKAS, CAROL B. WILSON

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.

The courses in Communication, listed below, are part of the curriculum offered by the Department of English. They are listed also in the English section of this chapter.

English 290. Selected Topics in Communication Studies
Selected topics in Communication Studies at the introductory or intermediate level.

(1-4/0/1-4) STAFF

English 381, 382, 383. Business and Professional Communication
A series of three one credit-hour courses offered sequentially during a series of three one credit-hour courses offered sequentially during one semester. English 381 (Interpersonal Communication) focuses on interpersonal skills, oral communication, and listening; 382 (Team Dynamics) focuses on skills needed for problem solving by small groups; and 383 (Conflict Management) focuses on strategies for decreasing conflict and creating win-win outcomes in the workplace and in the community.

(3/0/1) each course POWERS

English 384. Writing for the Mass Media
An introduction to writing for print journalism, broadcast media, and in public relations and advertising settings.

(3/0/3) POWERS

English 385. Reading 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.

(3/0/3) TRAKAS
Computational Science

ANGELA B. SHIFLET, Department Chair

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. Completion of the Emphasis is noted on the student transcript.

Emphasis Prerequisite:
Mathematics 181.

Emphasis Requirements:
Computer Science 235 with a grade of C or higher, 350 with a grade of C or higher, 275 and 370 (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 submit a résumé. Interning 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 submit a final report and a World Wide Web page describing the work, and must have a positive evaluation from the internship supervisor. The coordinator of the Emphasis on Computational Science must approve the internship and all required materials.

Computer Science

ANGELA B. SHIFLET, Department Chair
DONALD A. CASTILLO, BOYCE M. LAWTON III, JOSEPH D. SLOAN, DAVID A. SYKES, DANIEL W. WELCH

The Department, which offers a major and a minor in Computer Science, has a variety of courses to help students acquire the knowledge, experience, and skills to use a computer as an effective tool for problem solving in many areas. Students completing the major in Computer Science 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 offers an Emphasis in Computational Science for students majoring in Biology, Chemistry, Mathematics, Physics, or Psychology (see Catalogue section on Computational Science) and an Emphasis in Information Management for students majoring in Accounting, Business Economics, Economics, Finance, or Intercultural Studies for Business (see Catalogue section on Information Management).

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, 200, 235; Mathematics 431 or Computer Science 340; and at least one of Mathematics 140, 320, 330, 421, or Computer Science 275.

Philosophy: Philosophy 218.

Minor Requirements:
The minor requires completion of 18 semester hours as follows: Computer Science 235 and 350 with grades of C or higher, Mathematics 235, two additional Computer Science courses numbered 200 or higher, plus one additional Computer Science course numbered 500 or higher. Note: Physics 203 is considered to be a 200-level Computer Science course.

101. Introduction to Computers
An introduction to the general field of data processing and to the capabilities of computers. Emphasis is placed on working with e-mail, the Internet, Web page development, word processing, electronic spreadsheets, and databases.
(3/0/3) STAFF

235. Programming and Problem Solving
Students learn to develop programs using an object-oriented language. Students are introduced to problem solving and algorithm development with emphasis on good programming style. 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. Prerequisite: Permission of the instructor.

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

275. **Scientific Programming: Modeling and Simulation**

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. Throughout, applications in the sciences are emphasized. Prerequisite: Mathematics 181.

(3/0/3) **A. SHIFLET, SLOAN**

280. **Selected Topics in Computer Science**

A course in 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. Prerequisite: Permission of the instructor.

(Variable credit in class or Lab up to 4 hours) **STAFF**

310. **Computer Graphics**

An introduction to computer graphics. Particular emphasis is placed on the algorithms used to produce 2D and 3D graphics with a computer. Topics include graphics devices, polygons, drawing tools, vectors, transformations, 3D viewing, polygonal meshes, lighting, and shading models. Prerequisites: Mathematics 181 and C or higher in Computer Science 235.

(3/0/3) **A. SHIFLET, SLOAN**

315. **Computer Networks**

An introduction to computer networks, including network architecture, communication protocols, algorithms, and the current state of technology used to implement computer networks. Prerequisites: Physics 203 and C or higher in Computer Science 235.

(3/0/3) **SLOAN, WELCH**

320. **Programming Languages**

A comparative study of high-level programming languages, including study of the design, evaluation, and implementation of such languages. Emphasis is placed on the ways in which such languages deal with the fundamentals of programming. Prerequisites: C or higher in Computer Science 235 and Physics 203, or C or higher in Computer Science 350.

(3/0/3) **STAFF**

330. **Introduction to Databases**

A study of data models, including relational, object-oriented, hierarchical, and network models. Topics include the theory of normal forms, database design, query languages, and implementation of databases. Prerequisite: C or higher in Computer Science 235.

(3/0/3) **SYKES**

335. **Advanced Web Programming**

An advanced study of the design and programming of web pages. Topics include commercial web sites; programming in languages, such as HTML, JavaScript, ASP, and SQL; programming web interfaces to databases; e-commerce; web design concepts; and computer security. Prerequisite: C or higher in Computer Science 320 or 350.

(3/0/3) **LAWTON**

340. **Theory of Computation**

A study of formal models of computation, such as finite state automata, push-down 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 C or higher in Computer Science 350.

(5/0/5) **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: C or higher in Computer Science 235.

(8/0/3) **STAFF**

360. **Operating Systems**

A study of fundamental concepts that are applicable to a variety of operating systems. Such concepts include processes and threads, process coordination and synchronization, scheduling, physical and virtual memory organization, device management, file systems, security and protection, communications and networking. Prerequisite: C or higher in Computer Science 350.

(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 contains 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 three dimensions. Throughout, applications in the sciences are emphasized. Prerequisite: C or higher in Computer Science 235.

(3/0/3) **A. SHIFLET, SLOAN**

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: C or higher in Computer Science 350.

(3/0/3) **STAFF**

450. **Advanced Data Structures**

Advanced data structures, advanced object-oriented programming concepts, and advanced program design principles. Prerequisites: Mathematics 235 and C or higher in Computer Science 350.

(3/0/3) **SYKES**

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. Prerequisite: Permission of the instructor.

(Variable credit in class or lab up to 4 hours) **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. Prerequisite: Permission of the instructor.

(Variable credit in class or lab up to 4 hours) **STAFF**
Creative Writing
JOHN E. LANE, DENO P. TRAKAS, Coordinators
ELIZABETH COX, C. MICHAEL CURTIS, MARK A. FERGUSON, ROSA SHAND
Creative Writing is a concentration within the English major.

Requirements:
Four courses in Creative Writing in addition to six literature courses as outlined in the section of this chapter on English Language and Literature. At least two of the Creative Writing courses must be in the same genre.
The Creative Writing courses are as follows:
English 371. Short Story Workshop
English 372. Advanced Fiction Workshop
English 373. Poetry Workshop
English 374. Advanced Poetry Workshop
English 375. The Art of the Personal Essay
Theatre 376. Playwriting Workshop

Economics
JOHN R. McARTHUR, Department Chair
KATERINA ANDREWS, JOHN K. FORT, FRANK M. MACHOVEC, 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, or in both Economics and Finance. Students may not major in both Business Economics and Economics, or Finance, or Accounting, or Intercultural Studies for Business.
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 drop-add period of the subsequent semester that the faculty of the Department of Economics review the appeal. The Department faculty's decision is final.
Students majoring in Economics and Business Economics may obtain an Emphasis in Information Management. The interdisciplinary field of information management applies computer science to business. For requirements, see the Catalogue section on Information Management.

Prerequisites for the Major in Economics or Business Economics:
Mathematics 120 or Economics 439; Mathematics 140; Mathematics 160 or 181; Computer Science 101.

Economics Major Requirements:
Thirty-one semester hours as follows: Economics 201 and 202 each with grades of C- or higher; Economics 301, 302 and 450; plus 15 additional hours in Economics, six hours of which must be in writing intensive courses.

Students majoring in Economics who seek to complete licensure requirements to teach social studies in secondary schools should refer to the Teacher Education Handbook and consult with the Chairs of the Economics and Education Departments to plan for the related work they must do in History, Geography, Government, and Sociology.

Economics Minor Requirements:
Fifteen semester hours as follows: Economics 201 and 202, each with grades of C- or higher; Economics 322; and two 300- or 400- level electives in Economics. The minor in Economics is not available to students majoring in Business Economics.

Business Economics Major Requirements:
Thirty-four semester hours as follows: Economics 201 and 202 each with grades of C- minus or higher; Economics 301, 302, and 450; Accounting 211 and 341.

Two of the following courses: Economics 372, Finance 321, or Business 331.

Two additional courses in Economics (excluding Economics 372), one of which must be a writing intensive course.

201. Principles of Microeconomics
An introduction to the economic way of thinking and a study of market processes. (3/0/3) STAFF

202. Principles of Macroeconomics
An introductory course in the economic analysis of the determination of income, employment and inflation. It is recommended that Economics 201 be completed with a grade of C-minus or higher before attempting 202. (3/0/3) STAFF

280. Selected Topics in Economics
Selected topics in Economics at the introductory or intermediate level. (1-4/0/1-4) STAFF

301. Microeconomic Theory
An intermediate-level course in the economic analysis of market processes. Prerequisites: C-minus or higher in Economics 201, 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: C-minus or higher in Economics 201 and 202. (3/0/3) ANDREWS

311. Economic History of the United States
A historical treatment of the economic development of America from colonial times to the present. Prerequisites: C-minus or higher in Economics 201, 202. A research paper is required. (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. Prerequisites: C-minus or higher in Economics 201, 202.  
(3/0/3) **MACHOVEC**

323. **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. A research paper is required. Prerequisite: C-minus or higher in Economics 201.  
(3/0/3) **WALLACE**

332. **Environmental Economics**  
The application of economic principles to explain the existence of environmental problems and to evaluate proposals for improving environmental amenities. A research paper is required. Prerequisite: C-minus or higher in Economics 201.  
(3/0/3) **MACHOVEC**

333. **Economics of Property Rights**  
A study of private property rights, communal property, and open access resources from both an economic and legal perspective. A research paper is required. Prerequisite: C-minus or higher in Economics 201.  
(3/0/3) **MACHOVEC**

334. **Economics of Native Americans**  
A study of how American Indian Institutions were shaped by their culture, traditions, environment, and changes in technology. A research paper is required. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Prerequisite: C-minus or higher in Economics 201.  
(3/0/3) **ANDREWS**

336. **Economics of Medical Care**  
The application of economic theory to study the delivery of medical services in a managed care environment. Transactions between patients, medical care providers and third party payers will be examined to show how profits are made, costs covered and contracts written. A research paper is required. Prerequisite: C-minus or higher in Economics 201.  
(3/0/3) **TERRELL**

340. **Economics of Native Americans**  
A study of how American Indian Institutions were shaped by their culture, traditions, environment, and changes in technology. A research paper is required. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Prerequisite: C-minus or higher in Economics 201.  
(3/0/3) **ANDREWS**

372. **Business Law**  
A study of the contracts, uniform commercial code, and the legal environment of business. This course is cross-listed as Business 372.  
(3/0/3) **FORT**

401. **International Economics**  
Studies the impact of specialization and exchange on human well-being; evaluates the winners and losers when the U.S. raises or reduces its tariffs; examines the broader sociopolitical debate over globalization, especially the conflicting perspectives on the effects of international trade on child labor and the fabric of so-called "Third-World" cultures. Offered spring of odd numbered years. Prerequisites: B or higher in Economics 301 and C or better in Mathematics 160 or 181.  
(3/0/3) **MACHOVEC**

402. **International Macroeconomics**  
Survey of the forces that shape the U.S. international balance of payments. Impact of U.S. growth and U.S. inflation on domestic and foreign interest rates, imports, exports, the dollar's value in relation to foreign currencies, and the net flow of capital between the U.S. and other countries. Offered spring of even-numbered years. Prerequisite: Economics 302.  
(3/0/3) **MACHOVEC**

412. **Public Finance**  
A theoretical and institutional analysis of government expenditure, taxation, and debt, including economic analysis of government decision-making and the distributional effects of alternative tax and subsidy techniques. A research paper is required. This course is designated as writing intensive.  
(3/0/3) **STAFF**

432. **Managerial Economics**  
The application of economic analysis to the management problems of coordination, motivation, and incentives within organizations. A research paper is required. Prerequisites: Economics 301 and Mathematics 160 or 181.  
(3/0/3) **WALLACE**

439. **Mathematical Economics**  
A thoroughly interdisciplinary approach to mathematics and economics. Measures such as logarithms, derivatives, and integrals will be employed to interpret trends of phenomena such as consumer welfare, social costs, inflation, etc. The formulation of qualitative explanations (concise and simplified) of quantitative outcomes is the overarching objective of this course.  
(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: C-minus or higher in Economics 201, 202.  
(3/0/3) **TERRELL**

441. **Comparative Economic Systems**  
Contrasts the nature and characteristics of a free-market economy against the centrally-orchestrated mechanisms of managed economies such as socialism, communism, fascism, and the so-called "crony mercantilism" that prevails in most of modern day Africa, Latin America, and the Middle East. A research paper is required. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Prerequisites: C or higher in Economics 201.  
(3/0/3) **MACHOVEC**

450. **Senior Seminar**  
A capstone course required of all students in their last year of study completing the major in Business Economics or Economics. Microeconomic and macroeconomic case studies are used to reinforce and evaluate the student's understanding of the economic way of thinking.  
(4/0/4) **STAFF**

470. **Independent Study in Advanced Economics**  
Study of a specific topic in economics under the direction of a departmental faculty member. The readings, program of research, and written work to be undertaken by the student will be determined in consultation with the instructor. Prerequisite: Junior or senior standing and permission of the instructor.  
(1-3/0/1.3) **STAFF**

480. **Advanced Topics in Economics**  
Topics may vary from year to year. Prerequisites: C-minus or higher in Economics 201, 202.  
(1-4/0/1.4) **STAFF**
Education

CYNTHERIA A. SUAREZ, Department Chair

The Education Department offers courses required for students who wish to prepare for licensure as teachers in secondary schools. Teacher candidates preparing to teach at this level should complete a major in the discipline they will teach. In addition, the Teacher Education Program requires Education 200, 220, 320, 330, 340, 420, 430, and 440. For further information, consult the Catalogue section on the Teacher Education Program and the Teacher Education Handbook, or contact the Chair 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. Offered every semester (3/0/3) WELCHEL

220. Teaching Diverse Student Populations
This course focuses on the increasing diversity found in today’s schools. Specifically, it is designed to help prepare teacher candidates to teach and work with students with special needs within the regular classroom. It provides information about four groups of students from diverse cultural backgrounds, and students who are linguistically diverse. In addition, the course content will include practical strategies for adapting instruction to meet the learning needs of all students. Prerequisites: Education 200 or permission of the instructor. May be taken simultaneously with Education 200. Offered every semester. (3/0/3) SUAREZ

280. Selected Topics in Education
Selected topics in Education at the introductory or intermediate levels.
(Variant credit in class or practicum up to 4 hours) STAFF

320. Human Growth and Development
A survey designed to acquaint teacher candidates with basic knowledge and understanding of the principles of lifelong human growth and development. Content addresses the various patterns of physical, cognitive, social, and emotional growth with a focus on developmental applications in educational settings during adolescence. Prerequisite: Education 200 or permission of instructor. Offered spring semester. (3/0/3) WELCHEL

330. 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 9-12 is included. Prerequisite: Education 200 or permission of instructor. Offered fall semester. (3/0/3) SUAREZ

340. 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 twelve-hour field experience is included. Prerequisites: Education 200, 220, 320, 330. (5/0/3) SUAREZ

420. Secondary Instructional Methods
A course designed to provide teacher candidates with information and experiences to develop a broad view and understanding of the roles, responsibilities, and instructional methods of secondary teachers. Teacher candidates will be introduced to general and specific instructional strategies, methods, planning techniques, teaching resources, and technology for use in secondary classrooms. They will also be provided opportunities to further refine their philosophy of education, their understanding of the learning process, and their knowledge of how to assist students in building self-esteem and confidence as well as communicate with students, teaching colleagues, school administrators and parents. The ADEPT process will be introduced and discussed. Study of learning theories, current research on effective teaching, and the development of curriculum products to support effective teaching will be included. Conferencing with secondary students, teachers, administrators, and parents will be addressed, as will classroom management techniques. Attention will also be given to teaching students with special needs in the regular classroom. This course has a required field experience of 15 semester hours. Prerequisites: Education 200, 220, 320, 330, 340. Offered fall semester. (5/0/3) WELCHEL

430. Seminar and Practicum in Secondary School Methods
A required 100-hour practicum with seminars for teacher candidates to reinforce theoretical content and allow for some supervised practice of teaching skills. Candidates enroll in the component related to their academic teaching majors. Public school seminars led by certified subject area teachers are a required component. Prerequisites: Education 200, 220, 320, 330, 340 and 420. Offered as the candidate's senior Internship project. (4/0/4) STAFF

440. Clinical Practice
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, 220, 320, 330, 340, 420 and 430. (6 or 12 semester hours) SUAREZ

480. Advanced Topics in Education
Study of selected pertinent topics in education at the advanced level. (Variable credit in class or practicum up to 4 hours) STAFF
English Language and Literature

VIVIAN B. FISHER, Department Chair
ALAN D. CHALMERS, ELIZABETH COX, C. MICHAEL CURTIS,
CHRISTOPHER L. DINKINS, DENNIS M. DOOLEY, MARK A. FERGUSON,
NATALIE S. GRINNELL, SALLY A. HITCHMOUGH, JOHN E. LANE, NANCY
B. MANDLEOFF, JIM NEIGHBORS, ROSA SHAND, MICHAEL C. SMITH,
AMY D. SWEITZER, DENO P. TRAKAS, CAROL B. WILSON

Major Prerequisites and Corequisites:
English 201, 202, and 203, at least one of which must be completed before any 300- or 400- level courses may be attempted.

Major Requirements:

For the English Major, students must successfully complete ten advanced courses (30 semester hours), three of which (9 semester hours) may come from the Creative Writing sequence (English 371-376) and/or Communication courses (English 381-387). Major work must include at least one course from each of the following groups:

B. 309, 311, 312, 313, 314, 331, 332.
C. 321, 322, 323, 324, 326, 327.

Students majoring in English may choose to concentrate in Creative Writing. For the concentration in Creative Writing, students must successfully complete ten advanced courses (30 semester hours), four of which (12 semester hours) must come from the Creative Writing sequence (English 371-375). Two of the Creative Writing courses must be in the same genre. Of the six advanced literature courses, at least one must come from each of the four groups listed above.

English 470, Independent Study, may be counted toward the major only once.

With the permission of the Chair of the English Department, Theatre 360, 362, 376, and 480 may be counted toward a major in English.

Students in the Teacher Education Program who are seeking to complete licensure requirements to teach English in secondary schools should refer to the Teacher Education Handbook and consult with the English and Education Department Chairs to review the extent to which Departmental and teacher preparation requirements differ and to develop plans for meeting both.

Students who intend to do graduate work in English are advised to acquire a reading knowledge of French, German, or Spanish.

Minor Prerequisites and Corequisites:
English 201, 202, and 203, at least one of which must be completed before any 300- or 400- level courses may be attempted.

Minor Requirements:

Five advanced courses (15 semester hours), one of which (3 semester hours) may come from Communication courses or the Creative Writing sequence. The other four courses must consist of at least one course in each of the four categories (A, B, C, and D) as designated in the requirements for the English major.

102. Seminar in Literature and Composition
An in-depth study of some topic in fiction. Reading and discussion lead to written work and independent investigation. Objectives are to read critically, think analytically, and communicate effectively. Students are required to write several papers, one of which includes documentation. The course should be taken in the freshman year. Prerequisite: Humanities 101.
(3/0/3) STAFF

200. Introduction to Literary Study
A study of the genres of poetry and drama designed to develop the student's ability to read literature with sensitivity and understanding and with a sense of literary tradition. Emphasis is on close reading of works from a variety of critical perspectives. The course includes at least one Greek play and one Shakespearean play. Prerequisite: English 102.
(3/0/3) STAFF

201. English Literature to 1800
A study of works representative of the major writers and periods from the Middle Ages through the 18th century, with emphasis on critical understanding of these works and on the influences that produced them. Prerequisite: English 102.
(3/0/3) STAFF

202. English Literature Since 1800
A study of works representative of the major writers and periods from the Romantic movement to the present, with emphasis on critical understanding of these works and on the influences that produced them. Prerequisite: English 102.
(3/0/3) STAFF

203. Survey of American Literature
A study of works representative of major American writers from the Colonial Period to the present, with emphasis on critical understanding of these works and on the influences that produced them.
(3/0/3) STAFF

280. Selected Topics in Literature
Selected topics in literature at the introductory or intermediate level.
(1-4/0/1-4) STAFF
Prerequisite for Advanced Courses: The successful completion of at least one 200-level English course is a prerequisite for all 300-level or 400-level courses.

301. British Medieval Literature
A study of British literature from 800 to 1450, excluding Chaucer. Works studied include Beowulf, Sir Gawain and the Green Knight, and Malory's Morte d'Arthur.
(3/0/3) GRINNELL

302. Chaucer
A study of Chaucer's major poetry, with some attention to medieval language and culture.
(3/0/3) GRINNELL
303. Early English Drama, Excluding Shakespeare
A study of Medieval and Renaissance drama, including mystery and morality plays and
such dramatists as Marlowe, Kyd, Greene, Middleton, Beaumont, and Fletcher.
(3/0/3) GRINNELL, SWEITZER

304. Spenser and the Sixteenth Century
A study of 16th century poetry and prose (Wyatt, Sidney, Lily) with an emphasis on
Spenser's Faerie Queen.
(3/0/3) SWEITZER

305. Shakespeare (Early Plays)
A study of the principal plays of the first half of Shakespeare's career, especially the
comedies and histories.
(3/0/3) SWEITZER

306. Shakespeare (Later Plays)
A study of the principal plays of the latter half of Shakespeare's career, especially the
major tragedies and romances.
(3/0/3) SWEITZER

307. Seventeenth-Century English Literature
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, Herbert,
Vaughan, and Marvell.
(3/0/3) CHALMERS

309. English Literature of the Restoration and Eighteenth Century, 1660-1800
A study of important works from the literature of the period, selected from satire
(poetry and prose), essays, lyrics, biographies, and drama. The chief authors studied
will be Dryden, Swift, Pope, Gray, Johnson, Behn, Congreve, Fielding, and Gay.
(3/0/3) CHALMERS

311. The English Romantic Period
A study of English Romanticism with an emphasis on the poetry of Blake, Wordsworth,
Coleridge, Byron, Shelley, and Keats.
(3/0/3) FISHER

312. The Victorian Period
A study of representative literature of the Victorian age, with emphasis on the poetry
of Tennyson, Browning, Arnold, and the pre-Raphaelites.
(3/0/3) FISHER, HITCHMOUGH

313. Nineteenth Century Issues and Topics
A study of Victorian prose and poetry selected according to a specific theme that will
help students understand the culture and prevalent ideas of the period.
(3/0/3) HITCHMOUGH

314. The Irish Revival
A study of the major writers of the period, including Synge, Yeats, Joyce, and O'Casey,
with emphasis on the cultural and historical context of the Irish Renaissance.
(3/0/3) DOOLEY, WILSON

316. Contemporary British Literature
A study of British literature after World War II, including poetry, fiction, and drama,
with emphasis on the cultural and historical context.
(3/0/3) HITCHMOUGH

321. American Romanticism
American literature up to the Civil War.
(3/0/3) DOOLEY, NEIGHBORS

322. American Realism and Modernism
American literature from the Civil War to World War II.
(3/0/3) DOOLEY, TRAKAS

323. Southern Literature
A study of major Southern authors of the 20th century, with emphasis on the literature
as an expression of Southern culture. Authors include the Agrarians, Faulkner,
Warren, O'Connor, Welty, and Dickey.
(3/0/3) DOOLEY

324. Ethnic American Literature
Selected readings across four centuries of ethnic American writing, with emphasis on
the historical and cultural context of each text. Writings include Native American
creation stories, slave narratives, urban immigrant fiction, Black revolutionary poetry
and plays, and Hispanic and Asian American narratives. Successful completion of this
course satisfies the Culture and Peoples requirement for graduation.
(3/0/3) NEIGHBORS

325. Modern Drama
The rise of realism, including plays of Chekhov, Ibsen, and Strindberg. Also listed
as Theatre 225.
(3/0/3) FERGUSON

326. Contemporary American Fiction
American fiction after World War II.
(3/0/3) NEIGHBORS, WILSON

327. Contemporary American Poetry
American poetry after World War II.
(3/0/3) LANE

328. Contemporary Drama
Drama after World War II, including Beckett, the Modernists, and the Post-Modernists.
Also listed as Theatre 228.
(3/0/3) FERGUSON, WILSON

331. The Early English Novel
A study of representative British novels of the 18th century and the Romantic tradition,
including works by Defoe, Fielding, Austen, and the Brontes.
(3/0/3) CHALMERS, FISHER

332. The Later English Novel
A study of major novels of the Victorian and modern periods, including works by
Dickens, Thackeray, Eliot, Hardy, Conrad, and Lawrence.
(3/0/3) FISHER

333. The Modern Novel
A study of selected American and British modernist novels, including works by Joyce,
Woolf, and Hemmingway.
(3/0/3) WILSON

334. Modern Poetry
A study of representative American and British poetry from the first half of the 20th
century, focusing on such modernists as Yeats, Eliot, Pound, Frost, and Stevens.
(3/0/3) HITCHMOUGH, NEIGHBORS, WILSON

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
337. European Masterpieces: Seventeenth Century to the Present
A study of selected masterpieces from the European tradition, including such writers as Molière, Goethe, Ibsen, Flaubert, and Dostoevsky.
(3/0/3) HITCHMOUGH

339. Comparative Literature of the Emerging World
A study of the literature of emerging peoples, including Asian, African, Central and South American, African American, and Native American literatures, designed to enhance understanding and appreciation of the diversity of cultures that make up our world and our heritage. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(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) CHALMERS, GRINNELL

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 licensure 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, and analytical discussion of specific works from major genre. Counts toward the major in English only for those students who are working toward teacher licensure, or with permission of the department chair.
(3/0/3) TRAKAS, WILSON

345. Literature and Gender Theory
A study of gender theory and the application of the theory to a variety of texts.
(3/0/3) HITCHMOUGH

360. Greek and Roman Drama
Selected Greek and Roman comedies and tragedies will be read in translation. The course will concentrate on the thematic, philosophical, and religious aspects of ancient drama. Also listed as Theatre 360.
(3/0/3) M. FERGUSON

362. American Theatre and Drama
The theatrical history of the United States is older than the nation itself. From Robert Hunt's satire Androboros (1714), the earliest printed American play, and Thomas Godfrey's tragedy The Prince of Parthia (1765), the first American play professionally performed on an American stage, to George Aiken's stage adaptation of Uncle Tom's Cabin, one of the most popular works of its period in both America and Europe, pre-twentieth century American drama is a complex and compelling topic. This class will address ideas and issues of nationhood, the frontier, American identity, race and race relations, and popular and high culture. Also listed as Theatre 362.
(3/0/3) M. FERGUSON

411. African American Literature
This course intends to study in some depth a selection of African American writing from the twentieth century. Questions of origins, conceptual models, and the constitution of African American culture will be addressed. Readings will stress the diversity and multiplicity of African American literature. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3) NEIGHBORS

470. Independent Study
Directed independent study in an area of student interest. Projects should be approved by the instructor by midterm of the semester prior to the semester in which the work is to be undertaken. After approval of the topic, the student is expected to engage in general bibliographical study, to participate in conferences with the instructor, and to write papers as directed by the instructor. Only one independent study may be counted toward the major. Prerequisites: junior or senior standing, permission of the instructor, and departmental approval.
(0/3/3) STAFF

480. Advanced Topics in Literature
A seminar intended for advanced-level students majoring in English. Topics vary from year to year.
(1-4/0/1-4) STAFF

Creative Writing

371. 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, SHAND, TRAKAS

372. Advanced Fiction Workshop
An advanced course in creative writing in which students write a collection of short stories or a novella.
(3/0/3) TRAKAS

373. 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

374. Advanced Poetry Workshop
An advanced course in creative writing, culminating in the publication of poetry chapbooks.
(3/0/3) LANE, TRAKAS

375. 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

376. Playwriting Workshop
A course in creative writing focusing on plays. Also listed as Theatre 376.
(3/0/3) M. FERGUSON

Communication Studies

290. Selected Topics in Communication Studies
Selected topics in Communication Studies at the introductory or intermediate level.
(1-4/0/1-4) STAFF
381, 382, 383. Business and Professional Communication
A series of three one-credit-hour courses offered sequentially during one semester. English 381 (Interpersonal Communication) focuses on interpersonal skills, oral communication, and listening; 382 (Team Dynamics) focuses on skills needed for problem solving by small groups; and 383 (Conflict Management) focuses on strategies for decreasing conflict and creating win-win outcomes in the workplace and in the community.
(3/0/1) each course  POWERS

384. Writing for the Mass Media
An introduction to writing for print journalism, broadcast media, and in public relations and advertising settings.
(3/0/3)  POWERS

385. 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.
(3/0/3)  TRAKAS

387. Business and Professional Writing
A practical course in writing and analyzing reports, instructions, letters, memoranda, and other material typical of business, industry, and the professions.
(3/0/3)  WILSON

388. Public Speaking
An introduction. Students are expected to prepare and deliver various types of speeches.
(2/0/2)  POWERS

400. Communications in the Community
A practicum designed to allow students to apply communication skills in a community setting under the direction of an on-site supervisor and a communication instructor. A student may earn a maximum of six semester hours in 400 courses. Prerequisite: Permission of instructor.
(0/3-9/1-3)  POWERS

490. Advanced Topics in Communication Studies
Selected topics in Communication Studies at the advanced level.
(1-4/0/1-4)  STAFF

Fine Arts

PETER L. SCHMUNK, Department Chair
JACK D. BALLANCE, MARK A. FERGUSON, KAREN H. GOODCHILD, JOHN E.
LANE, EUN SUN LEE, W. GARY McCRAW, ALICE KAY McMILLAN, PETER A.
MOORE, DAVID A. RODRICK, CHRISTI L. SELLARS

The Department offers study in Music, a major and minor in Art History, and a major in Theatre.

Art and Art History

PETER L. SCHMUNK, Coordinator

Courses in Art History explore the arts of painting, sculpture, and architecture as expressive structures that communicate ideas and offer insights about the individuals, institutions, and cultures that produce them.

Introductory (200-level) courses may be taken in fulfillment of the General Education requirement in the Fine Arts. The satisfactory completion of an introductory course, or permission of the instructor, is required for enrollment in any advanced (300- or 400-level) course.

Art History Major:
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, 202, and 203 — which provide a foundation for the major program. In addition to the requirements listed below, a semester or Interim spent in study abroad is strongly recommended for all students majoring in Art History.

Major Requirements:
Thirty semester hours, as follows: Art 201, 202, 203 (or the equivalent survey courses at Converse College), Art 245, Art 411, Philosophy 310, 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 introductory-level 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.

Minor Requirements:
Eighteen semester hours, including Art 201, 202, 203, and three additional courses in Art History, two of which must be at the 300-level or above.

Students pursuing the minor in Art History must take and pass an appropriate introductory-level course in Music or Theatre to fulfill the General Education requirement in Fine Arts.

201, 202, 203. 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 early Middle Ages; 202 surveys the art of the later Middle Ages, Renaissance, and Baroque periods; 203 covers the art of the 19th and 20th centuries.
(3/0/3) each course  STAFF

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. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(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 knowledge 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) GRAY

280. Selected Topics in Art History
Selected topics in Art History at the introductory or intermediate level.
(1-4/0/1-4) STAFF

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 arts of painting, sculpture, and architecture as practiced in Italy between 1400 and 1600, 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

412. Women in Italian Renaissance and Baroque Art
This seminar examines women as subjects, artists, viewers and patrons of art in the Renaissance and Baroque eras. Students will read, discuss, and write about a body of interconnected primary and secondary sources and develop the skill of evaluating scholarly arguments. Texts to be examined include works by Boccaccio, Petrarch, Leon Battista Alberti, Lorenzo de Medici, Baldassare Castiglione, and Giorgio Vasari. Prerequisite: At least one course in Art History or permission of the instructor.
(3/0/3) GOODCHILD

470. Independent Study in Art History
Study of a specific art historical topic under the direction of a departmental faculty member. The readings, program of research, and written work to be undertaken by the student will be determined in consultation with the instructor.
(0/0/3) STAFF

480. Advanced Topics in Art History
Offered periodically as announced. Recent topics have included "Vincent van Gogh" and "Landscape and Art." Normally for advanced students. Prerequisite: Permission of instructor.
(1-4/0/1-4) STAFF

Students majoring in Art History are urged to take at least one of these 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

Music

W. GARY McCRAW, Coordinator

A student may earn a maximum combined total of eight semester hours in the applied Music courses (100, 101, 102, 150, 151).

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 may include performance at convocations throughout the semester, a family weekend concert, a Christmas concert, and a spring concert. 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. Requirements may include performance at convocations throughout the semester, a family weekend concert, a Christmas concert, and a spring concert. Prerequisite: Permission of director after audition.
(0/3/1) McCRAW/SELLARS
Women's Choir
The study and performance of selected choral literature for women's voices from the Renaissance to the contemporary period. Requirements may include performance at convocations throughout the semester, a family weekend concert, a Christmas concert, and a spring concert. Prerequisite: Permission of director.
(0/3/1) SELLARS

Concert Band
The study and performance of selected band literature with emphasis on stage and band training. Requirements may include performance in a family weekend concert, a Christmas concert, and in a spring concert. Prerequisite: Permission of director.
(0/3/1) McCRAW

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) LEE, MOORE

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) LEE, McCRAW, SELLARS

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) LEE, McCRAW

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 characteristic of the United States.
(3/0/3) McCRAW

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

Music Laboratory
Applied music in the form of vocal/instrumental instruction for students simultaneously enrolled in a music ensemble. A student may earn no more than two hours in Music 110. Prerequisite: Permission of instructor.
(0/1/1) STAFF

Selected Topics in Music
Selected topics in music at the introductory or intermediate level.
(1-4/0/1-4) STAFF

Advanced Topics in Music
Selected topics in music at the advanced level.
(1-4/0/1-4) STAFF

Theatre
MARK A. FERGUSON, Coordinator
Successful completion of Theatre 201 satisfies the General Education requirement in Fine Arts. Students pursuing the major in Theatre must also take and pass an appropriate course in Art History or Music to fulfill the General Education requirement in Fine Arts. Courses taken to fulfill requirements of the Theatre major cannot be used to fulfill requirements of another major.

Major Requirements:
Twenty-eight semester hours as follows:

1) Twelve hours from Theatre 201, 202, 301, 303, all of which are required.
2) Six hours from two dramatic literature courses in Theatre (300-level or above).
3) Six hours from two courses from one of the two groups, A or B.
   Group A. Theatre 380, 381
   Group B. Theatre 325, 328, 360, 361, 376, and any 3-hour advanced (300-level or above) dramatic literature course from English or Foreign Language.
4) One hour from satisfactory performance in Theatre 400 as production or co-production stage manager in a major production directed by a faculty member or guest director.
5) Three hours from a senior capstone project. The project is proposed by the student and approved and supervised by the instructor. It can be satisfied by work in either Theatre 400 or 470.

A capstone done in Theatre 400 would require satisfactory completion of three one-hour faculty supervised theatre practica. (Examples are costume design of a Shakespearean production in Renaissance style and in modern dress, or the lighting and special effects design and implementation for a show currently being done by the Department.)

A capstone done in Theatre 470 would require satisfactory completion of an independent project integrating learning in the program. (Examples are writing a senior thesis; or writing, acting in, and directing a one-act play for public performance.)

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, costume, make-up, theatre management. Participation in some phase of major play production (costume or offstage) required.
(3/1/3) M. FERGUSON
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. Prerequisite: Theatre 201.
(3/0/3) J. BALLANCE

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 art forms. Weekly screenings of feature films are held outside of class.
(3/2/3) LANE, D. RODRICK

280. Selected Topics in Theatre
Selected topics in theatre at the introductory or intermediate level.
(Variable credit in class or practica up to 4 hours) STAFF

301. Acting
This course deals with the basics of acting technique (vocal, body movement, improvisation). All students enrolled will participate actively in laboratory productions. Prerequisite: Permission of instructor.
(2/4/3) K. FERGUSON, M. FERGUSON

302. Advanced Acting
Advanced study of the principles of performance focusing on lengthening scene studies and various techniques. Prerequisite: Permission of Instructor.
(2/4/3) K. FERGUSON, M. FERGUSON

303. Directing
Students will develop a fundamental knowledge and skills base about the field of directing for the stage. This will include intensive creative projects; presentations on past and present stage directors; script analysis from a director's perspective; enhancing communication, audition and rehearsal skills; the development of a critical eye for directional choices; and the performance of a two scenes that the student will direct for public performance. Prerequisite: Permission of instructor.
(4/5/4) K. FERGUSON, M. FERGUSON

325. Modern Drama
A course of study which focuses on the work of late 19th to mid 20th century European and American dramatists. Authors include Ibsen, Chekhov, Strindberg, Pirandello, Brecht, Beckett, O'Neill, Miller and Williams. Also listed as English 325. Prerequisite: 200-level English course.
(3/0/3) M. FERGUSON

328. Contemporary Drama
A study of major contemporary drama (1970 to present). Authors considered include Foreman, Churchill, Rabe, Kushner, Zimmerman and others. Also listed as English 328. Prerequisite: 200-level English course.
(3/0/3) M. FERGUSON

360. Greek and Roman Drama
Selected Greek and Roman comedies and tragedies will be read in translation. The course will concentrate on the thematic, philosophical, and religious aspects of ancient drama. Also listed as English 360. Prerequisite: A 200-level English course and Theatre 201.
(3/0/3) M. FERGUSON

362. American Theatre and Drama
The theatrical history of the United States is older than the nation itself. From Robert Hunter's satirical Androcles (1714), the earliest printed American play, to Thomas Godfrey's tragedy The Prince of Parthia (1765), the first American play professionally performed in the United States, to George Aiken's stage adaptation of Uncle Tom's Cabin, one of the most popular works of its period in both America and Europe, 20th century American drama is a complex and compelling topic. This class will address ideas and issues of nationhood, the frontier, American identity, race and race relations, and popular and high culture. Also listed as English 362. Prerequisite: A 200-level English course.
(3/0/3) M. FERGUSON

376. Playwriting Workshop
A course in creative writing focusing on plays. Also listed as English 376. Prerequisite: Permission of instructor.
(3/0/3) M. FERGUSON

380. Scene Design and Lighting
Designed for the student considering a career in scenic design for the performing arts or film, or for the potential director who wishes to further understanding of production-oriented play production. Prerequisites: Theatre 201, 202, and permission of instructor.
(3/0/3) J. BALLANCE

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. Prerequisite: Permission of instructor.
(0/3/1) J. BALLANCE, M. FERGUSON

470. Independent Project
A student initiated project, approved and supervised by a faculty member, integrating learning in the major.
(0/0/3) J. BALLANCE, M. FERGUSON

480. Advanced Topics in Theatre and Related Areas
A seminar for advanced students. Subject matter varies from year to year. Prerequisite: Permission of instructor.
(Variable credit in class or practica up to 4 hours) J. BALLANCE, M. FERGUSON

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.
(Variable credit in class or lab up to 4 hours) LANE, D. RODRICK
Foreign Languages

DENNIS M. WISEMAN, Department Chair
JOHN C. AKERS, LAURA H. BARRAS RHODEN, CAMILLE L. BETHEA,
CAROLINE A. CUNNINGHAM, SUSAN C. GRISWOLD, LI QING KINNISON,
KIRSTEN A. KRICK-AIGNER, NANCY B. MANDOLOVE, WILLIAM W.
MOUNT, JR., ERIKA SCAVILLO, CATHERINE L. SCHMITZ, ANA MARIA J.
WISEMAN

The Department of Foreign Languages offers majors in French, German, and Spanish. The Department also offers a minor in German Studies, a Program for Chinese Studies, and course work in Greek. The Department 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.

Students in the Teacher Education Program who are seeking to complete licensure requirements to teach French or Spanish in secondary schools should refer to the Teacher Education Handbook and consult with the Chairs of the Foreign Languages and Education Departments 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 200-level or 300-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 (except that courses 201, 202 may be taken in any order). 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.

Major Prerequisites for French, German or Spanish:

Completion of course 102 (or the equivalent) of the language selected for the major. (Language courses taken at the 100-level may not be counted toward the major.)

Major Requirements for French, German or Spanish:

Completion of 24 semester hours in the selected language, including at least 18 semester hours in courses numbered 300 or higher, beginning with 303 (in which the student must earn a C or higher in order to continue in the major). Students majoring in French, German, or Spanish are expected to complete a semester of study abroad in a country where that language is spoken. Petitions for exemption must be made with the department Chair; if the exemption is granted, alternative requirements will be substituted for the semester abroad. Major work must include the following:

French: 304 or 306; 308; two 400-level courses, at least one of which must be in literature.

German: 304 or 306; 308; two 400-level courses, at least one of which must be in literature.

Spanish: 305 or 307; 308; two 400-level courses, at least one of which must be in literature.

Minor in German Studies

KIRSTEN A. KRICK-AIGNER, Coordinator

Completion of the Minor in German studies consists of the successful completion of (1) German 201 and 202 or their equivalent; (2) at least two courses in German numbered 300 or higher; and (3) two courses related to German-speaking culture and chosen from outside the Department of Foreign Languages. Students may choose these courses from among German 223, Philosophy 353, Philosophy 386, History 370, or History 388. Students may also include an appropriate independent study course, or a senior seminar emphasizing German-speaking culture.

Any of the courses taken to meet the requirements of the Minor in German Studies may also count toward other majors. In consultation and with the approval of the Minor coordinator, the German Studies minor candidate is required to participate in an extended study, travel, or work-abroad experience.

Program for Chinese Studies

The Program for Chinese Studies offers courses for the study of Chinese language and culture. Students may choose to begin their study of Chinese with Chinese 101-102, or Chinese 201. Additional courses in language and culture will be added as the program grows.

Chinese

LI QING KINNISON, Coordinator

101, 102. Beginning Active Chinese

These beginning level Chinese courses are intended to enable students to develop good pronunciation in speaking Mandarin Chinese (putonghua or guoyu), to exchange information in simple but accurate Chinese on some basic topics (greetings, personal introductions, personal daily activities), to have a good command of some basic radicals as well as some commonly used Chinese characters. Also, Beginning Active Chinese hopes to cultivate students' interest in Chinese language and culture and lay a solid foundation for further study in Chinese.

(3/1/5) KINNISON

201, 202. Intermediate Active Chinese

These intermediate level Chinese courses are to enhance command of the basic structures and vocabulary, to increase ability to communicate in Chinese both in speaking and writing, and to further develop interest in the Chinese language and culture. Intermediate Active Chinese hopes to cultivate students' interest in Chinese language and culture and lay a solid foundation for further study in Chinese.

(3/1/5) KINNISON
280. Selected Topics in Chinese Study  
The study of selected topics at the introductory or intermediate level in Chinese culture. Conducted in English, open to all students. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (Variable credit in class or lab up to 4 hours) KINNISON

French

CATHERINE L. SCHMITZ, Coordinator

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. (3/3/3) each course 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

223. Freshman Seminar in Global Perspectives: Different Identities, Common Destinies  
A freshman seminar in global perspectives that will explore the diversity and commonality of human experience in preparation for living in a global society. Conducted in English by foreign language faculty and guest lecturers. Prerequisite: French, German, or Spanish 201. Corequisite: simultaneous enrollment in French, German, or Spanish 202. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/3/3) CUNNINGHAM, C. SCHMITZ, D. WISEMAN

241, 242, 243. Language and Culture via Satellite  
Students may use the Earth Station as a language and culture classroom, electing the amount of viewing time they wish to undertake in a given semester: 3 viewing hours per week (241 = 1 credit hour), 6 viewing hours per week (242 = 2 credit hours), 9 viewing hours per week (243 = 3 credit hours). Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The courses may be repeated up to a maximum of 4 credit hours. Prerequisite: French, German or Spanish 201, or permission of instructor. (1/5-9/1-3) STAFF

280. Selected Topics in French  
The study of selected topics, at the introductory or intermediate level, in French. (Variable credit in class or lab up to 4 hours) STAFF

303. Advanced French  
Refinement of reading, writing, listening, and speaking skills aimed at moving the student toward advanced proficiency in French. The course stresses improvement in the student’s ease and richness of expression, as well as increased awareness of levels of discourse and written expression of French as it is currently used. Conducted in French. Prerequisite: French 202 or the 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 303 or permission of instructor. (3/3/4) CUNNINGHAM, C. SCHMITZ, D. WISEMAN

306. The French World: Africa, Europe, the Americas  
An exploration of French-speaking areas of the world beyond the metropole, in selected nations or regions of Europe (Belgium, Switzerland), Africa (the Maghreb, West Africa), and the Americas (the Caribbean, Quebec). Focus is 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 permission of instructor. (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 device. 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. (3/0/3) CUNNINGHAM, C. SCHMITZ, D. WISEMAN

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

400. Francophone Women Writing on “Other” Cultures  
Travel narratives, whether by amateur travelers or professionals, offer some of the best insights into both cultural communication and cultural misunderstanding. This course examines a number of texts written by French and Francophone women on writing about cultures “other” than their own, as well as reflections from women on their own cultures after returning from exile. Prerequisite: French 308 or permission of instructor. (3/0/3) C. SCHMITZ

412. The French Novel  
Readings from selected texts that represent the evolution of the French novel. Attention is paid to technique and style, with emphasis also on the historical and social importance of each novel. The student also becomes familiar with a substantial corpus of critical literature. Conducted in French. Prerequisite: French 308 or permission of instructor. (3/0/3) C. SCHMITZ

413. French Poetry  
Study of a variety of texts from representative poetic movements from the 17th century through the 20th century. Emphasis is placed on poetry as a social and historical document and close attention is also paid to the evolution of poetic structure and technique. Conducted in French. Prerequisite: French 308 or permission of instructor. (3/0/3) CUNNINGHAM, C. SCHMITZ, D. WISEMAN

414. French Non-Fiction  
A careful reading of selected major essays, journalistic articles and reviews, biographies and autobiographies, and other non-fictional texts by writers in French. The course focuses on important themes and perspectives of influential French authors—contemporary and historical—as well as on the basic elements and strategies of their prose styles. Conducted in French. Prerequisite: French 308 or permission of instructor. (3/0/3) CUNNINGHAM, C. SCHMITZ, D. WISEMAN

415. The French Theater  
A careful reading of representative texts of the French theater designed to acquaint the student with the different genres of theater and to teach the student to read critically. Conducted in French. Prerequisite: French 308 or permission of instructor. (3/0/3) CUNNINGHAM, C. SCHMITZ, D. WISEMAN
421. French Film Seminar
A study of French film as an art form. Using a representative sample of films as “texts,” the course 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 French. Prerequisite: French 308 or permission of instructor. (3/3/4) C. SCHMITZ, D. WISEMAN

440. The Art and Craft of Translation
To enliven the student’s understanding of different methods of written expression in French, the course focuses on expansion of the student’s active and passive vocabulary and on the student’s appreciation of the linguistic nuances that distinguish French language from English language. Conducted in French and English. Prerequisite: French 303 or permission of instructor. (3/0/3) CUNNINGHAM, C. SCHMITZ, D. WISEMAN

442. Oral Proficiency: Convering and Interpreting in French
A practical approach to speaking French. Using a wide variety of spoken samples for listening practice and role-play tasks for speaking practice, the course 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 French. Prerequisite: French 303 or permission of instructor. (3/1/3) A. WISEMAN, D. WISEMAN

443. French Phonetics
An introduction to the International Phonetic Alphabet and its application to problems of correct phonetic utterance. Phonetic accuracy improves oral expression by the student and aural comprehension by the listener. Conducted in French and English. Prerequisite: French 203 or permission of instructor. (3/3/4) CUNNINGHAM, C. SCHMITZ, D. WISEMAN

480. Advanced Topics in French
The study of selected topics at the advanced level in French. (Variable credit in class or lab up to 4 hours) STAFF

German

KIRSTEN A. KRICK-AIGNER, Coordinator

101, 102. Beginning Active German
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 German in the classroom. (3/1/3) each course SCAVILLO

201, 202. Intermediate Active German
An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication is stressed in class. Prerequisite: German 102 or the equivalent. (3/3/4) each course SCAVILLO

223. Freshman Seminar in Global Perspectives: Common Destinies
A freshman seminar in global perspectives that will explore the diversity and commonality of human experience in preparation for living in a global society. Conducted in English by foreign language faculty and guest lecturers. Prerequisite: French, German, or Spanish 201. Corequisite: simultaneous enrollment in French, German, or Spanish 202. Successful completion of this course satisfies the University’s requirement for graduation. (3/0/3) STAFF

241, 242, 243. Language and Culture via Satellite
Students may use the Satellite as a language and culture classroom, electing the amount of viewing time they wish to undertake in a given semester: 3 viewing hours per week (241 = 1 credit hour), 6 viewing hours per week (242 = 2 credit hours), 9 viewing hours per week (243 = 3 credit hours). Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The courses may be repeated up to a maximum of 4 credit hours. Prerequisite: French, German or Spanish 201, or permission of instructor. (1/3-9/1-3) STAFF

280. Selected Topics in German
The study of selected topics at the introductory or intermediate level in German. (Variable credit in class or lab up to 4 hours) STAFF

303. Advanced German
Modern short stories are the basis for discussions on a wide range of topics contrasting German and American cultural attitudes and the ways in which they are expressed. Written assignments are related to discussion topics. The course stresses application of grammar, idiomatic usage of German, and vocabulary acquisition, with the goal of moving the student toward advanced proficiency in German. Conducted in German. Prerequisite: German 202 or the equivalent. (3/0/3) SCAVILLO

304. The German World: Austria, Germany, Switzerland
A discovery of Austria, Germany and Switzerland, their social, cultural, and political institutions, their geography and recent history through authentic listening and reading materials. Conducted in German. Prerequisite: German 303 or permission of instructor. (3/1/3) SCAVILLO

306. Popular Culture and Traditions in Austria, Germany, and Switzerland
An exploration of the historical development of popular culture in Austria, Germany, and Switzerland. Using representative samples of literary works, films, music, and fine arts, the course will examine the production, manifestation, and audience of popular culture. Outside influences that shape popular culture will also be discussed. Conducted in German. Prerequisite: German 303 or permission of instructor. (3/0/3) KRIC-K-AIGNER, SCAVILLO

308. Introduction to German Literature
Selected readings in poetry, drama, and prose introduce the student to the historical development of various literary genres and foster an appreciation of diverse styles and literary techniques. Conducted in German. Prerequisite: German 303 or permission of instructor. (3/0/3) SCAVILLO

380. Foreign Language Drama Workshop
Participation in foreign language drama productions. Prerequisite: Permission of instructor. (3/0/3) STAFF
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 “Novelle,” or the fairytale. The techniques and styles of major German authors are examined, with emphasis on their historical and social importance. Conducted in German. Prerequisite: German 308 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 308 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 308 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 contrastive analysis of literary and cinematic fictions, the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda), the historical development of a national film industry, and the director as “auteur.” Conducted in German. Prerequisite: German 308 or permission of instructor.
(3/0/4) KRICK-AIGNER, SCAVILLO

405. German Poetry
A careful reading of selected poems by major German-speaking authors, tracing the evolution of specific genres within German poetry. The authors’ techniques and styles are examined, with emphasis on their historical and social importance. Conducted in German. Prerequisite: German 308 or permission of instructor.
(3/0/3) KRICK-AIGNER

406. Multiculturalism and Diversity in the German-Speaking World
An exploration of the cultural and social diversity within Austria, Germany, and Switzerland. Selected literary texts, texts dealing with current events, and films about and by minority cultures will be studied. The course will examine how minorities adapt to and/or adopt the majority culture of the host country. Conducted in German. Prerequisite: German 308 or permission of instructor.
(3/0/3) KRICK-AIGNER, SCAVILLO

480. Advanced Topics in German
The study of selected topics at the advanced level in German.
(Variable credit in class or lab up to 4 hours) STAFF

Greek
WILLIAM W. MOUNT, Coordinator

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) MOUNT

280. Selected Topics in Greek
The study of selected topics at the introductory or intermediate level in Greek.
(Variable credit in class or lab up to 4 hours) STAFF

353, 354. Readings in Greek Literature
Reading and detailed study of selected works in Greek. Readings to be determined by consultation.
(3/0/3) MOUNT

480. Advanced Topics in Greek
The study of selected topics at the advanced level in Greek.
(Variable credit in class or lab up to 4 hours) STAFF

Spanish
SUSAN C. GRISWOLD, Coordinator

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

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.
(3/0/4) each course STAFF

223. Freshman Seminar in Global Perspectives: Different Identities, Common Destinies
A freshman seminar in global perspectives that will explore the diversity and commonality of human experience in preparation for living in a global society. Conducted in English by foreign language faculty and guest lecturers. Prerequisite: French, German, or Spanish 201. Corequisite: simultaneous enrollment in French, German, or Spanish 202. Successful completion of this course satisfies the Culture and Peoples requirement for graduation.
(3/0/3) STAFF

241, 242, 243. Language and Culture via Satellite
Students may use the Earth Station as a language and culture classroom, electing the amount of viewing time they wish to undertake in a given semester: 3 viewing hours per week (241 = 1 credit hour), 6 viewing hours per week (242 = 2 credit hours), 9 viewing hours per week (243 = 3 credit hours). Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The courses may be repeated up to a maximum of 4 credits. Prerequisite: French, German or Spanish 201, or permission of instructor.
(1/3-9/1-3) STAFF
280. Selected Topics in Spanish
The study of selected topics at the introductory or intermediate level in Spanish.
(Variable credit in class or lab up to 4 hours) 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 302 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 302 or permission of instructor.
(3/3/4) BARRAS RHODEN, BETHEA, 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) BARRAS RHODEN, BETHEA, 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 303 or permission of instructor.
(3/0/3) BARRAS RHODEN, BETHEA, GRISWOLD, MANDLOVE

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

411. Writers and Their Worlds
Focusing on the work of one significant author from Spain or Latin America, this course explores the literary production of that writer in the context of the social, political, cultural, and literary worlds out of which the work was produced. Writers studied vary from year to year. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) BARRAS RHODEN, BETHEA, 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) BARRAS RHODEN, BETHEA, GRISWOLD, MANDLOVE, A. WISEMAN

413. Hispanic Poetry
A careful study of representative poetry by major authors of the Hispanic world. The course also focuses on the fundamental genres, forms, elements, and techniques of poetry in Spanish and critical reading strategies. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) BARRAS RHODEN, BETHEA, MANDLOVE

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 commentaries on 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) BARRAS RHODEN, BETHEA, GRISWOLD, 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, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda), the historical development of a national film industry, and the director as auteur. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/3/4) BARRAS RHODEN, GRISWOLD, A. WISEMAN

440. El arte de la traducción/The Craft of Translation
A practical approach to the problems and techniques of Spanish/English and English/Spanish translation. A variety of texts in both languages are used as an introduction to the translator's art and craft. These texts are chosen specifically to emphasize important issues of advanced Spanish grammar and stylistics as well as points of contrast between the two languages which must be mastered by the accomplished translator. Such diverse problems as proverbs, jokes, and the idiosyncrasies of jargon in business, journalism, law, and politics are sampled. Conducted in Spanish and English. Prerequisite: Spanish 303 or permission of instructor.
(3/0/3) BARRAS 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. Course work concentrates on the development of clarity of expression, lexical precision, structural accuracy, and graceful, persuasive, and appropriate styles. Conducted in Spanish. Prerequisite: Spanish 303 or permission of instructor.
(3/0/3) BARRAS 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.
(3/1/3) A. WISEMAN

445. Advanced Spanish Structures: Syntax, Morphology, and Lexicon
A linguistic analysis of those problematic points of Spanish grammar (morphology 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.

480. Advanced Topics in Spanish
The study of selected topics at the advanced level in Spanish.
(Variable credit in class or lab up to 4 hours) STAFF

Gender Studies
KAREN H. GOODCHILD, SALLY A. HITCHMOUGH, Coordinator
The program in Gender Studies offers students an integrated approach to the study of gender in human culture. Drawing upon courses in such areas as Art History, English, French, History, Psychology, Religion and Sociology, the program encourages students to pursue interests across several disciplines. It culminates in an independent capstone project designed to integrate learning from two areas of study.

The program in Gender Studies is not a major. Courses applied toward requirements for Gender Studies may be counted also toward requirements they satisfy in other programs, majors, or minors. Completion of the program will be noted on the transcript.

Requirements:
Fifteen hours (five three-hour courses) as follows:
2. Three more courses from the following list (with not more than two, including the theory course, from the same department).
   Art 481. Women in Renaissance Art
   English 345. Gender Theory and Literature
   French 400. Francophone Women Writing on "Other" Cultures
   History 319. History of American Women
   History 385. Women in European History
   History 389. Topics in Modern Intellectual History
   Psychology 260. Human Sexuality
   Sociology 315. Sex, Gender, and the Family
   Special or advanced topics courses in Art History, English, Foreign Languages, History, Psychology or Sociology approved by the Coordinators.
3. Senior Capstone Project

448. Capstone Project: Gender Studies
Designed by the student, the Capstone Project combines an understanding of gender theory with study in two disciplines. The product of the project may take the form of a traditional research paper of 20-30 pages, but works of fiction or drama, field studies, multi-media presentations, or other formats are acceptable, subject to the approval of the coordinators. Products other than research papers must be accompanied by bibliography of sources and a 5-10 page statement explaining goals, results, and research methods. Students will defend the final result of their projects before a committee of three faculty members, consisting of two teaching courses in the program and one outside reader. At least one committee member will be a program coordinator. These defenses will be open to the Wofford community. Prerequisite: Permission of the coordinators.
(3/0/3) STAFF

Geology
TERRY A. FERGUSON, Coordinator
A major in geology is not available at Wofford, but the courses offered in the Department of Geology are designed to help students appreciate the scientific method and understand the Earth by exposing them to the minerals, rocks, structures, landforms, and processes of representative portions of the southeast region of the North American continent. Much of the laboratory work is conducted in the field. Extended field trips necessitating expenditures by students are required.

111. Introduction to Physical Geology
A study of the Earth as a planet, the rocks and minerals of which it is composed, and the processes that continually modify its surface.
(3/4/4) T. FERGUSON

112. Introduction to Historical Geology
A study of the history of the Earth from its creation to modern times as this may be read from the record of the rocks and fossils. Prerequisite: Geology 111 or permission of instructor.
(3/4/4) T. FERGUSON

113. Introduction to Environmental Geology
The course emphasizes how humans live with geological hazards such as earthquakes, volcanoes, landslides, and floods. The course also examines how the application of the science of geology and an understanding of geologic systems can solve environmental problems resulting from the utilization of natural resources. Prerequisite: Geology 111 or permission of instructor.
(3/4/4) T. 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) T. FERGUSON

280. Selected Topics in the Geosciences
Selected topics in the Geosciences at the introductory or intermediate level.
(Variable credit in class or lab up to 4 hours) STAFF
The Department of Government offers a major in Government, with optional concentrations in American Politics, World Politics, and Political Thought. It also offers a minor in Government.

Major Requirements:

There are normally no prerequisites for Government courses. However, Government 202 and 203 must be completed, with a grade of C or higher in each course, before a student may be accepted as a Government major. Twenty-four semester hours are required beyond Government 202 and 203 (for a total of 30). Within the 24 semester 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) beyond Government 203;
- Six semester hours in Division C (Political Theory); and
- Six additional hours from any Division.

Students majoring in Government who are seeking to complete licensure requirements to teach social studies in secondary schools should refer to the Teacher Education Handbook and consult with the Chairs of the Government and Education Departments to plan for the related work they must do in History, Geography, Economics, and Sociology.

Optional Concentrations in the Major:

Students majoring in Government may choose to deepen their study of politics by choosing one of three optional concentrations. In each concentration, students delve into one arena of politics by combining direct experience or action with formal study. Students undertaking concentrations will be asked to meet occasionally before and after their off-campus experience to share plans, experiences, and ideas.

Graduating students who complete the requirements for a concentration will receive a letter and certificate from the Chair of the Government Department, and the concentration will be recognized on their official college transcript.

American Politics Concentration: Two courses in American Government taken on the Wofford campus (in fulfillment of the regular Government major requirements in Division A), and, in addition, a seminar or summer in Washington, DC, including a practical internship of the student's choice and formal courses. At least one three-hour academic course taken in Washington must address a topic in American politics (specific arrangements to be approved by major advisor).

World Politics Concentration: Two courses in International Relations and Comparative Government taken on the Wofford campus (in fulfillment of the regular Government major requirements in Division B), and, in addition, a seminar or summer abroad, including an internship if available. At least one three-hour academic course taken abroad must address a topic in world politics. During the semester on the Wofford campus following the period abroad, each student will complete a paper or project on a topic of interest (chosen in consultation with major advisor) that arose from the experience abroad (see Government 447). (Specific arrangements to be approved by major advisor.)

Political Thought Concentration: Any upper level course in political theory beyond the major requirement in Division C (for a total of at least three courses selected from Government 391, 392, 435, 440, and 495), and also a senior directed study course in political theory (Government 450).

Minor Requirements:

- Government 202 and 203, and an additional 12 hours of 300- or 400-level Government courses (for a total of 18 hours).

Non-Divisional Courses

202. Foundations of American Politics
An introduction to American national government emphasizing constitutional principles and the historical development of institutions and processes.
(3/0/3) STAFF

203. Foundation of World Politics
A historical, philosophical, and topical foundation in international relations and comparative politics, and an introduction to essential research skills.
(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 seniors 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
An overview of the major areas of American constitutional law emphasizing the reading and analysis of cases and the natural and common law background of the Constitution.
(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

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) DERMARS

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) DERMARS

430. Global Issues
A study of major global issues, such as Third World poverty, the population explosion, hunger in the poor countries and food consumption in the rich countries, energy use and supplies, environmental deterioration, the appropriate and inappropriate uses of technology, and alternative futures.
(3/0/3) SEITZ

447. World Politics Project
For students majoring in Government who return from an approved semester abroad program and wish to earn the World Politics Concentration, this course is the vehicle for completing a paper or project on a topic of interest that arose from the experience abroad.
(NON-CREDIT, PASS-FAIL) DERMARS

Division C: Political Theory

391. Classical Political Thought
A study of the political philosophy of the ancients through close reading and discussion of selected texts of the major authors.
(3/0/3) JEFFREY

392. Modern Political Thought
A study of the political philosophy of the moderns through close reading and discussion of selected texts of the major authors beginning with Machiavelli.
(3/0/3) JEFFREY

435. Contemporary Political Thought
A study of the most important questions and movements of thought shaping the post-modern age through the reading of texts chosen by the instructor.
(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
(See also 440, American Political Thought in Division A.)

History

PHILIP N. RACINE, Department Chair
MARK S. BYRNES, JOAB L. LEESSENE, TRACY J. REVELS, ANNE B. RODRICK, TIMOTHY J. SCHMITZ, CLAYTON J. WHISNANT

Major Prerequisites:
History 101, 102.

Major Requirements:
A major consists of twenty-eight semester hours. In addition, all students majoring in History must complete a special senior reading program.

Students majoring in History must successfully complete History 260 (preferably in the spring semester of their sophomore year) and fulfill the department's distribution requirement: (a) at least nine semester hours in American history (only one course in the 201-202; History of the United States series may be counted toward the major); (b) at least three semester hours in early European history (330, 340, 341, 350, 360, 383); (c) at least three semester hours in modern European history (361, 370, 380, 381, 382, 384, 385, 387, 388, 389); (d) at least three semester hours from 460 or 465; (e) at least three semester hours in Modern Middle East, Modern East Asia, Colonial Latin America, or Modern Latin America; and (f) History 447 and 448. History 386, History of Science, may be counted either toward the early or modern European requirement.
Students majoring in History who are seeking to complete licensure requirements to teach social studies in secondary schools should refer to the Teacher Education Handbook and consult with the Chairs of the History and Education Departments to plan for the related work they must do in Geography, Government, Economics, and Sociology.

**Minor Prerequisites:**

History 101, 102.

**Minor Requirements:**

At least three hours at the 300- level or above in European history, at least three hours at the 300- level or above in American history, and at least six more hours at the 300- level or above in the Department.

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<tr>
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<th>Course Title</th>
<th>Hours</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>101</td>
<td>History of Modern Western Civilization to 1815</td>
<td>3/0/3</td>
<td>STAFF</td>
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<td>102</td>
<td>History of Modern Western Civilization Since 1815</td>
<td>3/0/3</td>
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<td>201</td>
<td>History of the United States, 1607-1865</td>
<td>3/0/3</td>
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<td>202</td>
<td>History of the United States Since 1865</td>
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<td>260</td>
<td>Historiography and Research Methods</td>
<td>3/0/3</td>
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<tr>
<td>280</td>
<td>Selected Topics in United States History</td>
<td>1-4/0/1-4</td>
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<td>290</td>
<td>Selected Topics in European and non-Western History</td>
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<td>304</td>
<td>Seminar on the Salem Witchcraft Episode</td>
<td>3/0/3</td>
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<td>305</td>
<td>History of South Carolina</td>
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<td>307</td>
<td>History of the American South to the Civil War</td>
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<td>308</td>
<td>History of the American South since the Civil War</td>
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<td>309</td>
<td>American Colonial Society to 1763</td>
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<td>311</td>
<td>Selected Topics in American Social History</td>
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<td>REVELS</td>
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<td>314</td>
<td>American Civil War</td>
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<td>317</td>
<td>History of the American Frontier</td>
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<td>319</td>
<td>History of American Women</td>
<td>3/0/3</td>
<td>REVELS</td>
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<tr>
<td>320</td>
<td>American Diplomatic History</td>
<td>3/0/3</td>
<td>BYRNES, LESESNE</td>
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<td>325</td>
<td>America Since 1945</td>
<td>3/0/3</td>
<td>BYRNES</td>
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<td>330</td>
<td>The Ancient World</td>
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<td>REVELS</td>
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<td>340</td>
<td>The Early and High Middle Ages (400-1200)</td>
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<th>Course Code</th>
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<td>312</td>
<td>History of the Ancient Near East</td>
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<td>313</td>
<td>Roman History and Society</td>
<td>3/0/3</td>
<td>STAFF</td>
</tr>
<tr>
<td>315</td>
<td>Modern Europe and the World</td>
<td>3/0/3</td>
<td>STAFF</td>
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**Minor Prerequisites:**

At least three hours at the 300- level or above in European history, at least three hours at the 300- level or above in American history, and at least six more hours at the 300- level or above in the Department.
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) T. 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 sects. 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) T. SCHMITZ

360. Europe from Louis XIV to the French Revolution (1600-1800)
Focusing chiefly on France, a study of European society between 1600 and 1799, 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) T. 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 1848-50. This course addresses the political, social, economic, and cultural pressures both leading to and resulting from revolutions. (3/0/3) A. RODRICK

378. 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 the social and political transformation of the country in the 18th and 19th centuries. The ultimate goal is to examine explanations for the Communist Revolution of 1917. (3/0/3) C. WHISNANT

379. The Soviet Union
A survey of the history of the Soviet Union, from the Russian Revolution of 1917 to the collapse of communism in 1991. Major themes include the economic and political impact of the Russian Revolution, the rise of power of Stalin, and the various failed efforts to reform the communistic system under Khrushchev and, later, under Gorbachev. (3/0/3) C. WHISNANT

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 growth of empire, changes in gender roles, and the rise of mass culture. (3/0/3) A. 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) C. WHISNANT

382. Western Europe in the Age of the Superpowers, 1945-1991
A survey of Western Europe in the half century after World War II, with attention to the Cold War, the welfare state, decolonization, youth rebellion, and the development of the European Union. (3/0/3) C. 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) A. 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) A. 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 sphere” ideologies and various suffrage movements. (3/0/3) STAFF

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) STAFF

388. Topics in Modern Germany
An examination of crucial events in modern German history, from the beginning of political modernization in the 17th century to division and then reunification of Germany at the end of the 20th. (3/0/3) C. WHISNANT

389. Modern Intellectual History
A survey of the most important themes in intellectual history since the end of the 19th century. The focus of the course will be such important bodies of thought as positivism, Marxism, psychoanalysis, existentialism, and poststructuralism. This course serves as a core course of the gender studies program, and so special attention will be paid to feminist thought and gender analysis. (3/0/3) C. WHISNANT

391. Modern Middle East
A survey of the Middle East, with special attention given to the 19th and 20th centuries. Major themes include Islam and traditional Middle Eastern society and culture, the impact of Western imperialism in the Middle East, and the effort to build strong and independent nations out of the remnants of the Ottoman, French, and British empires. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/0/3) C. WHISNANT

392. Modern East Asia
A survey of the history of East Asia since the beginning of the 19th century with particular attention given to Asia’s encounter with the West. (3/0/3) BYRNE
396. Colonial Latin American History
   A study of the pre-Columbian and colonial eras of Latin American history examining the economic, political, and social aspects of colonial life, looking in particular at the adaptation of Spanish and Native American institutions to the new colonial reality. Study also includes the formation of ethnic and national identities between the 16th century conquest and the independence movements of the early 19th century. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/0/3) T. SCHMITZ

397. Modern Latin American History
   An examination of Latin American history since independence focusing upon the continuing issues of ethnicity and race relations, as well as the impact of global capitalism on Latin America. Emphasis is also placed on rural and urban social movements, peasant rebellions, political developments, and the relations of Latin American nations with the United States. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/0/3) T. SCHMITZ

447. History Major Reading
   A reading course required of students majoring in History. Two books will be read in the second semester of the junior year. Prerequisite: History 260. (0/0/0) STAFF

448. History Major Reading
   A reading course required of students majoring in History. Two books will be read in the first semester of the senior year. (0/0/0) STAFF

460. Courses in the History of the United States taught by Visiting Jones Professors (3/0/3) STAFF

465. Courses in European and non-Western History taught by Visiting Jones Professors (3/0/3) STAFF

470. Independent Study in United States History
   Opportunity is offered to the student to develop projects of special interest. Such projects are to be approved by the instructor at least six weeks prior to registration day. After approval of the topic, the student is expected to engage in a general bibliographical study, to participate in conferences with the instructor, to report on reading, and to produce papers as directed by the instructor. Prerequisites: Junior or senior standing, approval of the department faculty, and permission of instructor. (1/0/3) STAFF

475. Independent Study in European or non-Western History
   Same as History 470, except in a European or non-Western field. (1/0/3) STAFF

480. Advanced Topics in United States History
   Selected problems, periods, or trends for intensive study and extensive reading. Prerequisite: Permission of instructor. (1-4/0/1-4) STAFF

490. Advanced Topics in European and non-Western History
   Same as History 480, except in a European or non-Western field. (1-4/0/1-4) STAFF

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**Humanities**

ANNE RODRICK, Coordinator

There are several opportunities for students to conduct interdisciplinary study in the humanities: (1) All freshmen are required to take a seminar introducing them to college-level study in humanities. While not strictly interdisciplinary, the seminars are taught by faculty members from the various humanities departments at the college. (2) Advanced courses are offered by faculty who have interdisciplinary interests and training. (3) An interdisciplinary major is provided by 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, Religion, and Theatre. 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 specifically approved by the Humanities major coordinator. The major also requires Humanities 470, a three-hour independent study. Humanities 470 should be taken during the senior year (normally in the spring semester) and should integrate work from the various departments; the study would be supervised and evaluated by one faculty member from each of the departments, with one serving as Chair and primary supervisor. A six-hour senior honors project with the same interdepartmental structure may be substituted for Humanities 470.

101. Freshman Seminar in Humanities and Composition
   A course designed to engage students during their first semester, in small-group seminars in humanistic inquiry, with special attention given to value questions and issues. The course includes substantial reading and group discussion, considerable work on English composition skills (comparable to that typically encountered in first-year 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
Information Management

ANGELA B. SHIFLET, Coordinator

Information Management, an interdisciplinary field at the intersection of business and computer science, involves the representation, organization, and transformation of information; efficient and effective algorithms to access and update stored information; data abstraction and modeling; and physical file storage techniques. Students who complete a major in Accounting, Business Economics, Economics, Finance, or Intercultural Studies may obtain an Emphasis in Information Management. The program is administered by the Department of Computer Science. The Emphasis is not a major, but its completion will be recorded on the student’s transcript.

Requirements:
A major in Accounting, Business Economics, Economics, Finance, or Intercultural Studies for Business.

Twelve semester hours of Computer Science as follows: Computer Science 235 with grade of C or higher; 350 with grade of C or higher; either 330 or 335; and 410.

An internship, approved in advance by the Coordinator, involving computing and business (no course credit). Before the internship, the student must complete at least two of the required Computer Science courses and prepare a résumé. Interning full time for 10 weeks, the student is expected to work well, have excellent attendance, and keep a daily journal. After the internship, the student must submit a final report and a web page describing the work. The student must receive a positive evaluation from the internship supervisor. The Coordinator of the Emphasis in Information Management must approve the internship and all required materials.

Intercultural Studies

ANA MARÍA J. WISEMAN, Coordinator

A number of courses offering intercultural perspectives are available as elective opportunities throughout the Wofford curriculum. There 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

W. EDDIE RICHARDSON, ANA MARÍA J. 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 B.A. degree.

Students majoring in Intercultural Studies for Business may not also major in Accounting, Finance, or Business Economics; nor may they also minor in Business; nor may they also major in the foreign language chosen for this program's language track.

Students majoring in Intercultural Studies for Business may obtain an Emphasis in Information Management. The interdisciplinary field of information management applies computer science to business. For requirements see the Catalogue section of Information Management.

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.
Students in this major 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. Students will become proficient in using a financial calculator.

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

II. The Language and Culture Curriculum
This component, normally to be undertaken on campus before fulfillment of the required studies abroad component, consists of at least fourteen semester hours, including prerequisites, in the student’s chosen language track (French, German, or Spanish).

Prerequisites:
French, German, or Spanish 201, 202, or the equivalent.

Requirements:
French 303, and either 304 or 306, or German 303 and either 304 or 306, 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.

IV. Advanced Study
This component consists of at least twelve semester hours. The student must 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. The student must also undergo an interview which may result in licensure for oral competency in the chosen 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 discussing materials pertaining to business topics in an international-intercultural context and presentations 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 intercultural settings. The case studies are prepared and submitted using multimedia computer software. Completed projects serve as resources for future seminars. Conducted in English by faculty from the Departments of Accounting and Finance and Foreign Languages. Offered in spring semester.

(1.5/4.5/3) STAFF

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. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

(3/3/3) MANDLOVE

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. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

(3/3/3) MANDLOVE
Mathematics

Major Prerequisites:
Mathematics 182.

Major Requirements:
Thirty semester hours distributed as follows: Computer Science 235; Mathematics 210, 220, 260, 450; two of Mathematics 235, 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, 260, 380, 431, 450; one of Mathematics 210, 240, 320; one additional Mathematics course numbered above 200. Students in the Teacher Education Program who are seeking to complete licensure requirements to teach mathematics should refer to the Teacher Education Handbook and consult with the Chairs of the Mathematics and Education Departments to develop plans for meeting all requirements.

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

Minor Prerequisite:
Mathematics 182.

Minor Requirements:
Twelve semester hours distributed as follows: Mathematics 220 and three additional Mathematics courses numbered above 200.

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.
(3/0/3) STAFF

140. Statistics
An introduction to statistical thinking and the analysis of data using such methods as graphical descriptions, correlation and regression, estimation, hypothesis testing, and statistical models.
(3/0/3) STAFF

160. Calculus for the Social Sciences
A graphical, numerical and symbolic introduction to the theory and applications of derivatives and integrals of algebraic, exponential, and logarithmic functions, with an emphasis on applications in the social sciences.
(3/0/3) STAFF

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.
(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. Prerequisite: Mathematics 181 or permission of instructor.
(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) STAFF

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. Prerequisite: Mathematics 182.
(3/0/3) HAGGLUND, MONROE

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.
(3/0/3) STAFF

240. Differential Equations
The theory and application of first- and second-order differential equations including both analytical and numerical techniques. Prerequisite: Mathematics 182.
(3/0/3) KNOTTS-ZIDES

260. Introduction to Mathematical Proof
An introduction to rigorous mathematical argument with an emphasis on the writing of clear, concise mathematical proofs. Topics will include logic, sets, relations, functions, and mathematical induction. Additional topics may be chosen by the instructor.
(3/0/3) STAFF

280. Selected Topics in Mathematics
Selected topics in Mathematics at the introductory or intermediate level.
(1-4/0/1-4) STAFF
320. Mathematical Modeling
   The study of problem-solving strategies to solve open-ended, real-world problems.
   Prerequisite: Mathematics 182.
   (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, KNOTTS-ZIDES

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) CATHY, 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

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 CATHY, 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) HAGGLUND, MONROE

480. Advanced Topics in Mathematics
   Advanced topics in undergraduate mathematics offered occasionally to meet special
   needs. Topical topics include number theory, foundations of mathematics, topology,
   and complex variables.
   (1-4/0/1-4) STAFF

Military Science

LTC JAMES V. DAVIS, Department Chair
MAJ MICHAEL C. FREEMAN, LTC JAMES R. HALL, CPT SCOTT LEBLOND

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 JROTC, 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 student to 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

101. 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 laboratory is required. Open to
   freshmen.
   (1/3/2) STAFF

102. Military Leadership II
   A continuation of Military Science 111. Course topics include leadership, map
   reading, land navigation, and development of skills needed to work effectively as
   members of a team. Leadership laboratory is required. Open to freshmen.
   (1/3/2) STAFF

201. 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. Leadership laboratory is required. Open to sophomores.
   (2/3/3) STAFF

202. Military Leadership III
   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. Leadership laboratory is required. Open to sophomores.
   (2/3/3) 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. Prerequisites: Junior
   class standing and admission to Advanced Program.
   (3/3/3) STAFF

302. Military Leadership III
   Development of basic military skills for National Advanced Leadership 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. Prerequisites: Junior class standing and admission to
   Advanced Program.
   (3/3/3) STAFF
Two of the following: Biology 344, Biology 445, Psychology 300.

Neuroscience Requirements:
Neuroscience 321; Neuroscience 322; Neuroscience 447 or 448.

Neuroscience

DAVID W. PITTMAN, Coordinator
GEORGE R. DAVIS, JR., STACEY HETTES, ALLISTON K. REID, GEORGE W. SHIFFLET, JR.

The program in Neuroscience provides an interdisciplinary familiarity in the field of neuroscience. Students in the program examine the nervous system and its regulation of behavior through multiple experimental approaches ranging from molecular biology to behavioral systems. The program is not a major. Students who fulfill the program requirements will receive a letter and a note on the transcript recognizing completion of the program.

Program Requirements:
The program in Neuroscience requires courses offered in the Biology and Psychology departments as well as 3 Neuroscience courses. Courses that meet requirements in Neuroscience and in the Biology major or the Psychology major may be counted in both.

Biology Requirements:
Biology 212, Biology 214, Biology 250 (or Psychology 200), Biology 342.

Psychology Requirements:
Psychology 200 (or Biology 250), Psychology 310, Psychology 330.

Approved Electives:
Two of the following: Biology 344, Biology 445, Psychology 210, Psychology 300.

Neuroscience Requirements:
Neuroscience 321; Neuroscience 322; Neuroscience 447 or 448.

Neuroscience Seminar I
An interdisciplinary seminar discussing current topics in neuroscience through the examination of literature at the molecular neurobiology, neuroanatomy, and neurophysiology, and behavioral levels.
(1/0/0) STAFF

Neuroscience Seminar II
An interdisciplinary seminar discussing current topics in neuroscience through the examination of literature at the molecular neurobiology, neuroanatomy, and neurophysiology, and behavioral levels.
(1/0/0) STAFF

Neuroscience Research Capstone I
This course is designed to permit students to learn a research technique and obtain training in the use of scientific methodology in the field of neuroscience. Specific course objectives include: hands-on experience in a neuroscience research technique, learning appropriate data collection and analysis techniques, and learning how conclusions based on empirical data are formed and disseminated as research articles.
(0/4/4) STAFF

Neuroscience Research Capstone II
This course is designed to permit students to learn a research technique and obtain training in the use of scientific methodology in the field of neuroscience under conditions where awarding course credit is inappropriate. Such conditions include research conducted as part of a paid summer student research conducted in off-campus laboratories, or research conducted as a part of another college course. Specific course objectives include: hands-on experience in a neuroscience research technique, learning appropriate data collection and analysis techniques, and learning how conclusions based on empirical data are formed and disseminated as research articles.
(0/4/4) STAFF

Nineteenth Century Studies

VIVIAN B. FISHER, SALLY A. HITCHMOUGH, ANNE B. RODRICK, Coordinators

This program allows the student to cross traditional disciplinary boundaries and consider the trends and events of the nineteenth century from a variety of cultural and historical perspectives. For the purpose of this program, the period under study dates from 1785 to 1918. Nineteenth Century Studies is not a major; it is available to students majoring in English or History. Completion of the program is noted on the transcript.

Satisfactory completion of courses that satisfy a college General Education requirement and a requirement in Nineteenth Century Studies may be counted toward both. Satisfactory completion of courses that satisfy a requirement in the English major or the History major and a requirement in Nineteenth Century Studies may be counted toward both.

Requirements:

English 313. Nineteenth Century Issues and Topics
History 380. Europe in the Age of Anxieties, 1850-1914
English 470 or History 470. Independent Study. The independent study, undertaken in the senior year, of an interdisciplinary topic approved by the student's advisor. (Also counts toward the major.)
One of the following:
- English 311. The English Romantic Period
- English 312. The Victorian Period

One of the following:
- English 331. The Early English Novel
- English 332. The Later English Novel
- English 337. European Masterpieces

One of the following:
- History 370. Europe in the Age of Revolutions, 1789-1850
- History 384. Modern Britain
- History 395. Modern Imperialism

One of the following:
- English 321. American Romanticism
- History 201. History of the United States, 1607-1865
- History 202. History of the United States Since 1865
- History 305. History of South Carolina
- History 307. The American South to the Civil War
- History 308. The American South Since the Civil War
- History 311. Selected Topics in American Social History

Two from any of the above or the following:
- Art 305. Nineteenth Century Art
- Special Topics Seminars
- Other courses approved by the Coordinators.

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**Philosophy**

JAMES A. KELLER, Department Chair
CHRISTINE S. DINKINS, CHARLES D. KAY, STEPHEN A. MICHELMAN

**Major Requirements:**

The major requires nine courses in addition to courses taken to satisfy the General Education requirement. At least six of these courses must be at the 300- level or above. The courses taken to satisfy the major must include the following:

A. The four core courses:
   - Metaphysics and Epistemology (345).
   - The History of Philosophy sequence (351, 352, and 353).
B. One course in logic and/or reasoning (206, 223, or 321).
C. One course in ethical theory (311 or 425).
D. Senior Directed Study (450) or Senior Honors Project in Philosophy.

**Minor Requirements:**

The minor requires five courses in addition to courses taken to satisfy the General Education requirement. At least three of these courses must be at the

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**Philosophy Courses Meeting Requirements in Other Programs:**

Several courses in the department are required for other majors or are optional ways to satisfy requirements in other majors. These courses include 218, 225, 310, and 342. Please refer to the description of each course for further information.

Any philosophy course used to meet another requirement (e.g., a General Education requirement or a requirement for another major) may be used to satisfy a philosophy major or minor distribution requirement. However, the hours for that course will not count toward the Philosophy major or minor. Religion 327 may be counted toward completion of the Philosophy major provided that it is not also used to complete some other requirement.

**Introductory Courses:**

Any 100- or 200- level course is appropriate as a first course in philosophy; none presupposes any previous departmental courses.

120. Introduction to Philosophy

An introduction to the methods of philosophical thinking through discussion and analysis of selected classical and contemporary texts and problems. Open only to freshmen and sophomores during the regular semesters; open to all students in the summer sessions.

(3/0/3) C. S. DINKINS, KAY, MICHELMAN

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.

(3/0/3) KELLER

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.

(3/0/3) KAY

213. Ethics and Business

An introduction to ethics through discussion and analysis of major ethical systems, theories of social and economic justice, and specific case studies in the area of business.

(3/0/3) C. S. DINKINS

218. Computers, Ethics, and Society

An introduction to ethics through a study of its applications in the area of computers and information science. Through the detailed analysis of selected case studies, the course will explore the questions raised by computer technologies and their impact on business, scientific research, and society. This course is a requirement for the Computer Science major. Prerequisite: Computer Science 285 or permission of the instructor.

(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 explanation and the nature of scientific laws, theories, and change.
(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. This course may count toward requirements for the Religion major.
(3/0/3) KAY

244. Theories of Human Nature
An examination of selected classical and modern conceptions of the human being. Aristotelian, Darwinian, sociobiological, and our relation to other animals are among topics explored.
(3/0/3) MICHELMAN

280. Selected Topics in Philosophy
Selected topics in Philosophy at the introductory or intermediate level.
(1-4/0/1-4) STAFF

Advanced Courses:
The satisfactory completion of an introductory course, or permission of the instructor, is prerequisite to enrollment in any advanced course in the department.

301. Philosophy of Law
An introduction to basic issues in the philosophy of law, such as methods of legal reasoning, the relation between legal norms and moral values, and the scope and foundations of law. Seminal concepts of concern to law are discussed, including liberty, justice and punishment. Readings include classical and contemporary essays in jurisprudence, studies of specific US and international cases, and selected Supreme Court decisions.
(3/0/3) C. S. DINKINS

304. Philosophy through Literature
A discussion and analysis of classical and contemporary philosophical issues as they are presented in selected works of literature, with attention to the question of how philosophical ideas are conveyed through this alternative medium. Topics include: political philosophy; responsibility, free will, and determinism; the nature and purpose of humanity; and the meaning of life.
(3/0/3) C. S. DINKINS

310. Aesthetics
An examination of the issues in the philosophy of art placed in an art-historical context. Topics include Kantian aesthetics, landscape and the representation of nature, theories of abstract art, and the role of imagination in creating and appreciating art. This course is required for the Art History major.
(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

331. African Philosophy
An introduction to traditions of African philosophical thought focusing on problems of definition, sources, function, and methodology. The course compares and contrasts Western philosophical questions with recent developments in African philosophy. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3) KAY

335. Buddhist Philosophy
An introduction to key concepts in Buddhist thought, such as the nature of reality, the person, and the nature of the mind. Emphasis is on the core Buddhist concepts as they were expressed in early Buddhism and in later Buddhist traditions. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3) KELLER

342. Philosophy of Religion
An examination of the nature of religious beliefs and of arguments about their truth or falsity. The course focuses on religious beliefs about God and includes some discussion of different ideas about God within the Western tradition. This course may count toward requirements for the Religion major.
(3/0/3) KAY

345. Metaphysics and Epistemology
A 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.
(3/0/3) KELLER

351. Western Philosophy in Antiquity and the Middle Ages
A survey of classical and medieval thought covering the core topics of interest to the philosophers of those eras: the nature, purpose, and best life of persons; the ideal State; and the nature of the physical world and God. Emphasis is on discussion of primary texts and texts by modern scholars. The course focuses on the period from classical Greece to the Middle Ages.
(3/0/3) C. S. DINKINS

352. Early Modern European Philosophy
A survey of the major figures in early modern European thought during the 17th and 18th centuries. Emphasis is on the study of major 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 intellectual movements leading to the modern period, starting with Kant’s Critique of Pure Reason. The course examines the major themes in philosophy from the 19th century, focusing on primary texts. Issues for discussion include the role of science in our understanding of the world, the relationship between science and religion, and the development of philosophical thought in the modern period.
(3/0/3) MICHELMAN
356. Phenomenology and Existentialism
A study of major figures and themes in the phenomenological and existential traditions. Each semester is focused around the work of one or more of the following figures: Kierkegaard, Nietzsche, Husserl, Heidegger, Gadamer, Sartre, Camus, Beauvoir, and Merleau-Ponty. Themes include intentionality, being-in-the-world, existential freedom, anxiety, embodiment, the hermeneutic circle, and death.

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.

425. Rationality and Commitment
A critical examination of the issue of the extent to which reason can and should guide our moral commitments.

450. Senior Directed Study
A course of individualized directed study in which the student prepares a written paper (typically a 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.

470. Independent Study in Philosophy
A course in which the student pursues independently, under the guidance of a member of the department, a specific philosophical topic of interest. Prerequisite: Permission of instructor.

480. Advanced Topics in Philosophy
Selected topics in Philosophy at the advanced level.

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Physical Education

MARK D. LINE, Department Chair

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.

101. Wellness
(3/0/1) STAFF

102. Fitness
(3/0/1) STAFF

103. Tennis
(3/0/1) STAFF

104. Racquetball
(3/0/1) STAFF

105. Softball
(3/0/1) STAFF

106. Karate
(3/0/1) STAFF

107. Dance
(3/0/1) STAFF

108. Special Activities
(3/0/1) STAFF

109. Team Sports
(3/0/1) STAFF

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Physics

DANIEL W. WELCH, Department Chair
J. DANIEL LEJEUNE, MACKAY G. SALLEY, STEVEN B. ZIDES

Major Prerequisites:
Physics 141-142, or 173.

Major Requirements:
The Physics Department offers two major tracks to help students prepare for a variety of careers. Both tracks require Physics 141-142 or 173. 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 (excluding 203).

Students in the Teacher Education Program who are seeking to complete licensure requirements to teach physics in secondary schools should refer to the Teacher Education Handbook and consult with the Chairs of the Physics and Education Departments 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 (excluding 203).

Physics course prerequisites require a grade of C or higher in the prerequisite unless specifically noted otherwise in the course description.

104. **Physics: Concepts and Method**  
A study of topics selected to introduce students to basic concepts in physics and/or astronomy, and to the scientific method. Does not count toward a major in Physics nor toward science requirements for the B.S. degree.  
(3/3/4) STAFF

108. **Astronomy**  
A survey course in astronomy which includes observational astronomy, the solar system, structure and evolution of stars and galaxies, and cosmology.  
(3/0/3) STAFF

121-122. **General Physics**  
A study of mechanics, heat, light, sound, electricity, magnetism, and modern physics using algebra, trigonometry, and limits.  
(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

173. **Advanced Beginning Physics**  
Fast-track general physics preparation for science, mathematics, and engineering majors. Physics content, mathematics level, and computer experiences are selected to help students with adequate calculus and physics backgrounds to achieve in one semester the ends normally achieved in a two-semester calculus based physics course. Prerequisite: Permission of instructor.  
(3/3/4) STAFF

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203. **Computer Organization and Interfacing**  
A course situated at the point where software meets hardware. From there it reaches downward to the microcode level and upward to the system level. To meet the needs of scientists and computer scientists, the logical and physical foundations on which computer systems are built are developed with enough rigor that functioning computer systems can be successfully altered for new applications during the laboratory component of the course. The algorithm design and control programming progresses until 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 or 173, 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 simple oscillators); general particle dynamics, non-inertial reference frames, central forces, systems of particles, and mechanics of rigid bodies. Prerequisites: Physics 121, 122 or 141, 142 or 173, 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 141-142, or 173, 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 Chair.  
(0/6/1) STAFF

280. **Selected Topics in Physics**  
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.  
(VARIABLE CREDIT IN CLASS OR LAB UP TO 4 HOURS) STAFF

311. **Contemporary Physics**  
The general physical background of the student serves as a tool for comprehending readings taken from professional physics publications on topics with significant relationship to life outside the laboratory. The course demands substantial progress in technical writing, technical speaking, and technical literature search skills as measured against normal professional requirements in the field. 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 122 or 142 or 173.
(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 221 and Mathematics 182.
(3/0/3) STAFF

341. Quantum Physics
The mathematical structure and physical meaning of quantum mechanics, as a fundamental theory of physics, are developed at the intermediate level. Problems are drawn from areas such as the structure of nuclei, atoms, molecules, and crystals. Prerequisites: Physics 211 and Mathematics 210.
(3/0/3) STAFF

370. Advanced Laboratory
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 basics for all of these skills are developed in the first semester in the series. The others may be taken in any order. Prerequisite: Physics 211.
(0/3/1 each course) STAFF

441, 442. Theoretical Physics
Designed for students planning to attend graduate school, these courses are to be taken in the senior year at Wofford. The material is taken from the more advanced portions of mechanics, electrodynamics, quantum physics, optics, and introductory statistical mechanics. Special attention is given to the mathematical methods used in each of these areas. Prerequisites: Mathematics 210, 240, Physics 211, 221, 331, and 341; and senior standing.
(3/0/3) each course STAFF

451, 452. Research
Active participation in a research project selected from one of the department’s existing projects, or developed earlier in Physics 250 or in coordination with a faculty member. The student is expected to maintain a regular weekly schedule of lab and library work in connection with this project, keep a notebook in standard format, and write a detailed research report to be retained by the faculty member. Prerequisites: Physics 221, 331, 371, and permission of instructor.
(0/6/2) each course STAFF

480. Advanced Topics in Physics
An opportunity to participate in a special advanced course offering. Students planning to take this course should consult with the instructor during the previous semester. Prerequisites: Physics 221, 331, 341, and 371. (Variable credit in class or lab up to 4 hours) STAFF

Psychology

JOHN C. LEFEBVRE, Department Chair
KARA L. BOFF, CECILE B. MCANINCH, DAVID W. PITTMAN, ALLISTON K. REID

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 the department Chair 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 Physics 104 do not contribute to the requirement.

Students majoring in Psychology can concentrate in Neuroscience. Administered by the departments of Biology and Psychology, the Neuroscience Program is an interdisciplinary examination of the nervous system and its regulation of behavior. Completion of the Program will be noted on the transcript. By carefully selecting courses, students may complete both the major in Psychology and the program in Neuroscience. Many of the required courses count toward both the major in Psychology and the concentration in Neuroscience. For requirements see the section of the Catalogue on Neuroscience.

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 licensure requirements to teach psychology should refer to the Teacher Education Handbook and consult with the Chairs of the Psychology and Education Departments 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.

110. *Introductory Psychology*
A general survey of what psychologists do, the tools they use, and problems of current attention. Emphasis is placed on methodology, biological psychology, learning, motivation, perception, cognitive processes, development, social and abnormal psychology, and assessment of individual differences. Open only to freshmen and sophomores.

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.

**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. Prerequisite or corequisite: Mathematics 140.

210. *Sensation & Perception*
A study of the functions of sensory systems as they relate to behavior and the mechanisms of perception. Prerequisite: Psychology 230.

220. *Abnormal Psychology*
The study of the causes of inappropriate behaviors (including mental illness) and techniques for redirecting such behaviors. Prerequisite: Psychology 230.

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.

240. *Child Development*
a survey of child and adolescent development. Major theories about and influences on cognitive, emotional, physical, and moral development are explored.

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.

280. *Selected Topics in Psychology*
Selected topics in Psychology at the introductory or intermediate level. (Variable credit in class or lab up to 4 hours) STAFF

300. *Learning and 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. Prerequisite: Psychology 200.

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 in a written report. Meetings are held for comprehensive written reviews of the professional literature in the student's area of research. Students must complete either 451 or 452, but they may complete both courses. Prerequisite: Permission of instructor.

**Electives**

260. *Human Sexuality*
A careful presentation of human development and sexual adjustment which provides a framework for behavior directed toward constructive human relationships.

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.

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, sociobiology, behavioral genetics, behavioral ecology, brain lateralization, and pain. From time to time, new topic areas may be introduced.

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. Prerequisite: Psychology 200.

320. *Personality*
The development and identification of personality from an experimental/empirical standpoint. Prerequisite: Psychology 220.

330. *Behavioral Neuroscience*
An advanced study of the concepts and techniques of behavioral neuroscience. Prerequisite: Psychology 230.
330L. Behavioral Neuroscience Laboratory  
The laboratory will provide an opportunity to gain expertise in the quantification and analysis of animal behavior as well as advanced electrophysiological techniques such as EEG, EOG, integrated whole nerve recordings, and single neuron recordings in both human and animal models. Prerequisite: Psychology 330.  
(0/3/1) 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. Prerequisite: Psychology 240.  
(3/0/3) BOPP, 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. 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 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. Prerequisite: Psychology 200.  
(3/0/3) STAFF

360. Advanced Quantitative Methods  
A second 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. Prerequisite: Psychology 270.  
(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. Prerequisite: Psychology 200.  
(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. Prerequisite: Psychology 320.  
(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. Prerequisites: Psychology 200 and 220.  
(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. Open only to students majoring in Psychology.  
(1/4/3) LEFEBVRE

460. Independent Research  
This course is designed to permit students to learn independent research techniques through actively planning and conducting an experiment. A final paper meeting American Psychological Association journal form requirements completes the experiment. Open only to students majoring in Psychology.  
(Variable credit in class or lab up to 4 hours) STAFF

480. Advanced Topics in Psychology  
An intensive examination of an advanced area of psychology. Specific content is designed to meet the needs and interests of students. Open only to students majoring in psychology.  
(Variable credit in class or lab up to 4 hours) STAFF

Religion  
BYRON R. McCANE, Department Chair  
A. K. ANDERSON, DANIEL B. MATHEWSON, LARRY T. McGEHEE

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

Major Corequisites:  
English 388.

Major Requirements:  
Twenty-seven semester hours in courses selected from groups II-V, including Religion 474, 475 and at least one course from each of those four groups, II-V. Satisfactory completion of Greek 201 and/or Philosophy 342 may each be counted as three hours toward fulfillment of the Religion major requirements.

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

Minor Requirements:  
Twelve semester hours in courses selected from groups II-V, including courses from at least two of the groups.
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 the 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 relevance for modern life.
(3/0/3) STAFF

280. Selected Topics in Religion
Selected topics in religion at the introductory or intermediate level.
(1-4/0/1-4) STAFF

II. The Bible

301. The Historical Jesus
An historical examination of Jesus of Nazareth, with special attention to the problems posed by the literary sources. Current historical and archaeological scholarship will be explored in order to identify what can and cannot be affirmed about Jesus with historical confidence.
(3/0/3) McCANE

302. In Search of Paul
An investigation of Paul the apostle, including the content of his letters, the course of his life, and the normative assertions of his theology. Paul's long term influence on religion and culture will be evaluated.
(3/0/3) McCANE

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) McCANE

310. Lost Christianities
An exploration of orthodoxy and heresy in early Christianity, with special focus on alternative forms of Christianity that did not survive. Particular attention will be devoted to Gnosticism, Arianism, Donatism, and Pelagianism, as well as non-orthodox scriptures and the selection of the New Testament canon.
(3/0/3) McCANE

311. Prophecy and Apocalyptic
A study of messages from God in ancient Israel, early Judaism, and early Christianity, with particular attention to the contributions of these messengers to society, culture, ethics, and theology. The persistence of apocalyptic eschatology in global culture will be a topic of particular interest.
(3/0/3) McCANE

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 historic situations in which Christology, or the Christian concept of Christ, underwent reformulation.
(3/0/3) ANDERSON

325. Christian Ethics
A study of the central Christian virtues: faith, hope, and love.
(3/0/3) ANDERSON

326. History of Christian Theology: The Ecclesial/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 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

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) McCANE

315. Archaeology and the Bible
A field course in archaeological excavation of a site related to the Bible. Students will learn techniques of field excavation, archaeological interpretation, and biblical interpretation by participating in the excavation of a site from the biblical world. Summer only.
(3/0/3) McCANE
IV. Religious Traditions

327. The Writings of Soren Kierkegaard
A careful 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

330. Religion in America
Studies in the role played by the Judaeo-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith. Prerequisite: One course in American history or permission of instructor. (3/0/3) McGEHEE

335. Religion in the Middle East
An investigation of the rituals, doctrines, and histories of the Abrahamic religions of the Middle East (Judaism, Christianity, and Islam), with particular focus on the contributions of these religions to the history, culture, society, and politics of the region. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/0/3) STAFF

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. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/0/3) STAFF

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. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/0/3) STAFF

358. Hinduism
An examination of Hinduism as a culture of great diversity and complexity. The course explores textual, narrative, historical, and anthropological information about Hinduism, as well as the different roles and practices of Hindu men and women. Prerequisite: An introductory course in Religion or permission of instructor. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/0/3) STAFF

V. Advanced Studies

425. The Problem of Evil
The course considers representations of human suffering from a variety of disciplines, including cinematic and literary. It analyzes some of the major Christian theodicies from the past 40 years, and concludes with focus on the practical issue of how to care for individuals who are dealing with pain and loss. Prerequisite: Open to seniors majoring in Religion; to others by permission of the instructor. (3/0/3) ANDERSON

426. Religion and Film
This one-hour course, for graduating seniors only, will be offered each spring. The class will meet weekly to discuss films that deal with a variety of topics involving religion, ethics and values. (1/0/1) ANDERSON

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

474. Theories of Religion
An intensive exploration of critical theories currently employed by scholars in the academic study of religion, based upon readings of the classic works in which those theories have been expounded. Required of majors in the spring of the junior year. At the conclusion of the junior seminar, students will identify the topic for their senior directed study. (3/0/3) MCCANE

475. Senior Directed Study in Religion
A course of individualized directed study in which the student researches, writes, and presents a paper on a topic of current interest in the academic study of religion. Required of all majors in the fall of the senior year. (1/4/0/3) STAFF

480. Advanced Topics in Religion
A seminar in which a selected theme or problem is thoroughly studied. Emphasis on bibliography and methodology in research. (1-4/0/1-4) STAFF

Sociology

GERALD A. GINOCCHIO, Department Chair
CLARENCE L. ABERCROMBIE, TERRY A. FERGUSON, CYNTHIA T. FOWLER, 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 Chair, 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 licensure requirements to teach social studies in secondary schools should refer to the Teacher Education Handbook and consult with the Sociology and Education Department Chairs to plan for the related work they must do in History, Geography, Government, and Economics.

Minor Requirements:
Fifteen semester hours as follows: Sociology 210, 330, 340, plus two electives in the department (one of these electives must be at the 300-level or higher).
200. Introduction to Anthropology
An introduction to physical and cultural anthropology.
(3/0/3) T. FERGUSON, C. FOWLER

205. Cultural Anthropology
A study of human behavior in different societies. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3) C. FOWLER

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) GINOCCCHIO, THURMONT

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) GINOCCCHIO, THURMONT

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) GINOCCCHIO

225. Human Ecology
An ecological approach to the examination of the relationships between natural resource bases and the human societies they support. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3) ABERCROMBIE, C. FOWLER

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) GINOCCCHIO

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) GINOCCCHIO

280. Selected Topics in Sociology and Anthropology
Introductory-level research or exploration in topics not offered in the regular department courses.
(1-4/0/1-4) 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) THURMONT

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) THURMONT

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) GINOCCCHIO

306. The Sociological Lessons of the Life and Times of Malcolm X
A sociological and historical examination of the life of Malcolm X and his place in the Civil Rights struggle.
(3/0/3) GINOCCCHIO

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) THURMONT

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) THURMONT

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

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) GINOCCCHIO

480. Advanced Topics in Sociology and Anthropology
Advanced-level independent research or exploration in topics not offered in the regular department courses.
(1-4/0/1-4) STAFF
The Register

Gibbs Stadium, 1996
The Board of Trustees

Wofford College has twenty-nine 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 2004-05 and/or 2005-06 academic years.

B. MIKE ALEXANDER '73
Minister, United Methodist Church
Murrells Inlet, SC

PAULA B. BAKER
Community Volunteer
Spartanburg, SC

JAMES E. BOSTIC, JR.
Executive Vice President, Georgia-Pacific Corporation
Atlanta, GA

THOMAS C. BRITTAINE75
Chairman, 2004-
Attorney, Hearn, Brittain & Martin, P.A.
Myrtle Beach, SC

BERNARD E. BROOKS
Secretary, 2002-
President, Bernard Brooks & Associates, Inc.
Spartanburg, SC

MICHAEL S. BROWN '76
President, Health Care Capital, Inc.
Atlanta, GA

MICHAEL D. CANTY '77
Physician
Ashland, KY

J. HAROLD CHANCLER '71
Business Consultant
Kiawah Island, SC

WILLIAM R. COBB
Chairman and Chief Executive Officer, J.M. Smith Corporation
Spartanburg, SC

JEANETTE COOPER DICKS
Minister, United Methodist Church
Florence, SC

JIMMY L. GIBBS
Chief Executive Officer, Gibbs International, Inc.
Spartanburg, SC

ALBERT W. GRAY '71
Business Executive (Retired)
Gaffney, SC

W. CARLISLE HAMRICK '75
President, Hamrick Mills, Inc.
Gaffney, SC

R. MICHAEL JAMES '73
General Partner, WEDGE Capital Management, L.L.P.
Charlotte, NC

ANN C. JOHNSON
Community Volunteer
Spartanburg, SC

RUSSELL C. KING, JR. '56
President and Chief Operating Officer (Retired), Sonoco Products Company
Atlanta, GA

HUGH C. LANE, JR.
Vice Chairman, 2004-
President, The Bank of South Carolina
Charleston, SC

MARSHALL L. MEADORS, JR. '55
Bishop (Retired), Mississippi Conference, United Methodist Church
Anderson, SC

ROGER MILLIKEN
Chairman and Chief Executive Officer, Milliken & Company
Spartanburg, SC

M. STEWART MUNGO '74
President, The Mungo Company
Irmo, SC

JULIAN W. OSBON '63
Chairman and Chief Executive Officer, Osbon & Associates
Augusta, GA
The President's Advisory Board

The President's Advisory Board was formed in 2001 for the purpose of advising the president and assisting the college in areas of strategic planning, marketing, visibility, development, and program innovation.

The following list identifies those persons who served on the Advisory Board in the 2004-05 and/or 2005-06 academic years.

INGO ANGERMEIER
Chief Executive Officer, Spartanburg Regional Healthcare System
Spartanburg, SC

ROBERT D. ATKINS '65
President, Atkins Machinery Company
Spartanburg, SC

W. DONALD BAIN
Retired Business Executive
Spartanburg, SC

CHARLES J. BRADSHAW, JR. '83
Vice President, Alabama Theatre
Pawleys Island, SC

TAD BROWN
President, Watson-Brown Foundation
Thomson, GA

NORMAN H. CHAPMAN
Vice President, Inman Mills, Inc.
Spartanburg, SC

CAROL BONNER CLARK
Trustee, The Corella and B. F. Bonner Foundation
Wellington, FL

JERRY A. COGAN, JR.
Retired President, Milliken Research Corporation
Spartanburg, SC

ANNA H. CONVERSE '95
Interior Designer
Spartanburg, SC

JUSTIN A. CONVERSE '96
Vice President, Converse and Company
Spartanburg, SC
JAMES C. CRAWFORD, III '78
President, B.C. Moore & Sons, Inc.
Cheraw, SC

MICHAEL E. EDENS '98
Assistant Vice President, National Bank of SC
Camden, SC

JENNIFER C. EVINS
Community Volunteer
Spartanburg, SC

E. DAVIDSON FOSTER
Entrepreneur
Columbus, GA

SALLY D. FOSTER
Consultant, Sally Foster Gift Wrap, Inc.
Spartanburg, SC

ELAINE T. FREEMAN
Founder, ETV Endowment
Spartanburg, SC

MARIANNA B. HABISREUTINGER
Community Volunteer
Spartanburg, SC

JEFFREY HORTON
Chairman, Spartanburg County Council
Spartanburg, SC

LAURA J. HOY
Community Volunteer
Surfside Beach, SC

LESTER A. HUDSON, JR.
Business Executive, Professor
Greenville, SC

ALMA F. JACKSON
Management Consultant
Lyman, SC

DOUGLAS H. JOYCE '79
President, Douglas H. Joyce Investment Company
Nashville, TN

JOHN W. KUYKENDALL
President Emeritus, Davidson College
Davidson, NC

HARRY M. LIGHTSEY, III
President, BellSouth of SC
Columbia, SC

STEVEN W. MUNGO '81
President, The Mungo Company (Construction Division)
Irmo, SC

KIRK H. NEELY
Minister, Morningside Baptist Church
Spartanburg, SC

CORRY W. OAKS, III '89
Partner, OTO Development, LLC
Spartanburg, SC

BILLY L. PAINTER
Business Consultant
Spartanburg, SC

D. GRANT PEACOCK
President, D. Grant Peacock and Company
Greenville, SC

JAMES PATRICK PROTHRO '96
Vice President, Bellecorp, Inc.
Park City, UT

DAVID RIGGINS
Business Executive
Charlotte, NC

BENJAMIN T. ROOK
Managing Principal, Design Strategies, LLC
Greenville, SC

ROBERT V. ROYALL
Retired Business Executive and US Ambassador
Huger, SC

WILLIAM DOUGLAS SMITH '80
Speaker Pro Tempore, South Carolina House of Representatives
Spartanburg, SC

JAMES E. TALLEY
Educator and Former Mayor
Spartanburg, SC

JOE E. TAYLOR, JR.'80
Principal, Park and Washington, LLC
Irmo, SC
The Wofford College National Alumni Association consists of nearly 15,000 persons who attended Wofford for one year or more. The association is organized to stimulate a permanent and informed interest among 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 1,500 alumni appointed on a yearly basis. The second group, The Alumni Executive Council, is selected from members of the first group. Its membership includes eighteen to twenty individuals appointed to three-year terms. They meet twice a year.

Members of The Alumni Executive Council for 2005 are identified below. End dates for individual terms of service is December 31 of the year noted in parenthesis following the members’ names.

In addition to the elected members of The Alumni Executive Council, there are several ex-officio members. They include the Chairman of the Board of Trustees of Wofford College, the President of the College, the officers of the Development staff, the Director of Alumni and Parents Programs, the Director of Admission, the President of the Terrier Club (the fund-raising organization for athletics), and the Chairperson of The National Annual Fund (the annual giving program for the College).

**ALUMNI EXECUTIVE COUNCIL, 2005**

Paul S. Atkins '80 (2005)
Commissioner, Securities and Exchange Commission
Arlington, VA

Robert A. Barber, Jr. '71 (2006)
Attorney
Charleston, SC

Dow Napoleon Bauknight '71 (2007)
Executive Director
NPower Charlotte Region
Charlotte, NC

Frederick D. Gibbs '87 (2005)
President, Banc Capital & Financial Services
Spartanburg, SC

David Christian Goodall '79 (2006)
Continental American Insurance
Columbia, SC

Eugene W. Grace '69 (2005)
Owner and Dentist, Aesthetic Dentistry
Beaufort, SC
Van Hipp ’82 (2004)
President, Wofford College National Alumni Association
Chief Executive Officer/President, American Defense International, Inc.
Washington, DC

Richard Emery Hollis ’58 (2006)
Retired
Spartanburg, SC

James M. Johnson ’71 (2005)
Past President, Wofford College National Alumni Association
President, Johnson Development
Birmingham, AL

Kimbell Klarke Kirby ’79 (2007)
Owner, Little River Land Company
Columbia, SC

E. Bert Knight, III ’73 (2007)
Physician, Lung & Chest Medical Associates
Spartanburg, SC

Ralph Montague Laffitte, Jr. ’73 (2006)
Piedmont OB/GYN PA
Greenville, SC

Timothy Eugene Madden ’85 (2007)
Managing Partner, Wilkins & Madden, Attorneys at Law, P.A.
Greenville, SC

Russell Randall Raines ’93 (2006)
Retired
Inman, SC 29349

Kerri Denise Sadler ’89 (2006)
Director, Financial Control, Credit Suisse/First Boston
New York, NY

Attorney and South Carolina State Legislator, Lee, Erter, Wilson, Holler & Smith
Sumter, SC

James L. Switzer, Jr. ’80 (2007)
President-elect, Wofford College National Alumni Association
Resident Director and First Vice President Investments, Merrill Lynch
Spartanburg, SC

Mary Victoria Tatum ’86 (2007)
Cosmetic Dentist, M. Victoria, D.M.D., P.A.
Charleston, SC

Joe E. Taylor, Jr. ’80 (2005)
Principal, Park and Washington, L.L.C.
Columbia, SC

Dorothy Aece Thomas ’96 (2005)
Attorney, Dickstein, Shapiro, Morin, Oshinsky, LLP
New York, NY

James Neal Workman ’69 (2007)
President and Chief Executive Officer, Trehel Corporation
Clemson, SC

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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 2005-2006 are listed below.

CHAIRPERSONS, 2005-2006

Mr. and Mrs. George E. Labban
Columbia, SC

Class of 2006

Mr. and Mrs. Kevin Mitchell Barth
Florence, SC

Mr. and Mrs. Bryan Beacham
Cleveland, TN

Mr. and Mrs. William H. Chandler
Hemingway, SC

Mr. and Mrs. Lawrence H. Chewning, III
Clinton, NC

Mr. and Mrs. William H. Creighton
Middleburg, VA

Mr. and Mrs. Jimmy Ely, Jr.
Charlotte, NC

Dr. and Mrs. Wesley C. Fowler, Jr.
Chapel Hill, NC

Mr. and Mrs. Ron E. Hewitt, Jr.
Moore, SC

Mr. and Mrs. Hugh Lister
Newberry, SC

Mr. and Mrs. Stephen Lufburrow
Savannah, GA

Mr. and Mrs. Dale Francis Mamele
Columbia, SC

Mr. and Mrs. William A. Parsley
Winston-Salem, NC

Dr. Patricia Sue Sanders
Esley, SC

Mr. and Mrs. Daniel Sheridan
Anderson, SC

Mr. and Mrs. Greg D. Shurburt
Spartanburg, SC

Ms. Denise Wellman
Irmo, SC

Mr. and Mrs. W. Lewis White
Spartanburg, SC

Class of 2007

Dr. and Mrs. W. Byron Barber, II '75
Greensboro, NC

Mr. and Mrs. Frank Brunson '72
Columbia, SC

Mr. and Mrs. Ansel Bunch '74
Columbia, SC

Mr. and Mrs. Humphrey Childers
Columbia, SC

Mr. and Mrs. Wilton M. Connor
Charlotte, NC

Dr. and Mrs. John O. Fairley
Columbia, SC

Dr. and Mrs. H. Gordon France
Spartanburg, SC

Mr. and Mrs. William U. Gunn
Spartanburg, SC

Mr. and Mrs. Timothy Halligan
Spartanburg, SC

Mr. and Mrs. Halbert McNair Jones, Jr.
Winston Salem, NC

Dr. and Mrs. Greg Malcolm
Columbia, SC

Mr. and Mrs. Charles E. McGill, II '72
Pawleys Island, SC

Mr. and Mrs. Leslie Miller
Charlotte, NC

Mr. and Mrs. David Poole
Greenville, SC

Mr. and Mrs. Robert L. Pratt
Summerville, SC

Mr. and Mrs. Barry L. Slider
Spartanburg, SC

Mr. and Mrs. James L. Switzer, Jr. '80
Spartanburg, SC

Mr. and Mrs. Larry Wilson
Columbia, SC

Class of 2008

Mr. & Mrs. Richard Carlisle
Rock Hill, SC

Mr. and Mrs. Richard L. Conner
Spartanburg, SC

Mr. and Mrs. R. Scott Heath '80
Spartanburg, SC

Mr. and Mrs. James Franklin McClain
Anderson, SC

Mr. and Mrs. Jeffrey Parrish
Columbia, SC

Mr. and Mrs. Gary T. Pope
Columbia, SC

Mr. and Mrs. Randall T. Reynolds
Marietta, GA

Dr. and Mrs. Ed Shelley
Myrtle Beach, SC

Mr. and Mrs. Bruce T. Williams
Columbia, SC

Mr. and Mrs. Roger C. Young
Cincinnati, OH
The Administration, September 1, 2005

Office of the President  DuPré Administration Building
Benjamin B. Dunlap, B.A., B.A., M.A., Ph.D., President
Joshua M. Lesesne, Jr., B.A., M.A., Ph.D., President Emeritus
David M. Beachum, B.A., Vice President for Administration and Secretary to the Board of Trustees
Amanda F. Gilman, B.S., Assistant to the President
Janice M. Poole, Assistant to the President

Academic Affairs  DuPré Administration Building
Dan B. Maultsby, B.A., Ph.D., Senior Vice President and Dean of the College
Ana Maria J. Wiseman, Licentiant, 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.I.L.S., Cataloging Librarian
Ibrahim Hanif, B.S., M.L.N., Collection Development Librarian
Shelley H. Sperka, B.A., M.L.S., Director of Technical Services
R. Phillip Stone, B.A., M.A., Ph.D., Archivist
Christopher Strauber, B.A., M.A., M.L.I.S., References/Web Services Librarian
Ellen L. Tillet, B.A., M.L.S., M.A., Director of Public Services

Student Affairs  Campus Life Building
Roberta H. Bigger, B.A., M.Ed., Vice President for Student Affairs and Dean of Students
Elizabeth D. Wallace, B.S., R.N., Associate Dean of Students and Director of Health Services
John I. Blair, B.A., M.A.T., Director of Conference Services
Darrin Goss, B.S., Director of Multicultural Affairs and Leadership Programs
Brian J. Lemere, B.S., M.A., Director of Residence Life
Marjanna K. Leahy, B.A., Director of Career Services and Placement
Christy Melton, B.A., M.A., Assistant Director of Residence Life
Heather J. Morrow, B.S., Director of Student Activities and Greek Life
Kristoffer M. Neely, B.A., Director of Special Projects

Campus Safety  Andrews Field House
Lee A. Sartor, B.A., Director of Campus Safety

Student Health Services  Hugh R. Black Health Services Building
Elizabeth D. Wallace, B.S., R.N., Associate Dean of Students and Director of Health Services
Melvin D. Medlock, M.D., College Physician
Christian Nowatka, M.D., College Physician
Mack C. Poole, M.D., College Physician
Ralph A. Tessemer, M.D., College Physician
Gail C. Holt, R.N., College Nurse
Ruth Rainer, R.N., College Nurse
Michelle George, LPC-I, College Counselor

Business Management  Snyder House
David S. Wood, B.A., M.Ed., Ed.D., Senior Vice President
Robert L. Keasler, B.S., M.P.A., Treasurer and Chief Financial Officer

Business Office  Snyder House
Mary C. Truesdale, B.A., C.P.A., Controller
Carole Lister, Human Resources Coordinator

Physical Plant  Curry Building
Thomas L. Rocks, B.S.E.E., Director of Physical Plant
William D. Littlefield, Assistant Director of Physical Plant

Admission  Hugh S. Black Hall
Brand R. Stille, B.A., Director of Admission
B. Terrell Ball, B.A., M.Ed., M.Ed., Associate Director of Admission and Director of the Alumni Admission Program
Thomas M. Henson, B.A., M.Ed., Assistant Director of Admission
Gary J. Jennings, B.A., Admission Counselor
Jennifer L. Lister, B.A., Admission Counselor
Lauren A. Smith, B.A., Admission Counselor

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

Development  Papadopoulos Building
Marion B. Peavey, B.A., M.A., Senior Vice President for Development and College Relations

Prospect Relations and Major Giving  Papadopoulos Building
David M. Atchley, B.A., Associate Vice President for Development
Lynda H. Bennett, Coordinator of Prospect Research
Susan D. Gray, B.A., Director of Donor Relations
Calloule L. Kennedy, Jr., B.A., Associate Vice President for Development
Edwin H. Story, B.S., Associate Vice President and Director of Development
Deborah N. Thompson, B.A., Assistant to the Senior Vice President and Director of Special Alumni Projects
Alumni Affairs and Parents Programs  Papadopoulos Building
Charles H. Gray, B.A., M.Ed., Director of Alumni and Parents Programs
Elizabeth M. Fields, B.A., Assistant Director of Alumni Affairs and
Annual Giving

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

Marketing and Communications  Hugh S. Black Hall
Donald L. Fowler, B.A., M.A., Ph.D., Special Assistant to the President for
Marketing and Communications

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
John Baker Maultsby, B.A., M.A.T., Associate Director of Communications
Patricia A. Smith, B.S., Assistant Director of Communications
Karla N. Parrish, B.A., Staff Assistant

Website  Hugh S. Black Hall
Jennifer B. Page, B.A., 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
Jason A. Burr, B.S., Banner Programmer and Backup Specialist
Reba O. Epton, Banner Database Administrator
Terry A. Ferguson, B.A., M.A., Ph.D., Director of Instructional Technology
Laboratory
Kim E. Henry, B.A., Help Center Support Specialist
Kyle M. James, B.A., Help Center Support Specialist
Andrew H. Molinaro, B.A., Help Center Support Specialist
Chris H. Myers, B.A., Help Center Manager/Telephone System Administrator
Brian M. Rawlinson, B.S., Technology Operations Manager
P. Scott Sperka, B.A., Help Center Support Specialist
J. Ron Wood, B.A., System Administrator

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

Volunteer Services  Main Building
Phillip Lynwood Pace, B.A., M.Div., Associate Chaplain and Director of
Service Learning
Della Elizabeth Long, B.A., Coordinator of the Bonner Scholars Program

Intercollegiate Athletics  Richardson Physical Activities Building
Richard A. Johnson, B.S., M.B.A., Director of Intercollegiate Athletics
Matthew P. Allen, B.A., Men's Basketball Coach
Michael W. Ayers, B.A., M.A., Head Football Coach
Scott L. Brickman, B.A., Assistant Baseball Coach
Freddie Brown, B.A., Assistant Football Coach and Head Track Coach
T. Fields Brown, B.A., Assistant Women's Soccer Coach
Edgar I. Farmer, B.A., Head Women's Basketball Coach
Nathan P. Fruqua, B.A., Assistant Football Coach
Edward D. Geth, B.A., Assistant Women's Basketball Coach
J. Randal Hall, B.S., Head Rifle Coach
Corey J. Helle, B.A., Head Volleyball Coach
Sarah E. Jansen, B.A., Assistant Women's Basketball Coach
Matthew E. Kern, B.A., Head Men's Soccer Coach
Dustin M. Kerns, B.A., M.S., Assistant Men's Basketball Coach
Amy Burns Kiah, B.A., Head Women's Soccer Coach
Andrew L. Kiah, B.S., Director of Athletics Facilities
Bruce H. Lackey, B.S., M.A., Assistant Football Coach
A. Wade Lang, B.A., M.Ed., Assistant Football Coach
Terry J. Lantz, B.A., M.Ed., Assistant Football Coach
Teresa L. Lewit, B.A., Associate Director of Athletics
Mark D. Line, B.S., M.A., Associate Director of Athletics for Sports Programs
Victr H. Lipscomb, B.A., Director of Golf
Len D. Mathis, B.S., Director of Marketing and Promotions
Rafic D.L. Mauran, B.A., M.S., Assistant Men's Soccer Coach
Brandon S. McKillop, B.A., M.S., Assistant Baseball Coach and
Director of Intramurals
Eric M. Nash, B.S., Assistant Football Coach
Thomas C. Neel, B.S., Assistant Football Coach
Roderick A. Ray, B.S., Head Men's and Women's Tennis Coach
Angela J. Ridgeway, B.A., Associate Director of Golf
Josh P. Robertson, B.S., Strength and Conditioning Coach
Andrea Sthman, B.A., M.Ed., Head Cross Country Coach
Jack L. Teache, B.S., Assistant Football Coach
Steven E. Traylor, B.A., M.A., Head Baseball Coach
Elizabeth L. Wilkes, B.A., Director of Compliance and Ticketing
April C. Williams, B.A., Assistant Director of the Terrier Club
Travis J. Woods, B.A., Assistant Sports Information Director
Nathan W. Woody, B.A., Assistant Football Coach
Michael K. Young, B.S., Head Men's Basketball Coach
The Faculty, 2003-04, 2004-05

(Academic year of appointment to faculty is indicated in parentheses after each name. For faculty on temporary assignments, the semester(s) taught during 2003-04 and 2004-05 are named within the parentheses.)

Clarence Lewis Abercrombie, III (1973)
Professor of Biological and Social Sciences
B.A., Emory University; M.Phil., Ph.D., Yale University.

John Charles Aker (1993)
Assistant Director of Career Services and Associate Professor of Foreign Languages
B.A., M.A., Middlebury College; Ph.D., University of California, Los Angeles

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

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

Caleb Anthony Arrington (2001)
Assistant Professor of Chemistry
B.S. University of Richmond; Ph.D., University of Utah

Jane Marie Arrington (Fall 2003, Fall 2004, Spring 2005)
Lecturer in Chemistry
B.S. Xavier University; Ph.D., University of Utah

Instructor in Theatre
M.F.A., Brandeis University

Laura Helen Barbosa Roden (2000)
Assistant Professor of Spanish
B.A., University of Georgia; M.A., Ph.D., Tulane University

Charles Gibson Bass (1988)
Dr. and Mrs. Larry Hearn McCalla Professor of Chemistry
B.S., William Carey College; Ph.D., University of Tennessee

Camille Lamarr Bethea (2003)
Instructor in Spanish
B.S., Wofford College; M.A., Vanderbilt University; M.A., University of North Carolina at Chapel Hill

Major, United States Army
Assistant Professor of Military Science
A.B., Davidson College; M.A., University of North Carolina

Mark Stephen Byrnes (2001)
Assistant Professor of History
B.A., Lafayette College; M.A., Ph.D., University of Texas at Austin

Donald Andrew Castillo (1977)
Professor of Chemistry
B.S., Belmont Abbey College; M.A.T., Winthrop College; M.S., University of South Carolina; Ph.D., Clemson University

Instructor in Mathematics
B.A., University of the South

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

Daniel William Cooke (Fall 2003)
Lecturer in Computer Science
B.A., Florida State University; M.S., Mississippi State University; M.S., Ph.D., University of Tennessee

Caroline Allen Cunningham (1984)
Professor of French and Spanish
B.A., University of Georgia; M.A., University of North Carolina

Brittany Brook Dasher (Fall, 2004, Spring 2005)
Lecturer in English
B.A., University of Georgia; M.A., University of South Carolina

George Rufus Davis, Jr. (1993)
Professor of Biology
B.S., Campbell University; Ph.D., University of North Carolina

James Vincent Davis (2003)
Lieutenant Colonel, United States Army
Professor of Military Science
B.S., NC Agricultural and Technical State University; M.B.A., Webster University

Dexter Davison (Fall 2003, Fall 2004, Spring 2005)
Lecturer in Mathematics
B.S., University of Oklahoma; M.Ed., Converse College; M.S., Clemson University

William Emilie DeMars (2001)
Associate Professor of Government
B.A., Creighton University; M.A., Ph.D., University of Notre Dame

Christine Sorrell Dinkins (2002)
Assistant Professor of Philosophy
B.A., Wake Forest University; M.A., Ph.D, Johns Hopkins University

Christopher Lee Dinkins (Fall 2003, Fall 2004, Spring 2005)
Lecturer in English
B.A., Wake Forest University; M.A., University of Virginia
Dennis Michael Dooley (1969)
Professor of English
B.A., Loyola College; M.A., Kent State University; Ph.D., Vanderbilt 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

Kerry Mulvane Ferguson (Fall 2004, Spring 2005)
Lecturer in Theatre
B.A., M.A., Washington University

Mark Andrew Ferguson (2003)
Assistant Professor of Theatre
B.A., Wofford College; M.A., Ph.D. Washington University

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

Sherry Elizabeth Fohr (2001)
Assistant Professor of Religion
B.A., Ithaca College; M.A., Ph.D., University of Virginia

John Kirkland Fort (1991)
Assistant Professor of Economics
B.A., Wofford College; J.D., Sanford University

Cynthia Twyford Fowler (Spring 2004, Fall 2004)
Lecturer in Sociology
B.A., M.A., University of Georgia; Ph.D., University of Hawaii at Manoa

Donald Lionel Fowler (Spring 2004, Spring 2005)
Visiting Professor in Government
B.A., Wofford College, M.A., Ph.D., University of Kentucky

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

Deborah Ann Gideon (Fall 2003)
Associate Professor of Psychology
B.A., M.S., Ph.D., Auburn University

Gerald Allen Giongacio (1980)
Professor of Sociology
B.S., University of Wisconsin; M.A., Ph.D., University of New Hampshire

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

Lillian Esther González
Instructor in Accounting
B.A., Wofford College; C.P.A., M.P.A., Clemson University

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

Janice Susan Goodchild (Fall 2003)
Lewis P. Jones Visiting Professor in History
B.A., Australian National University; Ph.D., Murdoch University

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

Susan Cass Griswold (1980)
Professor of Spanish
B.A., University of North Carolina at Greensboro; Ph.D., Vanderbilt University

James Richard Gross (Spring 2004)
Mr. and Mrs. T. R. Garrison Professor of English and Theatre, Emeritus
B.A.A., Wake Forest College; M.A., University of North Carolina; Ph.D., Duke University

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

James Randal Hall (2000)
Lieutenant Colonel, United States Army
Associate Professor of Military Science
B.S., Wofford College

Cheryl Elizabeth Harleston (Spring 1991 through December 2004)
Lecturer in Sociology
B.S., Furman University; M.S., Clemson University

Assistant Professor of Biology
B.S., King's College; Ph.D., University of California-Riverside

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

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

Woodrow Wilson Hughes (Spring 2004)
Lecturer in Economics
B.A. Furman University; M.A., Ph.D., University of South Carolina
Robert Campbell Jeffrey (1999)
Associate Professor of Government
B.A., Indiana University; M.A., Ph.D., University of Dallas

Richard Rutherford Johnston (Fall 2004, Spring 2005)
Lecturer in English
B.A. Princeton University; M.A., Sussex University; M.Phil., St. Johns College, Oxford University

Charles Dwight Kay (1986)
Professor of Philosophy
A.B., Princeton University; M.A., Ph.D., University of Pittsburgh

Stefanie Michele Keen (Fall 2004, Spring 2005)
Lecturer in Psychology
B.A., State University of New York at Binghamton; Ph.D., Indiana University-Bloomington

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

Li Qing Kinnison (2004)
Assistant Professor of Chinese
B.A., Inner Mongolian Teachers University; M.A., Capital Normal University; M.A., Azusa Pacific University; Ph.D., Michigan State University

Associate Professor of Mathematics
B.A., Guilford College; M.S., Ph.D., University of Tennessee

Sandra Louise Knuteson (Spring 2005)
Lecturer in Biology
B.S., University of Wisconsin-Whitewater; M.S., Ph.D., Clemson University

Kirsten Andrea Krick Aigner (1997)
Associate Professor of French and German
B.S.I.A., Georgetown University; M.A., Ph.D., University of California, Santa Barbara

David Irwin Kusher (1996)
Associate Professor of Biology
B.A., University of California, Santa Barbara; M.A., San Francisco State University; Ph.D., University of Georgia

Amy Elizabeth Lancaster (Fall 2004, Spring 2005)
Lecturer in Spanish
B.A., Wofford College, M.A., Middlebury College

John Edward Lane (1988)
Associate Professor of English
B.A., Wofford College; M.F.A., Bennington College

Boyce Mendenhall Lawton, III (Fall 2003 through Spring 2005)
Lecturer in Computer Science
B.S., University of South Carolina; M.S., University of Illinois at Urbana-Champaign; Ph.D., University of South Carolina

Scott Allan Leblond (2004)
Captain, United States Army
Assistant Professor of Military Science
B.A., Texas Christian University

Eun-Sun Lee (Fall 2004, Spring 2005)
Lecturer in Music
B.M., M.M., The Juilliard School; D.M.A., University of South Carolina

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

Joseph Daniel LeJeune (Fall 2003 through Spring 2005)
Associate Professor of Physics
B.S., University of Southwestern Louisiana; Ph.D., Texas A & M University

Joab Mauldin Lesesne, Jr. (Fall 2003 through Spring 2005)
President of the College and Professor of History, Emeritus
B.A., Erskine College; M.A., Ph.D., University of South Carolina

William Edward Leuchtenburg (Spring 2005)
Lewis P. Jones Visiting Professor in History
B.A., Cornell University; M.A., Ph.D., Columbia University

Mark David Line (1985)
Associate Athletics Director and Instructor in Physical Education
B.S., Erskine College; M.A., Western Kentucky University

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

Nancy Bingham Mandlove (1994)
Professor of Spanish and Latin American and Caribbean Studies
B.A., Hanover College; M.S., Emory University; Ph.D., University of New Mexico

George Brantley Martin (Fall 2003 through Spring 2005)
Lecturer in English
A.B., Wofford College; M.A., University of Georgia; Ph.D., University of Manchester

Daniel Bruce Mathewson (Fall 2004)
Lecturer in Religion
B.A., Messiah College, M.T.S., Duke University Divinity School; Ph.D., Emory University

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)  
Associate Professor of Psychology  
B.A., University of Virginia; M.A., College of William & Mary; Ph.D., University of Kentucky

William Shepard McAninch (Fall 2003)  
Guest Professor  
B.A., Tulane University; L.L.B., University of Arkansas; L.L.M., Yale University

John Robert McArthur (1990)  
Associate Professor of Economics  
B.S., M.S., Montana State University; Ph.D., Claremont Graduate School

Byron Ralph McCane (2003)  
Albert C. Outler Professor of Religion  
B.A., Trinity Evangelical Divinity School; Th.M., Ph.D., Duke University

William Gary McCraw (1989)  
Assistant Professor of Music  
B.S., Wofford College; M.M., University of South Carolina

Larry Thomas McGehee (1982)  
Vice President for Planning and Marketing and Professor of Religion  
B.A., Transylvania University; B.D., M.A., Ph.D., Yale University

Anita Reynolds McLeod (Spring 2005)  
Lecturer in Education  
B.A., Furman University; M.A., University of South Carolina

AliceKay McMillan (Fall 2003 through Spring 2005)  
Lecturer in Art  
B.A., Furman University; M.F.A., East Tennessee State University

Kerry Ian Meade (Spring 2005)  
Lecturer in Finance  
B.S., University of Florida; M.B.A., Harvard University

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

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

Peter Allen Moore (Fall 2003 through Spring 2005)  
Lecturer in Music  
B.A., Wofford College

Robert Eric Mosi (1992)  
Professor of Biology  
B.A., University of Pennsylvania; Ph.D., Harvard University

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

William Shepard McAninch (Fall 2003)  
Guest Professor  
B.A., Tulane University; L.L.B., University of Arkansas; L.L.M., Yale University

John Robert McArthur (1990)  
Associate Professor of Economics  
B.S., M.S., Montana State University; Ph.D., Claremont Graduate School

Byron Ralph McCane (2003)  
Albert C. Outler Professor of Religion  
B.A., Trinity Evangelical Divinity School; Th.M., Ph.D., Duke University

William Gary McCraw (1989)  
Assistant Professor of Music  
B.S., Wofford College; M.M., University of South Carolina

Larry Thomas McGehee (1982)  
Vice President for Planning and Marketing and Professor of Religion  
B.A., Transylvania University; B.D., M.A., Ph.D., Yale University

Anita Reynolds McLeod (Spring 2005)  
Lecturer in Education  
B.A., Furman University; M.A., University of South Carolina

AliceKay McMillan (Fall 2003 through Spring 2005)  
Lecturer in Art  
B.A., Furman University; M.F.A., East Tennessee State University

Kerry Ian Meade (Spring 2005)  
Lecturer in Finance  
B.S., University of Florida; M.B.A., Harvard University

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

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

Peter Allen Moore (Fall 2003 through Spring 2005)  
Lecturer in Music  
B.A., Wofford College

Robert Eric Mosi (1992)  
Professor of Biology  
B.A., University of Pennsylvania; Ph.D., Harvard University
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

William Eddie Richardson (2002)
Associate Professor of Finance
B.S., Belmont College; M.B.E., Middle Tennessee State University; Ph.D., University of Tennessee

Larry Hearr McCalla Professor of Mathematics
B.S., Wofford College; M.A., Ph.D., University of Tennessee

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

David Andrew Rodrick (Fall 2003, Spring 2004, Fall 2004)
Lecturer in Theatre
B.S., M.S., Northwestern University

George Mackay Salley (2002)
Assistant Professor of Physics
B.S., Wofford College; Ph.D., University of Georgia

Olin Bennett Sansbury (Fall 2004)
Visiting Professor in Government
B.A., Wofford College; Ph.D., University of South Carolina

Erika Scavillo (1986)
Lecturer in German
Staatsexamen, University of Munich

Catherine Lerat Schmitz (2002)
Assistant Professor of French
M.A., University of Paris-\-Nanterre; M.A., Ph.D., Indiana University

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)
Professor of Art
B.Mus., University of Washington; M.Mus., Ph.D., Ohio University

John Lewis Seitz (Spring 2004, Spring 2005)
Professor of Government, Emeritus
B.A., M.P.A., Syracuse University; Ph.D., University of Wisconsin

Christi vonLehe Sellars (1993)
Instructor in Music
B.Mus., M.M.Ed., Converse College

Rosa Shand (2001)
Visiting Professor in English
B.A., Randolph-Macon Woman's College; M.A., Ph.D., University of Texas at Austin

Angela Bennett Shiflet (1987)
Larry Hearr McCalla Professor of Computer Science and Mathematics
B.S., Furman University; M.S., Clemson University; M.S., University of South Carolina; Ph.D., Vanderbilt University

George Whiteside Shiflet, Jr. (1987)
Dr. and Mrs. Larry Hearr McCalla Professor of Biology
B.S., Furman University; M.S., Ph.D., Vanderbilt University

Talmage Boyd Skinner, Jr. (Fall 2003 through Spring 2005)
Perkins-Prothro Chaplain and Professor of Religion, Emeritus
B.A., Wofford College; M.Div., M.C.E., Emory University; D.Min., Erskine Theological Seminary

Joseph Donald Sloan (2002)
Professor of Computer Science
B.A., B.S., Wofford College; M.S., University of Colorado at Boulder; M.S., Ph.D., Duke University

Michael Christen Smith (Fall 2004, Spring 2005)
Lecturer in English
B.A., University of North Carolina at Greensboro; M.A., Hollins University; M.F.A., University of Notre Dame

Cynthia Ann Suárez (1993)
Associate Professor of Education
B.A., M.A., University of Iowa; Ed.D., East Tennessee State University

David Alan Sykes (2001)
Associate Professor of Computer Science
B.S., Purdue University; M.A., University of Texas at Austin; Ph.D., Clemson University

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

Gerald Thomas Thurmond (1980)
Associate Professor of Sociology
B.A., Baylor University; M.A., Ph.D., University of Georgia

Deno 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

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

Karen Wheeler Warren (Fall 2004)
Lecturer in English
B.A., Wofford College; M.A., East Carolina University
Retired Faculty, 2003-04, 2004-05

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  
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

Victor Bilanchone  
Professor of Music, Emeritus  
B.A., M.M., D.M.A., University of Miami

John Moore Bullard  
Professor of Religion, Emeritus  
A.B., A.M., University of North Carolina; M.Div., Ph.D., Yale University

Harry Donald Dobbs  
Professor of Biology, Emeritus  
A.B., M.S., Ph.D., Emory University

James Richard Gross  
Professor of English and Theatre, Emeritus  
B.B.A., Wake Forest College; M.A., University of North Carolina; Ph.D., Duke University

Edmund Henry  
Professor of English, Emeritus  
A.B., Syracuse University; Ph.D., University of Rochester

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., Tusculum College; A.M., Ph.D., Vanderbilt University

Joel Mauldin Lesesne, Jr.  
Professor 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

William Scot Morrow  
Professor of Chemistry, Emeritus  
B.S., Philadelphia College of Pharmacy and Science; M.S., St. Joseph's College; Ph.D., University of North Carolina
Degrees and Honors Conferred 2003

Bachelor of Arts Degree

Sally Boykin Armstrong  
Sarah Elizabeth Bagwell  
Jason Andrew Bailey  
Elizabeth Wells Balentine  
Robert Brandon Batson  
Ladson Lee Berry  
Jeremy Jackson Bishop  
Daniel Allen Boling  
Erin Russell Borden  
William Haywood Farles Bowen  
Kevin Patrick Bowers  
Owen Fitzsimmons Brice, Jr.  
Julius Adam Brilli  
Mary Madison Brittain  
Joshua Eugene Brizendine  
Marlana Hope Brown  
George Wright Burdette, Jr.  
Kristen Marie Burns  
Sara Jane Burton  
Jonathan Dallas Caldwell  
Joseph Anthony Camniss, Jr.  
Jeb Stuart Carlisle  
Holly Jennifer Carrigan  
Sylvester Owen Carstaphen, Jr.  
Alton Ruth Caviness  
Marchant Scott Chase  
Sarah Anne Clapper  
John Carroll Connelly  
Gary Wayne Cooper, Jr.  
Ashley Elizabeth Costa  
Crystal Anne Craig  
Carolyn Roser Crewshaw  
Allison Elizabeth Curry  
Nancy McLeod Carrs  
Andrew Victor Davis  
Shaun Allen Davis  
Kelly Elizabeth Day  
Samuel Dixon Dedmon  
Henz Mukiud Doshi  
Mary Kate Dula  
Jaclyn Ruth Eagle  
Christopher Whaley Eisen  
Anna Caroline Epps  
Ellen Burke Farmer  
Amanda Lynn Farris  
Mark Reynolds Earthing  
Frederick Joseph Daniel Felder, III  
Samuel Raulkin Fisher, Jr.  
Jordan Reid Fleming  
James Leon Floyd, III  
Benjamin Nicholas Frost, Jr.  
Kristen Marie Fry  
Nathan Perros Fuqua  
Dashrell Jac Gaillard, Jr.  
John Henry Garrett, IV  
Marcus Garcia Gilmore  
Ryan Nelson Gilreath  
Jennifer Merrill Gilstrap

Robert Frederick Geings  
Joel Omar Goenca  
Isaac Stephen Goodpaster  
Candace Shelley Gore  
Stuart Jefferson Goree  
Currie Kristen Gossett  
Austine Denise Graylee  
Jamie Lynn Madsen Gregory  
Ryan Charles Grover  
Zachary Neal Grubb  
Jennifer Lee Guntary  
Matthew David Guyette  
Heath Clark Hanna  
Erin Lee Harper  
Clint Greer Harris  
Nicholas Edward Haughey  
Meredith Hart Healy  
Catherine Carlisle Hoge  
Trace Ann Howard  
Elizabeth Warren Howell  
William Wason Hoy, III  
Alice McNair Hughe  
Justin Louis Hunte  
Diana Jackson  
Kyle McMillan James  
Omar Mohammed Jawery  
Lauren Frances Johnson  
Chad Nicholas Johnson  
Anthony DeWayne Jones  
Melvin Dennis Jones, Jr.  
Sara Elizabeth Jones  
Kathryne Michael Joseph  
Lauren Elizabeth Jouyer  
Heidi Maxine Kadon  
Edward Wilson Kinnard  
Ashley Catherine Knox  
Elizabeth Ann Koon  
Michael Andrew Kozak  
Brandon Lee Ladd  
Carolyn Elizabeth Laflitte  
Keith Gordon Law, Jr.  
Michael Darnell Lezny  
James Kendrick Leopard  
Jonathan Astor Landey  
Jamison Frances Link  
Jennifer Leigh Lister  
Justice Cameron Littlegood  
Samuel Buckler Long  
Stephen Worth Long  
Jason Cale Lynch  
Lauren Farham Manning  
Mindy Lynn Maresotti  
Edwin Maste  
Robert Mathis, Jr.  
Kristin Jo McKeehan  
Devon Elizabeth McCaffrey  
Travis Wandrous McDowell  
Meghan Colleen McGowan
Degrees and Honors Conferred 2003

Bachelor of Arts Degree

Sally Borkin Armstrong
Sarah Elizabeth Bagwell
Jason Andrew Bailey
Elizabeth Wells Ballentine
Robert Brandon Batson
Ladson Lee Berry
Jeremy Jackson Bishop
Daniel Allen Bolding
Erin Russell Barger
William Farley Fearless Bowen
Kevin Patrick Bowser
Owen Frizzimos Brice, Jr.
Julius Adam Brill
Mary Madison Brittain
Joshua Eugene Brizendine
Marlana Hope Brown
George Wingley Burtle, III
Kristin Marie Burn
Sara Jane Burton
Jonathan Dallas Caldwell
Joseph Anthony Canusses, Jr.
Ich Stuart Carlisle
Holly Jennifer Cartigan
Sylvester Owen Carstensplin, Jr.
Allen Rust Caviness
Marchant Scott Chase
Sarah Anne Clapper
John Carroll Connelly
Gary Wayne Cooper, Jr.
Ashley Elizabeth Costa
Crystal Anne Craig
Carolyn Rose Crenshaw
Allison Elizabeth Curry
Nancy McLeod Curtis
Andrew Victor Davis
Shawn Allen Davis
Kelly Elizabeth Day
Samuel Dixon Dedman
Hlen Munkund Doshi
Mary Kate Dula
Jadyn Ruth Eargle
Christopher Whitely Ehlken
Anna Caroline Epps
Ellen Burke Farmer
Amanda Lynn Faris
Mark Reynolds Farthing
Frederick Joseph Daniel Felder, III
Samuel Rankin Fisher, Jr.
Jordan Reid Ewing
James Leon Floyd, III
Benjamin Nicholas Frost, Jr.
Krisiara Marie Fry
Nathan Perros Fuqua
Dashiel Jac Gaillard, Jr.
John Henry Garett, IV
Marcus Garcia Gilmore
Ryan Nelson Gilreath
Jennifer Merrill Gilstrap

Robert Frederick Goings
Joel Omar Gomez
Isaac Stephen Goodpaster
Candace Shelley Gooe
Stuart Jefferson Goree
Currie Kristen Gessett
Adrienne Denise Grawee
Janie Lynn Maslow Gregory
Ryan Charles Grover
Zachary Neal Grubb
Jennifer Lee Guthrie
Matthew David Guyette
Heath Clark Hanna
Erin Lee Harper
Clinton Greer Harris
Nicholas Edward Haughley
Meredith Hart Healy
Catherine Carlisle Hoge
Tracy Ann Howard
Elizabeth Warren Howell
William Winston Hoy, III
Alice McNaun Hughson
Justin Louis Hunt
Dana Jackson
Kyle McMillan James
Omar Mohammed Javery
Lauren Frances Johnson
Chad Nicholas Johnson
Anthony DeWayne Jones
Melvin Dennis Jones, Jr.
Sara Elizabeth Jones
Kathryne Michael Joseph
Lauren Elizabeth Joyner
Heidi Maxine Kadous
Edward Wilson Kehr
Ashley Catherine Knox
Elizabeth Ann Koon
Michael Andrew Konak
Brandon Lee Ladd
Carolyn Elizabeth Laflitine
Keith Gordon Lay, Jr.
Michael Darrin Lenzly
James Kendrick Leopard
Jonathan Astor Lindsey
Janison Frances Link
Jennifer Leigh Lister
Justice Cameron Littlejohn
Samuel Butler Long
Stephen Worsh Long
Jason Cale Lynch
Laura Parham Manning
Mindy Lynn Marriott
Edwin Masic
Robert Mathis, Jr.
Kristin Jo McArthur
Devan Elizabette McCallery
Travis Wardricius McDowell
Meghan Colleen McGowan
### Cum Laude
- Natalie Rachelle Abrams
- Elizabeth Mason Ballenger
- Ladson Lee Berry
- Matthew William Borders
- William Haywood Fastless Bowen
- Julius Adam Bill
- Sara Jane Burton
- Paul Patrick Byss
- Trebor DeVane Carnegie, II
- Christopher Whitley Elksen
- Amanda Lynn Farris
- Megan Edie Finkhinke
- Jennifer Merrills Gibrapp
- Currie Kristie Gossett
- Matthew David Guyette
- Erin Lee Harper
- Nicholas Edward Haughey
- Catherine Carlisle Hauge
- Diana Jackson
- Jennifer Leigh Jackson
- Chad Nicholas Johnston
- Elizabeth Ann Koon
- Brandon Lee Ladd
- Stephen Worth Long
- Heather Marie Malone
- Victor Maurice Moses
- Amanda Paith Nave
- Jason Allen Ray
- Donald Wesley Santos
- Jennifer Lee Sasse
- Christopher Scott Strickland
- Tori Lyn Colby Swanson
- Marcus Shelley Talbert
- Anna Elizabeth Thompson
- Janna Leigh Welsh
- Deanna Nicole Whitley
- Erica Paige Wooten

### Algonquin Sydney Sullivan Awards
- Nicholas E. Haughhey
- Jimmy Gibbs

### Mary Mildred Sullivan Awards
- Allysyn Ann Gibson
- Mauha Gibbs

### Class of 2003

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### Degrees and Honors Conferred 2004

#### Bachelor of Arts Degree
- Lisa Marie Ackerman
- Raymond Keels Allen, Jr.
- Charles Nana Kofi Almako
- Jeffrey Elliott Ashworth
- Stephen Mark Bair
- Michael Ray Baker
- Deena Janan Batch
- David Isaac Bates
- Susan Elliott Bates
- Kesler Elizabeth Belmont
- Chad Elliot Bentley
- Steven Caldwell Blanton, Jr.
- Keri Denise Bogan
- Sarah Ashley Border-Phillips
- Adam Edward Bowling
- Erin Michelle Bradly
- Sarah Read Burbank
- Steven Vance Burgess
- Elizabeth Ann Byars
- Fred Anthony Byars, II
- Kenneth Michael Camacho
- William Edward Cannon, III
- Anthony Thomas Carbone, Jr.
- Candice Dorothy Carroll
- Steven Hill Casey
- Melissa Margaret Chandler
- Thomas Browne Chandler, Jr.
- Rebecca Danielle Chapman
- Jonathan Candler Cheek
- Frances Reeves Clark
- Jonathan Lennon Clements
- Anita Beauregard Cleveland
- Leland Grant Close, III
- Lucy LaBoige Cole
- Stephen Forrest Coleman
- Sarah Leah Corneli
- Mary Florence Cromley
- Jaime Larrisa Curts
- Joshua Alan Cykett
- Edmond Jermaine Davis
- Matthew Harrison Davis
- Mary Wallace DeBerry
- Lauren Rae Dempsey
- Hugh Hammond DuRose, III
- David Valmon Dufour, Jr.
- David Stephen Eaton
- Leah Vaughan Edwards
- Jimmy Eugene Ely, III
- Julie Dawn Fishman
- Amber Elizabeth Franks
- Jean Cecil Frick
- Sarah Jean Garth
- Sarah Brownlee Giddings
- Bernadene Shavan Gilliam
- Michael Joseph Goozales
- John McClain Goodwin
- Brien Matthew Grande
- Elizabeth Miller Grant

#### Robert Cameron Guthrie
- John Walter Hackney
- Janison Prudi Halle
- Katherine Simmons Haltiwanger
- Blake Baker Hamilton
- Sheldon Norada Hamilton
- Hilary Blair Hendricks
- Nicholas Forder Herring
- Elizabeth Moffitt Higgs
- Susan Janette Hodge
- DuPre Pierce Houry
- Matthew Richard Howsare
- Elizabeth Grace Hunter
- Ann Burnett Johnson
- Jessica Christine Johnson
- Simons Ravez Johnson
- Allison Renee Jones
- Britnee Noelle Jones
- Jarvis Henry Jones
- Bryan Patrick Kelley
- Gerald Anthony Kiehl
- John Simpson Kligo, III
- Adam Jacob King
- Christopher Kenneth King
- Evelyn Ruth King
- Stacey Melpa Lancaster
- James Garland Lauer, III
- Joshua Glenn Lester
- Thomas Christopher Littlejohn, Jr.
- Ricardo Jose Lizarribar
- Jennifer Mary Gene Lowe
- Lindsay Ryan Lyman
- Kathryn Sue Maloney
- Emma Louise Manning
- John Michael Matthews
- Benjamin Alexander Maultsby
- Albert Blake Maynard
- Jane Louise McCullough
- Jason Chadwick McGill
- Robert Lindsay McJane, Jr.
- Jason Michael Mengal
- Robert Rae Mohr, III
- Sarah Ellen Moody
- James Bernice Moore, III
- John Pendleton Moore
- Samuel Gedney Moore
- Mary Nirali Morrow
- Colin Ryan Murray
- Curtis Tervon Nash
- Matthew Hull Nelson
- Erin Michelle Nolen
- Ashley Renee O'Brien
- Jeffrey Eric Owen
- Jonathan Matthew Owings
- Angi Natalie Betti Padgett
- Courtney Leigh Parades
- Katherine Cecile Parks
- Karla Nicole Parra
Bachelor of Science Degree

Riddick Ackerman, IV
William Forrest Adair, Jr.
Kristen Marie Addis
Svetha Zeela Ahmed
Shannon Gabriela Ardailolo
Crystal Lane Badendick
Daniel Romelous Bass
Martha Elizabeth Bensim
Mary Caroline Brewer
Jarrett Grayson Camp
Rebecca Ann Caroe
Jonathan Peter Chamberlin
Rebecca Danielle Chapman
Jennifer Leary Clark
Martha Carol Clark
Blake Hansford Cleveland
Jennifer Stewart Clyburn
Virginia Lee Clyburn
Lauren Elizabeth Cook
Kathryn Fae Dail
Michael McDonald Davis
Ashley Elizabeth Doyle
James David Duncan
Kelli Elizabeth Eckert
Mary Ndidi Egbaniwe
John Matthew Ferguson
Mary Elizabeth Forrest
Melissa Danielle Foster
Gabriel Homero Garcia
Chelea Lauren Grindley
Jennifer Elaine Gunter
Erin Leigh Hanske
Jennifer Erin Hardin
Woody Wilson Hauck
Talida Marshellie Haywood

Jillian Lee Hearn
Jean Curric Heath
James Alan Henderson
Nichole Lauren Hrobin
Hailey Kimberly Hughes
Brittnee Noelle Jones
Catherine Powers Kelley
Klaire Mary Keiboh
Evelyn Ruth King
Brandon Ray Kinley
Jeffrey Daniel Labhun
Tanya Jeanette Laigue
Sarah Ada Leatherman
Pamela McLane Linton
Joseph Christopher Makropoulos
Danielle Maksouf
Paul Joseph Mazzei, III
Jesse Alan McCoy
Virginia Elizabeth MeLean
Jessica Claire Miles
James Nicholas Miner
Sunny Nicole Minkovich
Danni Ray Moss
Ann Michelle Nichols
Jeremy Charles Oswald
Holly Alanna Caitlin Pierce
Angela Marie Pope
Steven Simon Prochak
LeAnne Elizabeth Rawls
Brittney Nicole Ray
Emily Verdiann Riddle
Kellar Elizabeth Rogers
Lindsay Tyler Ross
Ashlee Lane Ruff
Kathryn Ann Schullhorn

Katherine Elizabeth Sellars
Rachel Michelle Sheridan
Brandon Scott Smith
Kathryn Rebecca Squiers
Andrew Daniel Stachow
Jennifer Lauren Stokes
Ericka Rebecca Strong
Honor Kristen Taylor
Ashley Marie Thomas

Honorary Degrees

Donald Lionel Fowlser.................................Doctor of Laws
Sara Stanescu Shingler.................................Doctor of Humanities

Honors in 2004 Graduating Class

Summa Cum Laude

Lindsey Ryan Lyman
Jason Michael Mengel
Kara Nicole Patterson
Angela Marie Pope
Dawna Shawnetille Quick
LeAnne Elizabeth Rawls
Clayton Eugene Robinson
Wendy Michelle Rohr
Ashlee Lane Raff
Hayes Kirkland Stanton
Geoffrey Neil David Thomas
Robert Emil Tibbets

Magna Cum Laude

Jean Curric Heath
Hailey Kimberly Hughes
Jeffrey Daniel Labhun
Sarah Ada Leatherman
Kathryn Soe Maloney
Jessica Claire Miles
Joshua Brett Raffini
Brittney Nicole Ray
Kellar Elizabeth Rogers
Kathryn Ann Schullhorn
Robert Marion Scott
Carliee Elizabeth Scorten
Katherine Elizabeth Sellers
Alline Elizabeth Sloan
Erin Rebecca Strong
Hitesh Gulab Tolani
James Nicholas Wallace
Sean Patrick Whelan

Steve Simon Prochak
LeAnne Elizabeth Rawls
Brittney Nicole Ray
Emily Verdiann Riddle
Kellar Elizabeth Rogers
Lindsay Tyler Ross
Ashlee Lane Ruff
Kathryn Ann Schullhorn

2005-2007
Cum Laude
Raymond Keeks Allen, Jr.
Charles Nathan Arthur
Jeffrey Elliott Ashworth
Michael Ray Baker
Susan Elliott Bates
Adam Edward Bowling
Anthony Thomas Carbone, Jr.
Martha Carol Clark
Blake Hampton Cleveland
Jennifer Stewart Clyburn
Lauren Elizabeth Cook
Joshua Alan Cykert
Michael McDonald Davis
Ashley Elizabeth Doyle
Kelli Elizabeth Ecken
Brian Matthew Grande
Blair Baker Hamilton
Woody Welborn Hauser
Hilary Blake Hendricks
Nichole Lauren Hrubian
Simon Ravenel Johnson
Klaire Mary Kichoe

Rigoberto Jose Lizarralbar
Joseph Christopher Makes
Paul Joseph Mazzell, III
Robert Lindsay McLean, Jr.
Sunny Nicole Moskovich
Samuel Godfrey Moore
Danni Kay Moss
Colin Ryan Murray
Ashley Renee O'Brien
Courtney Leigh Paradis
Catherine Bryant Powers
Emily Vehilian Riddle
Jennifer McClain Rook
Lindsay Tyler Ross
Holly Kay Smith
Lauren Anderson Smith
Andrew Daniel Stachiw
Jon Ashley Stephenson
Raymond Keith Sturkie, Jr.
Kelly Wyatt Trout
Joseph Raleigh West, III
Charles Hiram Williams, III

Algernon Sydney Sullivan Awards
Robert E. Tibbetts
Clay H. Turner

Mary Mildred Sullivan
Elizabeth A. Byers
Shelia S. Breitwiese

Class of 2004

B.A. Graduates 165
B.S. Graduates 87
TOTAL GRADUATES 252

Student Body Statistics
Students Entering September 2003
Freshmen (Day 15, Resident 316) 331
Transfer Students (Day 10, Resident 8) 18
Former Students (Day 6, Resident 0) 4
Special/Non-Credit Students (Day 19, Resident 0) 19
Total 372

Geographical Distribution of Student Body 2003-2004
Alabama ........................................ 9
Arkansas ...................................... 2
California ..................................... 1
Colorado ....................................... 2
Florida ........................................ 29
Georgia ........................................... 90
Idaho ............................................. 1
Illinois .......................................... 3
Indiana .......................................... 2
Kentucky ........................................ 22
Louisiana ........................................ 6
Mariana Islands ................................ 1
Maryland ........................................ 8
Massachusetts ................................ 1
Mississippi ..................................... 2
Missouri ......................................... 1
Nebraska ........................................ 1
New Jersey ..................................... 4
New Mexico ..................................... 1
New York ........................................ 2
North Carolina ................................ 117
Ohio ............................................ 18
Pennsylvania .................................. 1
Puerto Rico .....................................
South Carolina ................................ 767
Tennessee ....................................... 33
Texas ............................................... 35
Virginia ......................................... 17
West Virginia .................................. 2
Wisconsin ....................................... 2
Total U.S. ...................................... 1161
Bermuda ........................................ 1
Canada .......................................... 1
Ghana ........................................... 1
Spain ............................................. 1
Venezuela ...................................... 1
Zimbabwe ...................................... 1
Total Enrollment ............................. 1167

Students Entering September 2004
Freshmen (Day 6, Resident 317) 233
Transfer Students (Day 7, Resident 11) 18
Former Students (Day 2, Resident 1) 3
Special/Non-Credit Students (Day 8, Resident 0) 8
Total 352

Geographical Distribution of Student Body 2004-2005
Alabama ........................................ 12
Arkansas ....................................... 2
California ...................................... 4
Colorado ......................................... 2
Florida ........................................... 23
Georgia ........................................... 91
Idaho ............................................. 1
Illinois .......................................... 4
Indiana .......................................... 1
Kentucky ........................................ 22
Louisiana ........................................ 6
Mariana Islands ................................ 1
Maryland ........................................ 11
Massachusetts ................................ 1
Mississippi ..................................... 1
Missouri ......................................... 1
Nebraska ........................................ 1
New Hampshire ................................ 1
New Jersey ..................................... 9
New York ........................................ 1
North Carolina ................................ 115
Ohio ............................................ 22
Oregon .......................................... 1
Pennsylvania .................................. 2
Rhode Island ................................ 1
South Carolina ................................ 783
Tennesse ....................................... 37
Texas ............................................... 14
Virginia ......................................... 21
Washington ...................................... 1
West Virginia .................................. 4
Wisconsin ....................................... 2
Total U.S. ...................................... 1193
Bermuda ........................................ 1
New Zealand .................................... 1
Spain ............................................. 1
Venezuela ...................................... 1
Zimbabwe ...................................... 1
Total Enrollment ............................. 1198
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