2003 — 2005 Catalogue
September 2003

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artwork from the Wofford Campus Series by Scott Cunningham

WOFFORD COLLEGE
SPARTANBURG, SOUTH CAROLINA
Directory for Correspondence

The College in General ........................................... The President
Curriculum and Faculty ........................................... The Senior Vice President
Admission to the College ........................................ The Director of Admissions
Student Life ......................................................... The Vice President for Student Affairs
Registration, Student Academic Records, and Summer Session .................................. The Registrar
Library and Archives ............................................. The Dean of the Library
Business Management ........................................... The Senior Vice President for Business
Student Fees and other Financial Matters ........................................... The Treasurer
Scholarships and other Financial Aid ..................................... The Director of Financial Aid
Alumni Interests and Parents Programs ................................ The Director of Alumni and Parents Programs
Public Information and Publications ................................. The Director of Communications
Gifts, Grants, and Bequests ....................................... The 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: wwwwoffordedu

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

Disclaimer and Compliance Statements

While Wofford College reserves the right to make changes in its calendar, policies, regulations, fees, prices, and curriculum, the information in this Catalogue accurately reflects policy and states progress requirements for graduation effective September 1, 2003.
The college complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. A full statement of Wofford policy regarding the implementation of the act is available upon request to the Registrar.

It is the policy of Wofford College to provide equal opportunities and reasonable 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 2003-2004

Fall Semester 2003

August   28-29  Thursday-Friday — Pre-session faculty workshop
         29-31  Friday-Sunday — Orientation for new students begins

September 1  Monday — Registration, and classes begin on regular schedule
         5  Friday — Last day for adding and dropping courses and registering

October  17  Friday — Fall academic holiday
         17  Friday — First grading period ends
         21  Tuesday — Mid-semester grades due
         22-27  Wednesday-Monday — Interim registration

November  7  Friday — Last day for dropping courses with passing grade
         11-13  Tuesday-Thursday — Upperclass pre-registration for spring semester
         20-24  Thursday-Monday — Freshman pre-registration for spring semester
         25  Tuesday — Thanksgiving holidays begin at 5:30 p.m.

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

Interim 2004

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

Spring Semester 2004

February  2  Monday — Residence halls open
         3  Tuesday — Registration and classes begin on regular schedule
         6  Friday — Last day for adding and dropping courses and registering
         10  Tuesday — Interim grades due

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

April  2  Friday — Last day for dropping courses with passing grade
         2  Friday — Spring holidays begin at 5:30 p.m.

Summer Session 2004

June  7  Monday — First term begins

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

August  13  Friday — Second term ends

Academic Calendar for 2004-2005

Fall Semester 2004

September  2-3  Thursday-Friday — Pre-session faculty workshop
         3-5  Friday-Sunday — Orientation for new students
         6  Monday — Registration, and classes begin on regular schedule
         10  Friday — Last day for adding and dropping courses and registering

October  TBA  Friday — Fall Academic Holiday
         22  Friday — First grading period ends
         26  Tuesday — Mid-semester grades due
         26-31  Tuesday-Sunday — Interim registration

November  9-11  Tuesday-Thursday — Upperclass pre-registration for spring semester
         12  Friday — Last day for dropping courses with passing grade
         16-19  Tuesday-Friday — Freshman pre-registration for spring semester
         23  Tuesday — Thanksgiving holidays begin at 5:30 p.m.
         29  Monday — Classes resume

December  10  Friday — Last day of fall semester classes
         13-17  Monday-Friday — Fall semester final examinations
         17  Friday — Christmas holidays begin at 5:30 p.m.
         21  Tuesday — Final grades due
Interim 2005

January  
9 Sunday — Residence halls open
10 Monday — Interim begins

February  
4 Friday — Interim ends

Spring Semester 2005

February  
7 Monday — Residence halls open
8 Tuesday — Registration and classes begin on regular schedule
11 Friday — Last day for adding and dropping courses and registering
15 Tuesday — Interim grades due

March  
18 Friday — First grading period ends
22 Tuesday — Mid-semester grades due
TBA Spring holidays

April  
15 Friday — Last day for dropping courses with passing grade
19-21 Tuesday-Thursday — Pre-registration for fall semester

May  
13 Friday — Last day of spring semester classes
16-20 Monday-Friday — Spring semester final examinations
21-22 Saturday-Sunday — Commencement activities
24 Tuesday — Final grades due

Summer Session 2005

June  
6 Monday — First term begins

July  
8 Friday — First term ends
11 Monday — Second term begins

August  
12 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 standards of learning and morality.

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

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

Adopted by the Faculty, September 19, 1985, and the Board of Trustees, October 5, 1985.

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-elitist 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 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 structure remains one of the nation's outstanding examples of "Italianate" or "Tuscan Villa" architecture.

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

In the autumn of 1854, three faculty members and seven students took up their work. Admission was selective: the prospective students had been tested on their knowledge of English, arithmetic and algebra, ancient and modern geography, and Latin and Greek (Cicero, Caesar, the 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 disarray of education at all levels, South Carolina Methodists saw the mission of their colleges as more important than ever if a “New South” was to be created.

Shipp remained at the college through the Reconstruction period, and his emancipated slave 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 1879 through 1902, he initially taught mathematics and astronomy, but his real strength was his ability to develop a "character" 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. For example, the college's national social fraternities (Kappa Alpha, 1869; Sigma Alpha Epsilon, 1885; Kappa Sigma, 1891; and Phi 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. Since Carlisle was the home 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 alumni John C. Kilgo and William Preston Few, also sent delegates. Wofford was represented by two of its outstanding young faculty members, A. G. "Knotty" Rembert (class of 1884) and Henry Nelson Snyder. Perhaps it was the Wofford community's determination to meet the standards for accreditation that 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 Whitefoord Smith Library (now the Daniel Building); the John B. Cleveland Science Hall; Andrews Field House; and Carlisle Hall, a large dormitory. Driveways for automobiles were laid out on campus, and rows of water oaks and elms were planted. Wofford began to attract faculty members who were publishing scholarly books in their academic specialties. For example, David Duncan Wallace was the prominent South Carolina historian of the day. James A. G. Evens, "the real man of letters," who gave to 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 DuPuy. Modern student government began in 1909, and the first issue of a campus newspaper, the Old Gold & Black, appeared in 1915. World War I introduced Army officer training to the campus, and after the conflict came voluntary ROTC, one of the first such units to be approved at an independent college. Snobbery, drinking, dancing and other alleged excesses contributed to an anti-fraternity "Philanthropean" movement among the students, and the Greek-letter organizations were forced underground for several years. A unique society called the "Senior Order of Gnomes" apparently owed its beginnings to a desire to emphasize and protect certain "old-fashioned" values and traditions associated with the college. Both intramural and intercollegiate sports were popular, with the baseball teams achieving the most prestige. The 1909 team adopted a Pat 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 unmarred.

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 66 remaining Wofford students did their work at Spartanburg Junior College or at Converse.

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

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

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

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

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

To teach this larger student body, the college worked hard to recruit outstanding faculty and provide better pay and benefits. Some legendary professors, such as Lewis F. 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 vine 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-weekly chapel assemblies. Even at this late date, freshmen wore beanies and were "ratted" by upperclassmen during their first weeks on campus. As one student remembered, "Frank Logan '41 (the dean of students) couldn't keep you from going straight to hell, but he could relentlessly harass you on your way down."

When President Paul Hardin III arrived on campus to begin his administration in 1968, he found few radicals and revolutionaries among the students, but he felt that major changes in residence life policies and programming were overdue. A new "Code of Student Rights and Responsibilities" guaranteed academic and political freedom for students and established a judicial process regulating campus behavior. A committee drew up a constitution for a Campus Union that reorganized and sought to empower student government. Though there have been occasional embarrassments over the years, the policy of treating Wofford students as adults 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
Students were permitted to arrange interdisciplinary majors in the broad liberal arts core curriculum. 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 applications for admission henceforth would be considered without regard to race. Wofford thus became one of the first independent colleges to accept 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 that 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 days of desegregation found the atmosphere at Wofford to be better than the climate at large public universities. This positive beginning made Wofford a college of choice for many African Americans as the process of desegregating public schools across the region picked up momentum.

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

In 1972, having demonstrated his ability as a faculty member and in several administrative positions, Joab 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 $3.5 million; the comparable figure for Lesesne’s final year exceeded $26 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 Terrers 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 proudly poised to celebrate a series of its Sesquicentennial events in the years 2001-2006.

If William Wightman could return to the Wofford campus today, he surely would look with pride at his Main Building, still reared against the sky and
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. Willimon ’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 myself."

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 350 readers. In service since the fall of 1969 and named as one of the "Outstanding Buildings of the Year" by the South Carolina Chapter of the American Institute of Architects, the building was dedicated in 1971 and named for Sandor Teszler, a well-known textile leader and community citizen.

The library supports the research needs of the campus through a collection of locally held books and periodicals materials as well as a wide range of electronic resources. These collections and resources are available at all times through the campus network, which includes links within the library and in residence hall rooms, classrooms, and offices throughout the campus. The library’s web page provides access to the full range of services.

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

There are more than 250,000 items in the collections, including books, bound journals, microform equivalents, and audio-visual media. In special collections are some 10,000 volumes of scholarly materials from the 15th through the 20th centuries. In addition to the print collection are more than 28,000 electronic books available across the campus.

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 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 adapted its programs over the years to include new and relevant material and approaches, but there has been little change, if any, in Wofford’s concept of the purposes and reasons for a liberal arts education.
The 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 it 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 the traditional but calls also for the experimental, always in accord with the liberal arts focus of the college. The curriculum exposes students to a broad range of knowledge and provides opportunity to achieve a deeper competence in one or two fields.

General Requirements

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

Also, there is a requirement for a fundamental level of competence in the use of information technology.

Fields of Concentration

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

In addition to areas of concentration offered by majors, course work is available through minors, emphases, programs and concentrations. Minors can be completed in the departments of art history, business, economics, English, government, history, philosophy, and sociology. Emphases are available in Computational Science and Information Management. Programs of study are available in Gender Studies, Latin American and Caribbean Studies, Neuroscience, and Nineteenth Century Studies. Concentrations are available in creative writing, American politics, world politics, and political thought.

Course work is available as well in several fields not offering formal programs of study: communication studies, education, 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 the world of work or for graduate-school study in many disciplines, or for study in professional schools of law, medicine, dentistry, nursing, veterinary science, engineering, and theology.

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

Interim

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

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

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

Upon successful completion of an approved Interim project, the student is awarded four hours of credit toward graduation. The grades of H (Pass with Honors), P (Pass), and 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, in that such grades do not affect grade-point averages. But in some few projects, where appropriate, traditional A-F letter grades are used, and in such cases the grades are included in the calculations of the students' grade-point averages.

Study Abroad Opportunities

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

Several examples of available study abroad programs are outlined below. Interested students may consult the president of the College regarding the Presidential International Scholar opportunity, and the Director of Programs Abroad and the Registrar for information about other study abroad possibilities.
The Presidential International Scholar

Through the generosity of a friend of the college, one rising junior or senior annually is given financial support for study and travel in developing nations of the world. The recipient, known as the Presidential International Scholar, is expected to plan a program of research and experience in at least five different language areas in the developing nations. This special opportunity is intended to expose students to diverse world cultures and some of the problems which define the contemporary world. The entire campus community is made more aware of the diversity of human experience and the need to learn from the people of the developing world through presentations the Scholar makes upon return to campus.

Wofford-Related Programs for Study Abroad

Wofford's association with the Council on International Education Exchange (CIEE), the Institute for the International Education of Students (IES), and others makes available to Wofford students a number of opportunities for year-long, semester-long, and summer programs of study abroad in Europe, Africa, Asia, Australia, as well as North America, Central America, and South America. In addition, Wofford has direct cooperative agreements with several institutions of higher learning overseas. These programs offer a wide variety of courses and specialized curricula; several do not require preparation in the language, but do require on-site language study. For the Wofford students who participate, credits in these programs are awarded by Wofford and thus included in the computation of the cumulative grade-point averages of those students. Program costs are comparable to those of attending Wofford, plus international travel expenses; Wofford financial aid may be applied toward program costs.

Whether through Wofford or through another institution (see below), when a student undertakes an approved study abroad program whose calendar precludes his or her participation in the Wofford Interim in that year as ordinarily required, satisfactory completion of the study abroad program will stand in lieu of completion of an Interim project for that year (but no Interim credit hours are awarded).

Other Study Abroad Programs

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

Wofford students have access also to various other opportunities, such as travel/study projects in the Interim, for international experience.

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, chemistry, English, French, German, mathematics, physics, psychology, social studies (economics, government, history, and sociology), or Spanish. Wofford's program of teacher preparation is designed to comply with Policies, Procedures, Unit Standards, and Licensure Area Standards for Teacher Education Program Approval in South Carolina, adopted and made effective by the South Carolina Board of Education, July 1, 2002. Students successfully completing the Teacher Education program at Wofford are recommended for certification in South Carolina. With reciprocity, certification is also available in numerous other states.

In 2002-2003, the last year for which data are complete, four students, juniors and seniors, were officially admitted to the Teacher Education Program. Two seniors (100%) successfully completed the sixty-day practice teaching experience. The student/faculty ratio for supervised practice teaching was 2:1. The institutional pass rate on the Professional Knowledge Assessment was one half.

The Teacher Education Program at Wofford is accredited by the South Carolina Department of Education.

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 Catalogue section on Financial Assistance).

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

The Advanced Program is offered for students who have successfully completed the six credit hours in the Basic Program, who meet the academic and physical standards, and who are selected on the 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 (RFD) as means for fulfilling the incurred obligation for military service. Under the RFD program, the student is commissioned in either the National Guard or the U.S. Army Reserve.

In addition to the Basic and Advanced Programs of classroom instruction, the Military Science Department at Wofford sponsors numerous extracurricular activities which are designed to complement skills learned in the classroom. Presently offered are adventure activities such as rappelling, orienteering, whitewater rafting, and paint-ball war games.

### Cooperation with other Institutions

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

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

Further information about these programs is available in the office of the Registrar.

### 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. The college seeks students who are ready to assume responsibility for their personal behavior and for their learning, and who will contribute to the campus community. Wofford welcomes students from diverse racial, cultural, economic, and geographic backgrounds.

Dates of Entrance

Freshman and transfer students may enter the college in September or January.

Application Procedures

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

Here is a summary of application procedures and policies.

1. Each person seeking admission must complete the Application for Admission and submit it with a $40 non-refundable application fee to the Admissions Office.

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

3. The results of performance on standardized tests are helpful in assessing students' potential for success at Wofford. Applicants for the freshman class and transfer applicants are required to submit either Scholastic Aptitude Test (SAT) scores or American College Testing Program (ACT) scores.

4. Letters of recommendation from teachers or other respected adults who know freshman or transfer applicants well are encouraged. Such letters may be sent to the Director of Admissions.

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

Admission Decisions

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

<table>
<thead>
<tr>
<th>Notification Priority</th>
<th>If Completed Application Is Received By</th>
<th>Admission Decision Will Be Mailed</th>
</tr>
</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 Admissions 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 nonrefundable 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 by 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 from the Financial Aid Office at Wofford and will be mailed to all Early Decision applicants. Applicants who submit by December 1 a copy of the Estimator to the Director of Financial Aid will be informed by December 15 of their estimated financial aid award.
Interviews and Campus Visits

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

Interested students and parents should contact the Admissions Office for further information about these and other opportunities for visiting the campus. The office is located in Hugh S. Black Building. The telephone number is (864) 597-4130, and the FAX number is (864) 597-4147. The Internet e-mail address is admissions@wofford.edu, and the World Wide Web home page address is http://www.wofford.edu.

Requirements for Admission

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 years</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3 years</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 years (minimum)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2 years</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 Admissions 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 Admissions carefully reviews such applicants and may grant admission upon evidence of superior ability and maturity. An interview with the Director of Admissions is strongly suggested for these applicants.

Transfer from Other Institutions of Higher Learning

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

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

The maximum amount of credit acceptable upon transfer from a two-year college is sixty-two semester hours, exclusive of credit in basic military science. No more than two semester hours in physical education will be accepted. A maximum of ninety hours may be accepted upon transfer from a four-year institution. 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 Admissions and/or the Committee on Admissions to reach a decision on the student's readmission. Former students who have attended other institutions of higher learning for more than two semesters since leaving Wofford must meet the college’s expectations for admission as transfer students. If any former student seeking readmission has attended
any other institution(s) of higher learning during his or her absence from Wofford, official transcripts of work undertaken must be submitted, together with statements of honorable dismissal, by the other institution(s).

Dual Enrollment for High School Juniors and Seniors

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

The dual enrollment program provides opportunity for students to take semester courses at Wofford while still enrolled in high school as juniors or seniors. The limit is two such courses per semester, but normally the dual-enrollment student would take only one at a time. Credits earned in these courses are applied toward the degree at Wofford and may be transferred subject to the regulations of other institutions. Applicants for this program must be in college preparatory work in high school, must rank in the upper tenth of their class, and must be recommended by their principals. The course fees for students in this program are equal to the per-semester-hour fee charged during summer school. The fee per semester-hour was $225 in 2003.

PACE and Other Accelerated High School Programs

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

Examination-Based Credits

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

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

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

College-Level Examination Program (CLEP)

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

Advanced Placement Program (AP)

The college grants exemption and credit for acceptable scores (4 or higher, except on calculus BC, for which 3 or higher is acceptable) on most tests in the Advanced Placement program. Variances include the provisions that no credit is awarded for the International English Language Exam; that in Physics C examinations students must complete and make acceptable scores on both tests to receive exemption and/or credit; and that for prospective chemistry majors a validation test is required before any credit is awarded for Chemistry.

The International Baccalaureate Program (IB)

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

Educational Opportunities for Non-Traditional Applicants

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

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

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

Orientation

Because it is important that new students come to appreciate as soon as possible that they are members of the campus community and that such membership brings certain responsibilities and opportunities to them, Wofford conducts programs of orientation for freshmen and new transfer students. During the periods of orientation, which are held prior to fall semester and at the opening of the spring semester, participation in programs of planned activities enables new students to become acquainted with each other and with upperclass student leaders, faculty members, advisors, the educational program, campus facilities, and Wofford traditions, standards, and policies.

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

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 chairman or faculty coordinator in the intended major becomes the student's advisor for the junior and senior years. During that time, students may and should consult their advisors on all matters concerning their majors and related work.

Advising for Transfer Students

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

Pre-Professional and Program Advising

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

Tutoring Services

The Director of Peer Tutoring and a student coordinator organize upperclassmen who serve as tutors to fellow students who may need help with their studies. The peer-tutors are selected by the faculty and paid by the college.

The Office of the Chaplain

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

Professional Counseling

Students have the opportunity for personal consultation with certified counselors. The Director of Health Services may refer students to professionals who contract with the college to see students for a limited number of appointments at no charge to the student. The student, however, must assume the cost of long-term service.
The Office of Career Services and Placement

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

For seniors or alumni, the staff offers additional services including assistance in the preparation of résumés and business correspondence, the development of job-search strategies, and the identification of potential employers or graduate programs. The office coordinates campus interviewing by employers and professional schools and maintains a web site with links to many employment and job search resources.

Student Health Services

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

The college maintains an infirmary staffed Monday through Friday from 8 a.m. to 5 p.m. by a licensed health-care provider, with college physicians on call. Preventive as well as remedial attention is given.

The comprehensive fee paid by a resident student entitles him or her to medical care by the college nurse or college physicians in ordinary cases of illness. The fee does not provide, and the college does not assume, the cost of X-rays, special medications, special nurses, consulting physicians, surgical operations, laboratory tests, treatment of chronic conditions, convalescence from operations, or care in hospitals.

After-hours emergency care is available at nearby Spartanburg Regional Medical Center. The center offers:

- Prompt Care (for non-emergencies, 8 a.m. through 11 p.m., seven days a week).
- Emergency Department (24 hours a day, seven days a week), and
- Regional-On-Call (a free service of accurate health and wellness information by phone from a registered nurse, 24 hours a day, seven days a week).

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

The Director of Health Services coordinates assistance for students with disabilities. In accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Wofford College seeks to provide disabled students with reasonable accommodations needed to ensure access to the programs and activities of the college. Accommodations, determined on an individual basis, are designed to meet a student's needs without altering the nature of the college's instructional programs. A student with special needs must submit proper documentation to the Director of Health Services. Guidelines for documentation are available from the director.

Student Employment

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

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

Financial Aid Services

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

Residence Life

Living in community with fellow students is an important educational experience. The college operates six residence halls accommodating more than eighty percent of the student body. All single full-time students, except those commuting daily from their parents' homes or the homes of other relatives (i.e., grandparents, aunts, uncles, or married brothers or sisters) are required (assuming rooms are available) to live in the college residence halls and to take their meals in the college dining hall. Exceptions may be granted by the 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 or taking meals in the dining hall impractical, or students who for reasons of health, certified by a physician or practicing psychologist, have residence or dietary needs which could not be met in the residence halls or dining hall.
Students otherwise eligible to live in residence halls must have special permission from the Dean of Students to do so in any semester in which they are enrolled for fewer than nine semester hours.

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

Resident students must make a nonrefundable $300 room reservation deposit in the spring to obtain a room assignment for the next year. In the event that there are not enough rooms for all who are expected to live on campus, freshmen who have paid room deposits are guaranteed rooms until May 1, and priority for upperclassmen is determined by lottery.

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

The residence hall rooms are equipped with telephones and with outlets for the campus computer network, the internet, and cable television. Rooms include basic furnishings: single beds, mattresses, dressers, desks, and chairs. Residents are expected to supply their own drapes, pictures, bedspreads, rugs, and lamps if they wish to have them. In addition, residents are responsible for furnishing their bed linens, blankets, and towels. Students are expected to maintain financial responsibility for the loss of personal belongings through fire or theft.

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

Wofford's regulations and policies regarding campus life and student conduct are stated in the Student Handbook. Included are statements on such matters as the use of alcoholic beverages, the prohibition of illegal drugs, the use of automobiles, college policy regarding sexual harassment and sexual assault, the campus judicial system, the rights of due process, and policies regarding academic discipline and class attendance. The Handbook also contains in full the 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**

As a Christian institution related to the United Methodist Church, Wofford seeks to create a campus atmosphere congenial to the development of

Christian character. The Methodist heritage fosters on the campus an ecumenical appreciation of many denominations and a free exchange of ideas.

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

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

**Student 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 Campus Union and the staff of the Dean of Students. 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.

- **Student Volunteer Services**

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

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

Bonner Scholars: This 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. Its governing body appoints students to its committees and courts and names student representatives to committees of the faculty and of the Board of Trustees. Formal recognition of student organizations may be granted upon application to the Student Affairs Committee of the faculty. Named below are the organizations which are currently recognized.

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

Student Government
- Campus Union
  - Campus Relations Committee
  - Facilities Affairs Committee
  - Finance Committee
  - Social Affairs Committee
- 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
- Kinesics (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
- Teacher Education Student Association

Performing Arts
- Concert/Pep Band
- Goldtunes
- Gospel Choir
- Men's Glee Club
- Show Choir
- String Ensemble
- Wofford Singers
- Wofford Theatre Workshop
- Women’s Choir

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

Special Interest Groups
- Art in Action
- Association of African-American Students (AAAS)
- Cheerleaders
- College Bowl team
- College Democrats
- College Republicans
- Film Society
- Wofford Outdoors

Social Fraternities and Sororities

The social fraternities for men at Wofford are:
- Kappa Alpha
- Kappa Alpha Psi
- Kappa Sigma

The social fraternities for women at Wofford are:
- Pi Kappa Alpha
- Pi Kappa Phi
- Sigma Alpha Epsilon
- Sigma Nu
The social sororities for women at Wofford are:
- Alpha Kappa Alpha
- Delta Sigma Theta
- Kappa Alpha Theta
- Kappa Delta
- Zeta Tau Alpha

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

Publications

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

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

The publications afford excellent training in journalism and in business management 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, ruffles, soccer, and tennis; and women's teams in basketball, cross country, golf, indoor track, outdoor track, ruffles, soccer, tennis, and volleyball.

Wofford's program of intramural sports provides for the organization and participation of intramural teams in various sports, including softball, touch football, basketball, racquetball, tennis, volleyball, table tennis, and soccer.

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

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

Awards

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

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

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

The Charles J. Bradshaw Award: A silver bowl presented to a senior varsity athlete whose academic, leadership, and citizenship contributions at Wofford College best typify the ideals and contributions of Charles J. Bradshaw, student body president in the Class of 1959, whose example as parent, churchman, public-spirited citizen, and practitioner of the American business system has brought honor to his alma mater.
The George A. Carlisle Award: Made annually to the outstanding contributing senior student member of the choral groups at Wofford College. This award, honoring the memory of George A. Carlisle, a 1920 Wofford graduate, includes a cash stipend, an appropriate memento, and recognition on a plaque permanently displayed in the Campus Life Building.

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

The W. Norman Cochran Award: Given for outstanding achievement in the field of student publications.

The Dean’s Award: Given in those years in which a senior has made unusual contributions to the faculty and the academic program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Arthur B. and Ida Maie 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.
Fees

For each academic year, the Board of Trustees of the college establishes comprehensive fees for resident and commuting students. These fees are set at the levels required for meeting the costs of the college’s program, after those costs have been offset at the rate of more than $8,170 per student by endowed 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>$14,705</td>
<td>$12,005</td>
</tr>
<tr>
<td>Commuting student</td>
<td>$11,345</td>
<td>$9,265</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.

Regulations Regarding Payments

Scholarships, grants, and loans are credited to students’ accounts at the beginning of each payment period. The college offers two options for payment of the balance of the comprehensive fees: (1) payment in full of the balance due for the first payment period by August 15 and for the second payment period by January 15, or (2) payment of the balance of the full annual comprehensive fee in equal installments each month beginning as early as June 1 and not later than August 1 and ending March 1. (The installment plan requires payment of an annual participation fee.) A student must either have paid the balance of the comprehensive fee for the period (option 1) or arranged participation in the installment program (option 2) before being permitted to register or to occupy college housing. The college reserves the right to amend the terms of any installment plan offered.

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

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

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

In all laboratory courses, students are required to pay the cost of replacement of 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.
Financial Assistance

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

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

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

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

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

Rule On Satisfactory Academic Progress

To receive assistance from the federal aid programs—Federal Pell Grants, Federal Supplemental Grants, Federal Work-Study, Federal Perkins Student Loans, Federal Stafford Student Loans, Federal Parent Loans for 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 on 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 federal 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
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 Scholar Program — A number of four-year scholarships ranging in value from $1,000 to full comprehensive fee are awarded annually to selected incoming freshmen on the basis of exceptional scholarship and leadership. Financial need is not a consideration. Unless otherwise specified, the selection of the recipients of these scholarships is based on competition held during the applicants' last year in high school. Candidates may be nominated by participating high schools. Students who think they may qualify for this scholarship program should ask their guidance counselor or members of the Wofford admissions staff for more information.

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

Wofford College 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 Admissions 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:

- Ministerial students, all denominations: $1,000 per school year
- 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 $17,000 per year at Wofford College. In addition, they pay $610 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 grants 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 2003-04 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 30 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 funding an individual recipient is based on the time of initial enrollment, and the terms must be completed consecutively. Students who believe they 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 2003-04 academic year is expected to be up to $6,700 per year. Fellows are selected on the basis of competition in the senior year of high school. They must have a score on the SAT of at least 1200 or an ACT score of at least 27, a 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 and 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 funding an individual recipient is based on the time of initial enrollment, and the terms must be completed consecutively. Students who believe they are eligible should contact their high school guidance counselor for information.

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 —

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

J. E. Sirrine Scholarships — The Sirrine Scholarship Fund was established by Joseph E. Sirrine as a memorial to his parents. The Fund assists worthy students from Greenville County, South Carolina. Information can be obtained from the Sirrine Scholarship Program, P.O. Box 2848, Greenville, SC 29687-1465.

Kittie M. Fairey Scholarships — This program was established by Mrs. Kittie M. Fairey to assist eligible students attending colleges and universities in South Carolina. Information may be obtained from Ms. Sandra Lee, Director, Kittie M. Fairey Scholarship Fund, 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, Bank of America, P.O. Box 221309, 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. Payment 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, Swansboro, 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 funds at Wofford College from which annual scholarships are awarded. The funds are part of the college’s permanent endowment. Awards are made annually from interest earned by the endowment. Today, the minimum endowment required before a scholarship fund’s earnings may be awarded is $25,000. A full tuition scholarship for one student for one year requires an endowment of $350,000. Persons interested in information about establishing an endowed fund should contact the Development Office.

Persons needing information about applying for financial assistance should contact the Financial Aid Office. It is not possible for students to apply for any of these programs individually; students must complete the application for financial aid at Wofford and the college will automatically consider for all of these scholarships for which they may be eligible.

Each of the funds requires that scholarship recipients be outstanding in character, academic achievement, and potential for contribution to society; some have additional requirements for eligibility. Such additional conditions are noted below in the descriptions of the individual funds.

The John Pope Abney Memorial Scholarship Fund was established in 1983 with a gift of $500,000 from The Abney Foundation of Anderson, SC, in memory of John Pope Abney, a member of the Class of 1904. Its principal is presently $5.1 million, making it the largest single scholarship fund administered by the college. Awards from the fund are reserved for students who meet part of their educational expenses through participation in the college’s work or athletics programs.

The George Cotton Smith Adams Endowed Scholarship Fund was established by his widow, Adaline Holaday Adams, and their sons, Charles Edward Adams and George Holaday Adams. The family’s gift was received in memory of Dr. Adams, Chairman of the Department of Foreign Languages at Wofford from 1959 until his retirement in 1970. Awards from the fund are reserved for students of foreign languages.

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

The Paul and Cathryn Anderson Endowed Scholarship Fund was established in 1987 by Paul Anderson, Class of 1930 and a native of White Stone, SC, and his wife, Cathryn Anderson, a native of Birmingham, AL.

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

The S.M. Atkinson, Sr. Endowed Scholarship Fund was established in 1995 by the family of S.M. “Skinner” Atkinson, Sr., a 1929 Wofford graduate. Mr. Atkinson, who died in 1992, was a retired member of the South Carolina Conference of the United Methodist Church and a former member of the Wofford Board of Trustees.
The Avant Family Endowed Scholarship Fund was established in 1998 by Leslie and Dan Avant and their family, Mark, Todd, and Kevin, from Columbia, SC. Mr. Dan Avant is a 1961 graduate of Wofford and a former member of the Wofford Board of Trustees (1990-98), and the Avants' son Todd is a 1993 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 Barham-Meyers Endowed Scholarship Fund was established by Robert T. Barham, Class of 1955, 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 Car姈idge Meyers, all of Florence, SC. Robert T. Barham served in the administration of Columbia College for 35 years, and William W. Barham was a practicing attorney in Atlanta, GA.

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

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

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

The Robert P. Bellows Endowed Scholarship Fund was established in 1986 by Dr. Robert P. Belcho, Class of 1965, of Columbia, SC.

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

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

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

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

The E. Tallman 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 1983 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 James A. Brakefield Memorial Endowed Scholarship Fund was established in 2002 in memory of James A. Brakefield who served as an assistant (1953-66) and head football coach (1967-70) at Wofford. Awards from this fund are to 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 Tom Brittain, Class of 1947, who was minister there. Priority for awards from the fund is given to United Methodist students with demonstrated financial need and interest in ministry.

The Thomas N. and Sara M. Brown Endowed Scholarship Fund was established in 1999 by these two individuals and members of their family to assist deserving students. Mr. Brown 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 1933. Priority for scholarships from the fund is given to students who participate in Wofford's intercollegiate basketball program.

The E. C. Burnett, Jr. and Lucy B. Burnett Endowed Scholarship Fund was established in 1989 by their children, The Honorable E. C. Burnett, III, Class of 1964, of Spartanburg, and Mrs. Glenna Burnett Bowen of Kingsport, TN. Preference for awards from the fund is given to pre-law students from South Carolina who demonstrate financial need and express leadership in extra-curricular activities.

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) DeArmion Canaday, Vera Canaday Lupo, and S. M. Canaday, Jr., have continued to support the fund to honor the memory of their parents. Awards from the fund are reserved for students who have financial need.
The Professor and Mrs. Charles E. Cauthen Endowed Scholarship Fund was established in memory of Professor and Mrs. Cauthen by their children. The Cauthens were beloved members of the Wofford community, where Professor Cauthen, Class of 1917, served on the faculty from 1943 to 1964. Awards from the fund are reserved for students who demonstrate financial need.

The William P. Cavin Endowed Scholarship Fund was started in 1991 by friends and former students of 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 chairman 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 F. Cecil, Class of 1934, and his brothers and son, all of whom attended Wofford College. They include Moffitt, Class of 1935; Charles, Class of 1939; Henry, Class of 1942; Robert, Class of 1945; and Richard F., Jr., Class of 1966.

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

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

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

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

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


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

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

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

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

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

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

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

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

The Reverend Sam T. Creech Endowed Scholarship Fund was established in 1994 by Mrs. Lucy C. Stroup in memory of her father, a beloved Methodist minister in South Carolina. The fund was significantly enhanced with additional gifts from a son of the Rev. Creech, the late Mr. E. Maxwell Creech, Class of 1941. Awards provide financial assistance for juniors and seniors who are studying for the ministry and intend to serve in the South Carolina Conference of the United Methodist Church.
The W. J. Bryan Crumshaw 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 honors the Reverend Crenshaw, Class of 1943, for his service to the South Carolina Conference of the United Methodist Church and to Wofford College, to whose Board of Trustees he provided leadership as a member (1970-82, 1984-96) and Chairman (1978-82). Consideration in the award of this scholarship is given to promise of Christian leadership as a churchman.

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

The Adam Cross Endowed Scholarship Fund was begun in 1989 by J. Russell Cross, Class of 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 1993 by Mr. and Mrs. Thornton W. Crouch of Hartsville, SC. Mr. Crouch is a 1943 graduate of Wofford. Awards from the fund are reserved for students who demonstrate financial need. Preference in selection of recipients is given to residents of Darlington County and Dillon County, SC.

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

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

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

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

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

Daniel/Autom Family Endowed Scholarship Fund
Daniel/BB&T Endowed Scholarship Fund (The BB&T gift was to the Dean Frank Logan and Madeline W. Logan Endowed Scholarship Fund and to the L. Glenn Orr, Jr., Family Endowed Scholarship Fund.)
Daniel/Harold Chandler Endowed Scholarship Fund
Daniel/Lafon C. and Winston C. Dees Family Endowed Scholarship Fund
Daniel/Michael E. Edens Endowed Scholarship Fund
Daniel/Harvey Stafford Floyd Endowed Scholarship Fund
Daniel/Robert E. Gregory Family Endowed Scholarship Fund
Daniel/Cleveland S. and Curtis H. Harley Endowed Scholarship Fund
Daniel/Elmore G. and Dorothy C. Herbert Endowed Scholarship Fund
Daniel/Douglas H. Joyce Endowed Scholarship Fund
Daniel/Robert C. King, Sr. Endowed Scholarship Fund
Daniel/Ruth O. and John M. Lessene, Jr. Endowed Scholarship Fund
Daniel/Robert W. McCully Endowed Scholarship Fund
Daniel/Harold M. McLeod, Sr. Endowed Scholarship Fund
Daniel/Joseph B. Miller Endowed Scholarship Fund
Daniel/Walter S. Montgomery Endowed Scholarship Fund
Daniel/M. Stewart and Steven W. Mungo Endowed Scholarship Fund
Daniel/Bank of America Endowed Scholarship Fund
Daniel/J. E. Reeves, Jr. and Family Endowed Scholarship Fund
Daniel/Joe E. Taylor Family Endowed Scholarship Fund

The Dill H. Darby Endowed Scholarship Fund was established in 1979 by Colonel James E. Darby in memory of his mother. Awards from the fund are reserved for students who have been residents of South Carolina for at least five years.

The John DePaul Darrall Memorial Endowed Scholarship Fund was established in 1989 as a memorial to John DePaul Darrall of Atlanta, GA, by T. Alexander Evins. Mr. Evins, a friend and neighbor of Wofford, was Mr. Darrall's roommate and fraternity brother at the University of Georgia. Preference for the award is given to a student who intends to major in one of the humanities and who possesses the ability to work well with others.

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

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

The F. A. Dean Endowed Football Scholarship Fund was established in 1988 by Mrs. Lillie Mae Dean as a memorial to her husband, Mr. Francis Asbury Dean, Class of 1927. Preference for selection of recipients of awards from the fund is given to participants in the college's intercollegiate football program.
The La Fon C. and Winston C. Dees Family Endowed Scholarship Fund was created in 2000 by the La Fon 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 Joanna 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 Athletic 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 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. Robert was graduated Phi Beta Kappa, magna cum laude, with High Honors in Philosophy. Preference for awards from the fund is given to participants in the men's intercollegiate cross-country team.

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

The Ralph A. Durham Endowed Scholarship Fund was established in 1975 by friends of Mr. Durham, Class of 1925, in appreciation for his outstanding service to South Carolina public secondary education and to Wofford College, to whose Board of Trustees he provided leadership for a number of years as a member (1960-72) and Chairman (1966-72). The fund was endowed through a bequest from Mr. Durham. Awards from the fund are reserved for students from the public schools of South Carolina who have financial need.

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

The Michael Edens Endowed Scholarship Fund was created in 1997 by Mr. and Mrs. Joe Edens of Columbia, SC, to honor their son Michael, who graduated from Wofford in 1998. Awards from this fund go to members of the intercollegiate football team.

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

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

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

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

The James G. and Laura E. Ferguson Endowed Scholarship Fund was established in 1985 by Mr. and Mrs. James G. Ferguson of Laurens, 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 Sessions of Atlanta, GA, and Lula Jane Floyd McClymont of Boston, MA, in 1988. Mr. Floyd was a member of the Class of 1923. He was superintendent of schools at Ridge Spring, SC, for ten years and was principal at Hamer and South Elementary Schools in Dillon County, SC, for twenty-four years. Preference for recipients of this scholarship is given to women participants in the intercollegiate athletics program.
The George Waddell Fooshe Endowed Scholarship Fund was established by June Van Keuren Fooshe in 1979 in memory of George Waddell Fooshe, Class of 1895.

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

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

The M. Alex 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 Pate 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 Murrels 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 Cary, 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-Wilson 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 I. Gibbs Endowed Scholarship Fund was established in 1983 by Mr. Jimmy Gibbs of Spartanburg in memory of his father, Melvin I. "Razor" Gibbs, Class of 1943, who earned sixteen letters as a Wofford athlete. His son chose a scholarship, awarded annually to an outstanding football recruit, as the best way to perpetuate his memory.

The J. Stokes Gillespie Endowed Scholarship Fund was established in 1987 by James Stokes Gillespie, Class of 1933, of Ridgewood, NJ.

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

The Fred A. Gosnell, Sr. and Family Endowed Scholarship Fund was 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, distinguished educator and for many years superintendent of Spartanburg County School District 6. Dorman High School is named in his honor.

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

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

Jeob M. Lessene, Jr. Scholarship named in honor of the ninth president of Wofford College.
The Sidney M. Gosnell Endowed Scholarship Fund was begun by his family in 1982 in memory of Mr. Gosnell, Class of 1949, Superintendent of Public Schools in Gaffney, SC.

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

The Albert Gray Endowed Scholarship Fund was established in 1997 by Mr. Gray of Spartanburg, who, in 1964, was the first African American to enroll at Wofford. Mr. Gray 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 Louis Gray in memory of her father, W. L. Gray, Class of 1876, and her brothers, Albert Dial Gray and Robert Coke Gray, for needy students.

The Professor Harold Green Endowed Scholarship Fund was begun in 1986 as a tribute to Professor Green, who taught economics and accounting at Wofford from 1963 until his retirement in 1986. Awards from the fund are reserved for senior accounting majors.

The R. Earle Gregory and Ellen R. Gregory Endowed Leadership Scholarship Fund was established in 1986 by Robert E. Gregory, Class of 1964, in memory of his parents. Mr. Gregory was a member of the Board of Trustees (1986-98) and was its chairman (1995-98). Awards from the fund are reserved for students who would not be able to attend Wofford College without financial assistance and who demonstrate a potential for leadership.

The Robert E. Gregory, Jr. Family Endowed Scholarship was established in 1994 by Mr. Gregory, a member of the Wofford College Class of 1964. Mr. Gregory was a member of the Board of Trustees (1986-98) and was its chairman (1995-98). Also contributing to this fund are his wife Marie, daughter Kelly, and son Scott, a 1990 graduate of Wofford. Awards are made to students who have shown ability, leadership potential, and academic achievement.

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

The James G., Jr. and Marjorie C. Halford Endowed Scholarship Fund was established in 1991 by Dr. Halford, a 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 Niles E. and Ann L. Hanna Endowed Scholarship Fund was established in honor of Mr. and Mrs. Hanna by their children, J. Paul, Class of 1975, and Patricia, in 1988.

The William Dixon Hardy Memorial Endowed Scholarship Fund was established in 1983. Friends and colleagues established this fund in memory of Mr. Hardy, a retired Spartanburg business leader who throughout his life and business career was closely associated with Wofford College, especially with the athletics program.

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

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

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

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

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

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

The Dr. R. Bruce 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 (1988-00) Boyd C. Hipp, II, Class of 1974.

The Herman N. Hipp Endowed Scholarship Fund was established in 1990 in memory of Mr. Hipp by his widow, Jane F. Hipp, and their children, Edward F. Hipp, Class of 1980, H. Neel Hipp, Jr., Mary Hipp Haddow, Cage 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 eightieth birthday. Awards from the fund are reserved for deserving pre-law students.

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

The George J. Holliday, III Memorial Endowed Scholarship Fund was established in 1969 by Mr. and Mrs. John 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 Marion L. Holloway Endowed Scholarship Fund was established in 1983 by Marvin L. Holloway, Class of 1933, who announced his gift at the 50th reunion of his class. The scholarships are awarded to upperclass business students with outstanding academic records and strong leadership potential.

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

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

The William Stanley Hooie Endowed Scholarship Fund was created in 1991 with a bequest from Dr. Hooie’s estate. Dr. Hooie, who died in 1990 at the age of 97, 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. Higgin Endowed Scholarship Fund was established in 1984 primarily by his daughter and son-in-law and other members of the family to honor this Wofford graduate, Class of 1925, upon whom the college bestowed the Doctor of Divinity degree in 1954. Awards from the fund are reserved for students who demonstrate financial need. Priority in selection is given first to students from the area of High Point, NC, then to other North Carolina students, and then students from outside North Carolina.

The M. Leslie 1942 and Dorothy D. Infinger Endowed Scholarship Fund was established in 2001 after the death of Mr. Infinger. 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 Doree 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 Doree, a member of the Class of 1959.

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

The A. Richard Johnston Endowed Scholarship Fund was established in 1988 in memory of Dr. Johnston, a 1932 Wofford graduate, by his sons: A. Richard Johnston, Jr., Class of 1963; John B. Johnston, Class of 1964; Harry L. Johnston, Class of 1968; and Kirkland S. Johnston, Class of 1974.

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

The Lewis P. Jones Endowed Scholarship Fund was created in 1987 by friends and former students of Lewis Pinckney Jones, Class of 1938, at the time of his retirement from the Wofford faculty as the William R. Kenan, Jr., Professor of History and Chairman of the Department of History. Dr. Jones was the senior member of the faculty when he retired, and is a noted scholar, historian, author, and speaker. Preference for awards from the fund is given to outstanding students with a serious interest in history.
The Douglas Henry Joyce Endowed Golf Scholarship Fund was established in 1988 by Douglas Henry Joyce, of Nashville, TN, a member of the Class of 1979. Mr. Joyce is a 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 Dean of Financial Aid at Wofford and at least one alumnus representing the fraternity.

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

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

The Kilgo Family Endowed Scholarship Fund was established in 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. Contributions made in memory of these two civic and church leaders went to Trinity United Methodist Church in Darlington, and the church and the Kilgo family subsequently requested that these funds be used to establish this scholarship fund at Wofford. Preference in selection of recipients for awards from the fund is given to students from Trinity United Methodist Church in Darlington, then to other students from Darlington County.

The Russell C. King, Sr. Endowed Scholarship Fund was established in 1994 by Mr. Russell C. King, Jr., of Hartsville, SC, Class of 1956, a member (1976-88, 1994-present) and chair (1986-88, 1998-02) of the Wofford Board of Trustees. This fund honors the memory of Mr. King’s father, Russell C. King, Sr., a graduate of the Wofford Class of 1929 and a Wofford trustee (1958-70), who died in 1987.

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

The James N. Kirby 1961 Endowed Scholarship Fund was created in 2001 with a gift from Mr. Kirby, a 1961 Wofford graduate and business leader in the Columbia, SC area. Awards from this fund are to go to a participant in the College’s intercollegiate athletic program.

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 Furman Jenkins Knight and Richard Warren Knight Memorial Endowed Scholarship Fund was established by Mrs. F. Jenkins Knight in memory of her husband, Class of 1924, and her son, Class of 1962. Awards from the fund are reserved for students from South Carolina.

The James Allen Knight and Sally Templeman Knight Endowed Scholarship Fund was established in 1993 by the late Dr. James A. Knight of College Station, TX. Dr. Knight was a member of the Wofford Class of 1941. Awards from the fund are reserved for students who demonstrate financial need.

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

The Lancaster Family Endowed Scholarship Fund was established in 1993 by Mr. and Mrs. E. Clifton Lancaster of Spartanburg, SC. Mr. Lancaster, a 1933 Wofford graduate, established this fund in memory of his father, Dr. S. T. D. Lancaster, a country doctor in Spartanburg County in the late 19th and early 20th centuries. Preference in making awards from the fund is given to students planning a career in medicine.

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

The William A. Law Endowed Scholarship Fund was established in 1937 by Mr. S. Clay Williams of Winston-Salem, NC, as a memorial to Mr. William A. Law of Philadelphia, PA, Class of 1883.

The Walter H. Lehner Memorial Endowed Scholarship Fund was established in 1991 in memory of Mr. Lehner by his family and friends as a tribute to his interest and enthusiasm for young people and for golf. Awards from the fund are reserved for student-athletes on the golf teams.

The W. Raymond Leonard Endowed Scholarship Fund was established in 1973 by former students of W. Raymond Leonard, William R. Kenan, Jr., Professor of Biology and Chairman of the Department of Biology, Wofford College. Dr. Leonard retired from the faculty in 1993. The scholarship is presented annually to a senior biology student who has demonstrated outstanding professional promise.
The Ruth O. and Jack M. Lesesne, Jr. Endowed Scholarship Fund was started in 1996 by friends of Wofford's ninth President near the time of the twenty-fifth anniversary of his election as President of the College. The fund honors Dr. Lesesne and his wife, Ruth, who continue serving as leaders in the Spartanburg community. It was significantly enhanced with major support from alumni and other friends in May 2000 at the time of Dr. Lesesne's retirement.

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

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

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

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

The Robert Judson Little, his mother, Eddie Greer Little, and his sister, Nan Ethelyn Little.

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

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

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

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

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

The W. Hastings McAlister Memorial Endowed Scholarship Fund was established in 1974 as a memorial to W. Hastings McAlister, Class of 1974, by his family and friends. Hastings was a strong pre-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. McCalla Endowed Scholarship Fund was established by the Daniel Foundation of South Carolina in honor of Larry H. McCalla, Class of 1943, physician, distinguished community leader, and former Wofford trustee (1964-76). The award is made to an outstanding pre-medical student whose non-academic activities exemplify the well-rounded individual. The scholarship is awarded in the student's junior or senior year.

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

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

The Walton J. McLeod, Jr. Endowed Scholarship Fund was established by 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 Meadows Family Endowed Scholarship Fund was established in 1981 by the Meadows family and friends in tribute to three generations of the family who have attended Wofford: Marshall LeRoy Meadors, Class of 1924; Marshall LeRoy Meadors, Jr., Class of 1955, member of the Board of Trustees (2001-present); Marshall LeRoy Meadors, III, Class of 1979; James Campbell Meadors, Class of 1981; and John Pascal Meadors, Class of 1983. Awards from the fund are reserved for students who have financial need.

The Melvin K. and Mayme D. Medlock Endowed Scholarship Fund was established in 1986 in memory of Reverend Melvin K. Medlock, a 1927 Wofford graduate, and in honor of Mrs. Mayme DuRose Medlock, by her sons, Melvin D., Class of 1954, Travis, Class of 1956, and Robert, Class of 1969, in tribute to their family’s long connection with the college.

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

The Joseph B. and Wilma K. Miller Endowed Scholarship Fund was started in 1995 by LTC (Ret) Joseph B. Miller of Spartanburg, a member of the Wofford Class of 1939 by his widow, Lillian Miller, was a 1934 Wofford graduate who was a member of the basketball team. Awards from the fund are reserved for student-athletes.

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

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

The Mungo Family Endowed Scholarship Fund was established in 1990 by Mr. Michael J. Mungo, president of 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.

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 go to student-athletes.

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

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

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

The C. C. Norton Endowed Scholarship Fund was established by his wife, Mabel B. Norton, in 1983 to honor the memory of Dr. C. C. Norton, former Professor of Sociology (1925-1966) 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 E. Glenn Orr, Jr. Family Endowed Scholarship Fund was established in 1995 by Southern National Corporation (now BB&T) to honor the service of outgoing Southern National Chairman, L. Glenn Orr, Jr., Wofford College Class of 1962. Preference in awarding annual scholarships from this fund is given to children of BB&T employees, provided they meet necessary qualifications for admission to Wofford. If there are no such eligible recipients, scholarships from this fund may be awarded to other worthy and deserving students.

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

The 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 Reverend Owings, a 1898 Wofford graduate. In addition to Dr. Owings, three other sons and numerous other descendants of the Reverend Owings are Wofford alumni. Awards from this fund are to be used to benefit students pursuing majors in the sciences.

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

The William and Alethea Forrell Pate Endowed Scholarship Fund was begun in 1990 with a gift initiated by Mr. Wallace E. Pate of Georgetown, SC, in memory of his parents, who also were the aunt and uncle of Wofford President Emeritus Joab M. Lesesne, Jr.
The Dwight F. 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 including five years as chairman. 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 Agnew Patterson Endowed Scholarship Fund was established by Mrs. Harriet Newell Julienne Patterson in 1979 in memory of her husband, Class of 1916, a member of the Wofford faculty for more than fifty years.

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

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


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

The 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 (1991-03), and other members of the family. The Reverend Polk was a member of the SC 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 Poole Endowed Scholarship Fund was established in 1992 by her brother, Charles W. Ramsey, of Charlotte, NC. Mrs. Poole was a 1927 graduate of Duke University, and she earned the M.A. degree from Wofford in 1950. She was a public school teacher for 44 years. Preference in making awards from this fund is given to students from Spartanburg School District Seven.

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

The Dr. and Mrs. George W. Price, Jr. Endowed Scholarship Fund was started in 1986 by Dr. and Mrs. George W. Price, Jr., of Hendersonville, NC. 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. Ramey Endowed Scholarship Fund was established by friends of John M. Ramey, a 1958 Wofford graduate, shortly after his death in November 1993. Mr. Ramey was an executive with Milliken & Company and was an ardent supporter of education at all levels. Awards from this fund are made to students studying the liberal arts who demonstrate high standards of ethical conduct, excellent interpersonal skills, and promise for success in applying their education in practical business-related affairs. These scholarships are used to give students opportunities in training, internships, and other projects, courses, and activities which should enable the students to gain leadership experiences. Selection of recipients will be made by a committee composed of the Dean of the College or his representative, a faculty member from the Economics Department, and the Director of Financial Aid.

The Reader's Digest Foundation Endowed Scholarship Fund was established in 1969 by the Reader's Digest Foundation of Pleasantville, NY.

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

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

The Reeves Family Endowed Scholarship Fund was established in 1996 with a gift from the New Jersey-based Reeves Foundation, named for a prominent textile manufacturing family. The late John E. Reeves, Sr. was a Wofford Trustee (1974-79); and his son, J. E. Reeves, Jr. served on the Board (1984-86) and (1988-present). The gift from the Foundation created three academic scholarships and two athletic scholarships. At least two of the scholarships are based on need, and the preference for the athletic scholarships is given to men and women who play varsity tennis.

The William C. Reid Endowed Scholarship Fund was established in 1997 by members of Buncombe Street United Methodist Church in Greenville, SC, and other friends of Dr. Reid. The scholarship honors the late Reverend Dr. Reid, Wofford Class of 1955, for his service to the South Carolina Conference of the United Methodist Church and to Wofford College, which bestowed upon him the honorary Doctor of Divinity degree in 1987. Consideration in the award of this scholarship is given to students who show promise of Christian leadership.
The Myrtle Ezell Reynolds Endowed Scholarship Fund was established by her family and friends as a tribute to her commitment to education and her interest in the welfare of young people. Awards from the fund are reserved for students who have financial need.

The Richardson Family Endowed Scholarship Fund was established in 1989 by Mr. and Mrs. Jerome J. Richardson and their children, Jon, Mark, and Ashley. Mr. Richardson is a member of the Class of 1959 and Wofford Trustee (1978-84, 1992-93). This scholarship, for one student in each class at Wofford, covers comprehensive fees. It is the intent of the donors that the recipients participate in intercollegiate athletics, be well-rounded, have strong values, and demonstrate love and respect for family.

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

The Frank F. Roberts Endowed Scholarship Fund was established in 1979 with a bequest from the estate of the late Mr. Roberts, a native of Latta, SC, who built a successful insurance business in Fort Worth, TX.

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

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

The Hugh T. 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 who have demonstrated Christian faith and financial need. Priority is given to a qualified student who is a member of St. John's United Methodist Church in Rock Hill, SC.

The Scottish Rite of Freemasonry Memorial Endowed Scholarship Fund was established in 1958 in memory of Charles Semple Pettis, a former Professor of Physics at Wofford College.

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

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

The Molly Sessions Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. Walter W. Sessions of Atlanta, GA, in memory of their daughter, Molly, who died in 1980. Mr. Sessions is a Wofford graduate, Class of 1956, and is a member (1985-97, 1999-present) and former chairman (1990-95) of the Board of Trustees. The scholarship is intended for an entering freshman.

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

The Sessions Family Endowed Scholarship Fund was created in 2003 by Mr. Walter W. Sessions of Atlanta, GA. Mr. Sessions, a 1956 Wofford graduate, is a member (1985-97, 1999-present) and former chairman (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 with a gift of life insurance from Mrs. Shaw's father, the late Buck Michel, a leading citizen of Greenville, SC. Mrs. Shaw is a member (1992-present) and Chair (2002-present) of the Wofford Board of Trustees.

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

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

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


The Cecil O. Smith Endowed Scholarship Fund was established in 1994 with a bequest from the widow of Mr. C. O. Smith, a Spartanburg business leader until his death in 1984. Awards from the fund are reserved for students planning a career in ministry.
The Herman H. and Louise M. Smith Endowed Scholarship Fund was started in 1998 with a gift from a family trust of Herman H. and Louise M. Smith of High Point, NC. The gift was in memory of the Smiths' granddaughter, Margaret Huntley Smith, Class of 1999, during her senior year at Wofford. Preference goes to students with financial need.

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

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

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

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

The Soccer Letterman's Endowed Scholarship Fund was created in 1998 by alumni, parents, and other friends of the Wofford intercollegiate soccer program. Awards from this fund are made to student-athletes participating in the soccer program.

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

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

The Currie B. Spivey Endowed Scholarship Fund was established in 1992 with a bequest from the estate of Currie B. Spivey, Jr., of Greenville, SC. Mr. Spivey was a member of the Wofford Board of Trustees from 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 Ley Springs Foundation in 1975. Outstanding students from the high schools in Lancaster, Chester, and York counties in South Carolina are eligible candidates for awards from the fund.

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

The Charles William Stein and Hortense Stein Endowed Scholarship Fund was established in 1983 with a bequest from their daughter, Miss Mary Stein of Atlanta, GA. Awards from the fund are reserved for 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 Switzer Family Endowed Scholarship Fund was established in 1986 by Mr. and Mrs. James L. Switzer of Union, SC, and their three children, Paul, Class of 1977, Jim, Class of 1980, and Tycoco, 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 was a Wofford Trustee (1990-02). Awards from the fund are reserved for graduates from the top twenty-five percent of their class from Christ School of Arden, NC.

The T. Reginald Thackston Endowed Scholarship Fund was established in 1979 by Mr. Thackston, Class of 1956, served the United Methodist Church in South Carolina, including pastorate at Hemingway, Conway, Marion, Charleston, and Columbia, until his retirement in 2007. He has served Wofford as a member (1976-88) and secretary (1982-88) of the Board of Trustees.

The Paul Calvert Thomas Endowed Scholarship Fund was established in 1984 by his daughter, Ann Calvert Thomas Irwin, and her husband and three daughters, to honor Mr. Thomas, Class of 1917, who served the college as Treasurer and member of the Board of Trustees (1960-72). Preference in selecting recipients for awards from the fund is given to members of the Glee Club and students studying chemistry.

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

The Strom Thurmond Endowed Scholarship Fund was created in 1993 by friends of 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 George 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 families over the years. Awards from the fund are reserved for students who have financial need.

The VF Corporation Endowed Scholarship Fund was established in 1990 by the VF Corporation of Reading, PA, with the assistance of Mr. Robert E. Gregory, Mr. Gregory, a member (1986-98) and chairman (1995-98) of the Board of Trustees, was President and Chief Operating Officer of VF Corporation until 1991.

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

The T. 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 both 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 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 by his son, Dr. Paul E. Watson, Jr., Class of 1945, in his memory. Awards from the fund are reserved for student-athletes who are members of the baseball team.

The J. Anthony and Lillian A. White Endowed Scholarship Fund was established in 1980. A member of the Class of 1941, Dr. White served Wofford as president of the student body (1940-41), and member (1966-78) and chairman (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 Dr. James T. Wiggins 1956 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 Union, SC, and the Columbia, SC, area. Awards from this fund are to go to students with demonstrated financial need who could not otherwise afford to attend Wofford.

The Woodrow W. Willard Memorial Endowed Scholarship Fund was established in 1993 by Woodrow W. Willard, Jr., Class of 1974, and Cathy Willard Wahl 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 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 Julien D. Wyatt Endowed Scholarship Fund was established in 1992 by Dr. and Mrs. Hal Jameson, Sr., to honor the memory of Mr. Wyatt of Easley, SC, a 1919 graduate of Wofford. Mr. Wyatt had a distinguished career as president and editor of the Easley Progress and was a distinguished civic leader in Pickens County until his death in 1960.

The John M. Younginer, Jr. Endowed Scholarship Fund was established in 1993 by friends of the Reverend Younginer, a 1953 Wofford graduate, and former member (1980-92) and secretary (1991-92) of the Board of Trustees, as a surprise tribute to his receiving an honorary Doctor of Divinity degree from the college.

Other Endowed Scholarship Funds

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

Active Funds

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

The Betty G. Bedenbaugh Scholarship Fund was established by Mrs. Betty G. Bedenbaugh in her will in 1953. Awards from the fund are reserved for students who have financial need.
The Dr. Lewis Jones Blake Scholarship Fund was established in 1945 by Mrs. Louise H. Blake of Spartanburg as a memorial to her husband, Dr. Lewis Jones Blake, Class of 1884.

The Vernon L. Caldwell Memorial Scholarship Fund was established in 1963 by his friends in memory of Vernon L. Caldwell, former athletic trainer at Wofford.

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

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

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

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

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

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

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

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

The Chelsey 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 Chelsey C. Herbert, Class of 1892.

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

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

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

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

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

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

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

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

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

The Reverend Daltrum Poston Memorial Scholarship Fund was established in 1974 by an anonymous donor in memory of the Rev. Poston, an alumnus of Wofford and distinguished minister of the United Methodist Church.

The Durbin L. Reid Memorial Scholarship Fund was established in honor of Mr. Darwin L. Reid, Class of 1905, by Mrs. D. L. Reid of Sandy Springs, SC, and her daughter, Mrs. John D. Rogers of Easley, SC, in 1950.

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

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

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

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

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

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

The D’Arcy P. Wannamaker Scholarship Fund was established by Mr. John E. Wannamaker, Class of 1872, in memory of his son, D’Arcy P. Wannamaker, Class of 1911. Awards from the fund are reserved for students who have financial need.

The Wilbur D. White Memorial Scholarship Fund was established by Mr. and Mrs. R.W. Barnwell of Warner Robins, GA, in memory of Wilbur D. White, Class of 1919, the brother of Mrs. Barnwell. Preference in selecting recipients...
for awards from the fund is given to naturalized citizens or children of
naturalized citizens.

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

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

Funds Which Are Building

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

Frederick Rowell Atkinson
Edward R. Bagwell
Charles D. and Sally C. Barrett
Vic Bilanchone
Jennie Allen Capers
Donald A. Castillo
Class of 1922
Class of 1925
Class of 1928
Class of 1929
Class of 1937
Class of 1942
Class of 1944
Class of 1946
Class of 1949
Class of 1951
Class of 1963
Class of 1966
Class of 1967
Class of 1969
Class of 1981
Class of 1984
Class of 1987
Class of 1988
Class of 1992
Class of 1993
Class of 1994
Class of 1995
Class of 1996
Class of 1997
Class of 2000
Class of 2001
Class of 2002
Stephen M. Creech, Jr.
Thomas M. Davis
Wallace G. Dean
G. B. Dukes
Bernie and Anne Dunlap
James R. and Kay H. Gross
R. Bailey and Margaret W. Gross
H. F. and B. J. Gunter
Jimmy A. and Brenda G. Harris
W. C. Herbert Phi Beta Kappa
John Q. Hill
George Hodges
Bobby and Jean Ivey
Stewart Heath Johnson Family
William W. Lancaster Family
Jonathan R. Lide
J. Grady Locklear
Charles C. Moore
Curtis Lynn Nichols, Jr.
H. A. "Hank" Nix
Panhellic
Pinson Family
O. Eugene and Mary Lou Powell
Presidential International
Joel E. Robertson
Conrad W. Sanders
Major and Mrs. Harry O. Shaw, Jr.
Marshall and Frances Shearouse
Harold D. and Catherine H. Thompson
Donna R. Thraikill
Tyson-Gross
John B. Williams
Harriet P. Willimon
William P. Willimon
Wofford Club of Columbia
Wofford Women's Tennis
Women Athletic Founders

- Annually Funded Scholarships

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

The Alumni Scholarship Fund was established in 1997 with proceeds from the
sale of Wofford license plates in South Carolina, and from other affinity-
based programs through the office of alumni and parents programs.

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

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

The Michael S. Brown 1976 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 financial or other personal circumstances requiring previously
unforeseen financial assistance in order to remain enrolled at the College.

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

The Ruth B. Caudle Scholarship Fund was established in 1989 by Ruth B.
Caudle, who died in 1995 while serving as Resident Bishop of the
Spartanburg Methodist Church. The fund is administered by the Conference.

The David Fletcher Conway Scholarship Fund was created in 1988 by Mary
Lynn and Randy Conway of Campobello, SC, in memory of their son, David
Fletcher Conway, who died that year. Held at the Spartanburg County
Foundation, this fund became a Wofford scholarship by action of the family
in 2002. Preference in the selection of recipients goes to students for service
in the United Methodist Church, preferably those attending
Spartanburg Methodist College and Wofford College. The trustees of the
Caudle Fund generally make an annual award to a Wofford student.

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

The Dorothy and Paul Morrow Scholarship Fund honors a couple who lived in
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 these 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 Rotary Club of Spartanburg Scholarship, supported by an annual gift, is annually awarded to one or more Spartanburg County students. Need and scholastic promise are considered in selecting recipients.

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

The D. L. Scurry Foundation Scholarship is provided by the Scurry Foundation, Columbia, SC, to assist deserving students.

The South Carolina Electric and Gas Company Scholarship is a one-year $1,000 award made to a student in the upper one-third of his or her class who has demonstrated leadership and needs financial assistance, and whose parents or guardians are customers of South Carolina Electric and Gas Company or customers of the Department of Public Utilities of Orangeburg, Winnsboro, or McCormick counties of South Carolina.

The Spartanburg High School Scholarship, renewable for four years, is awarded annually by Wofford College to a member of the graduating class of Spartanburg High School.

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

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

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

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

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

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

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

The Lettie Pate Whitehead Scholarships, established by the Lettie Pate Whitehead Foundation of Atlanta, 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 1930. Preference in awarding the scholarship is given to applicants who participate in the college's intercollegiate football program and exhibit character, leadership, and service to others.

### Other Endowment Support

Through the years, contributions from alumni and other friends have enabled Wofford to build its permanent endowment to the point that its market value in July 2003 is approximately $95.5 million. The growth of Wofford's endowment provides additional operating funds for the college, thereby affording financial stability to the academic program and relieving considerable institutional dependence on income derived from student tuition and fees. In 1999, the Board of Trustees revised the minimum gift amounts for funds restricted to specific endowed opportunities. These minimum dollar levels are:

- Faculty Chair: $1,500,000
- Professorship: $1,000,000
- Lecture Series: $50,000
- Scholarship: $25,000
- (full tuition): $500,000
- Library Book Fund: $25,000
The largest gift Wofford has received, totaling more than $14 million, came from the estate of Mrs. Homozel Micke1 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 $5.5 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 Micke1 Daniel
- The Daniel/Douglas Henry Joyce Endowed Scholarship Fund, established with matching funds from the estate of Homozel Micke1 Daniel
- The Daniel/Reeves Family Endowed Scholarship Funds (2), established with matching funds from the estate of Homozel Micke1 Daniel
- The Ralph A. Durham Endowed Scholarship Fund, established by friends of Mr. Durham, Class of 1925
- The Samuel Pate Gardner Chair, established by the estate of Samuel P. Gardner, Class of 1918
- The Mr. and Mrs. T. R. Garrison Professorship in Humanities, established by the estate of T. R. Garrison, in memory of their son William McClure Garrison
- The Peter Berley Hendrix Professorship in Religion, established by the estate of Peter B. Hendrix
- The 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 Joeb M. Lesesne, Jr. Endowed Scholarship Fund, established by alumni and other friends

- The W. Hastings McAlister Memorial Endowed Scholarship Fund, established as a memorial to W. Hastings McAlister, Class of 1974
- The Dr. and Mrs. Larry Hearns McCalla Chair in Chemistry, established by the estate of Homozel Micke1 Daniel
- The Dr. Larry Hearns McCalla Chair in Biology, established by the estate of Homozel Micke1 Daniel
- The Milliken Endowed Fund for Excellence in Science Teaching, established by Mr. Roger Milliken to promote and recognize excellent teaching in science
- The Milliken Endowed Fund for Science Equipment, established by Mr. Roger Milliken for the purchase and maintenance of science equipment
- The Albert C. Outler Professorship in Religion, established with gifts and a bequest from Robert J. Maxwell
- The James Truesdale Outz, Jr. Endowed Scholarship Fund was established with a bequest from his widow, Eva Sanders Hoffman, in memory of her husband, a member of the Class of 1932
- The Perkins-Prothro Endowed Chair in Religion was established by the Joe and Lois Perkins Foundation, the Perkins-Prothro Foundation, and the Prothro family of Wichita Falls, TX
- The Presidential Endowment Fund for Faculty and Curricular Development and Institutional Self-Renewal, established by the William and Flora Hewlett Foundation and the Andrew Mellon Foundation
- The Reeves Family Endowed Scholarship Fund, established with a gift from the Reeves Foundation
- The Richardson Family Endowed Scholarship Fund, established by Mr. and Mrs. Jerome J. Richardson and their children, Jon, Mark, and Ashley
- The Frank F. Roberts Endowed Scholarship Fund, established in 1991, following the death of 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
Academic Regulations

Du Pré Administration Building, 1854
Calendar

Wofford's September-May academic year is divided into two semesters and a four-week Interim. The official college calendars for 2003-2004 and 2001-2005 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 dates indicated in the calendar as the last for those procedures.

Students must present their schedules to their faculty advisors for review and approval. Schedules calling for more than the normal maximum permissible 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. Also, in addition, students may take one-hour courses in Music, and freshmen and sophomores may take one-hour or two-hour courses in Military Science. The normal (and maximum) load in Interim is one project.

First-semester freshmen may not take more than the four full courses, plus Physical Education and the one-hour options. All but one of the courses are prescribed as indicated in the following outline.

Course Restrictions

Enrollment space in beginning-level Foreign Language courses, in science courses numbered 104, 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 400, 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 that for some legitimate reason not all the work required of the student has been completed and thus a final grade determination cannot be made. All Incompletes for courses must be made up not later than mid-term of the following semester (including those of students not then enrolled), except under extremely extenuating circumstances as determined by the instructor and the Registrar. 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 at Spartanburg when approved in advance by the Wofford Registrar as part of the cross-registration agreement with that institution.

Grade-point values are assigned to grades as follows: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D = 1.0; F = 0; 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: I, 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 may do so only at the discretion of the course instructor. Under no circumstances may an examination be administered before or after the established examination week without the approval of the Dean of the College. Such approval is given for an individual student only in cases of illness, death in the family, or other extremely extenuating circumstance.

## Reports on Academic Progress

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

## Academic Honors

### The Dean's List

Compiled at the end of each semester, 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;
- 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, and for students entering the college prior to August 2003, the averages required are 3.25 for cum laude, 3.50 for magna cum laude, and 3.75 for summa cum laude. For students entering the college in 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. Application for the Honors Course should be made at least in time for consideration by the Curriculum Committee of the faculty in the student's junior year.
3. An Honors Course may be undertaken only in the senior year and will carry six hours of credit over two semesters. Final grade options are 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. A student who receives a grade of Pass in an Honors Course and achieves at least a 3.75 grade-point average for major coursework shall be mentioned at the commencement exercises as being graduated with Honors in his or her major and shall be listed in a special section of the Catalogue. The same notation shall be recorded on the student's permanent record.

7. A student who receives a grade of Pass in an Honors Course and achieves at least a 3.75 grade-point average for major coursework shall be mentioned at the commencement exercises as being graduated with High Honors in his or her major and shall be listed in a special section of the Catalogue. The same notation shall be recorded on the student's permanent record.

In-Course Honors
In-Course Honors is a program intended to enrich and expand regular courses offered at Wofford through independent, supplemental study. Qualified students are permitted to attempt In-Course Honors in accordance with the following regulations:
1. The student must have had at least one previous semester at Wofford and must have attained a 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 should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology. In-Course Honors work will include a terminal essay which analyzes or exhibits the results of the study, and culminate in an oral examination by a committee of three faculty members, appointed by the department Chair, and including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour.
4. The student must also meet all of the requirements of the regular course, including the final examination. Credit may not be given for In-Course Honors unless the student earns a grade of at least B for both the regular
course requirements and In-Course Honors work. Upon the student's satisfactory completion of In-Course Honors the instructor will report the final course grade with the suffix H added to the course number. The Registrar will identify the course on the student's record as including In-Course Honors and award one semester hour of credit in addition to the regular course credit. The grade points for the additional hour, if earned, will be based on the grade awarded for the In-Course Honors work.

5. No student may elect more than one In-Course Honors program per semester.

6. No student shall be penalized for failure to undertake honors work. Failure to successfully complete In-Course Honors shall in no way affect the final grade assigned for regular course work.

7. An individual faculty member may be unable to meet a student's request for In-Course Honors, and the college is not obliged to provide this opportunity in every course. No first-semester faculty member may give In-Course Honors; the interested student should consult the department chairman for other possible arrangements.

Adding or Dropping Courses

At the start of each semester there is an official period during which students have the opportunity to change their class schedules and course loads, within limits, by adding or dropping courses. During this add/drop period, which extends from registration day to the ending date noted in the college calendar, students 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 Registrar's Office, 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.

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.

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.
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 at Spartanburg when approved in advance by the Wofford Registrar as part of the cross-registration agreement with that institution. In these three programs credits are accepted for all approved courses officially documented as having been passed, and the grades for all courses thus taken are included in the computation of grade-point averages in the same fashion as grades for courses taken at Wofford.

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

Auditing Courses

A student who wishes to audit a course 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

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

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

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

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

Through the Dean of the College, the instructor sends the student a Class Attendance Warning, requesting an interview. Since the Class Attendance Warning is official and provides documentation, and because it is an important warning that faculty use 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 unavoidable 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

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

The standards shown in the table below became effective fall semester 2002. They are used for evaluating the performance of all Wofford students. However, if it is to their advantage, students entering the college prior to fall 2002 will be judged by standards in effect at the time they entered the college. Those standards are available from the Registrar.

The GPAs to which the table refers are cumulative figures and are based only on work undertaken at Wofford, or in Wofford-related foreign study programs, or at Converse College in the cooperative cross-registration program, or at the University of South Carolina at Spartanburg when approved in advance by the Wofford Registrar as part of the cross-registration agreement with that institution. 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. 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</th>
<th>Are placed on probation</th>
<th>Are placed on probation and</th>
</tr>
</thead>
<tbody>
<tr>
<td>hours in these ranges</td>
<td>if their GPAs are below</td>
<td>if their GPAs are below</td>
</tr>
<tr>
<td></td>
<td>these levels</td>
<td>these levels</td>
</tr>
<tr>
<td>0 - 39</td>
<td>2.00</td>
<td>1.00</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>
<td>2.00</td>
<td>1.90</td>
</tr>
</tbody>
</table>

Students who fail to achieve the minimum levels of performance required are placed on probation for the subsequent semester or are placed on probation and excluded from Wofford for the subsequent semester. (The status of exclusion includes probation.) 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 of the provisions above notwithstanding, however, any student, whether or not his or her cumulative GPA is at the level required for good standing, will be considered to be academically eligible to re-enroll following any semester or summer session in which he or she earns a current GPA of at least 2.50 on a full load of at least twelve new hours.

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

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

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

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

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

Students are expected to respond to all communications from members of the faculty or staff of the college. Both e-mail and campus post office are channels for official communications. The preferred method of communication is electronic 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.
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.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3-4</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>4-6</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
</tr>
<tr>
<td>History 101 or 102</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Religion</td>
<td>3</td>
</tr>
<tr>
<td>Additional course in History</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Major work</td>
<td>24-39</td>
</tr>
<tr>
<td>Interim Projects</td>
<td>16</td>
</tr>
<tr>
<td>Electives to attain a Minimum Total of</td>
<td>124</td>
</tr>
</tbody>
</table>

Specifics of Distribution Requirements

General Education Requirements

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

Teacher Education students must fulfill the General Education requirements listed below. Additionally, state certification requires an additional course in fine arts (and specifies that one be in visual arts and one in performing arts), a course in public speaking, study of non-Western cultures, study of minority cultures, and an additional course in social studies. The science requirements are to be met by taking laboratory courses in biological science and physical science (with these courses being chosen from the Departments of Biology, Chemistry, Geology, or Physics). Students interested in becoming teachers are referred to the Teacher Education Handbook for a listing of specific courses for certification. Students seeking certification should become thoroughly familiar with the requirements in the handbook.

ENGLISH

This requirement is met by successfully completing English 102 and a 200-level English course.
FINE ARTS
THREE OR FOUR SEMESTER HOURS
This requirement is met by successfully completing one three-semester-hour 200-level course in Art, Music, or Theatre (except that Music 220 may not be used to meet this requirement), or by successfully completing four semester hours in Music 100, 101, 110, 150, and/or 151.

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

HISTORY, PHILOSOPHY,
AND RELIGION
TWELVE SEMESTER HOURS
This requirement has two parts. Both parts must be met by successfully completing applicable courses, as described below.
I. Three courses, one from each department:
- History: only 101 and 102 count toward the requirement.
- Philosophy: 120 or any 200-level course.
- Religion: any 200-level course.
II. One course not already taken in Part I, chosen from the following four options:
- History: either 101 or 102.
- Philosophy: any three-hour course.
- Religion: any 200-level course.
- Cultures and Peoples: any course from a list of those designated by the faculty as Cultures and Peoples courses. The list of courses may be obtained 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 Mathematics in any course in the Department.

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

Major Work Requirements
At the close of the sophomore year, students normally select the academic area in which they will take their major work. At that point, the student completes the major work form, which is then reviewed for approval by the 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 selected 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 or major requirements.

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 WF 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 at Spartanburg when approved in advance by the Wofford Registrar as part of the cross-registration agreement with that institution, are used in computing students' grade-point averages and in determining whether other grade requirements for graduation have been met. Grades transferred from other institutions are not used in these determinations.

**Residency Requirement**

The last thirty-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 extremely extenuating circumstances (such as the unavailability in the senior year of required courses), students may be permitted to take up to eight of those hours at an accredited senior college or university other than Wofford. Before undertaking such work, the student must obtain the approval of the Registrar and the 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, 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)
- English
- Government
- History
- Philosophy
- Sociology

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.

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

Two concentrations are offered as tracks within a 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 technically 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 tightly 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.

■ **Teacher Education Program**

Wofford College offers a program to prepare graduates to teach in public and private secondary schools in South Carolina and the nation. The program leads to certification in grades 9-12 in biology, chemistry, English, French, German, mathematics, physics, psychology, social studies (economics, government, history, and sociology), or Spanish. Wofford's programs of teacher preparation are designed to comply with the Policies, Procedures, Unit Standards, and Licensure Area Standards for Teacher Education Program Approval in South Carolina, adopted and made effective by the South Carolina Board of Education, July 1, 2002. Students successfully completing the Teacher Education Program at Wofford and passing the state-required national examinations are recommended for certification in South Carolina. With reciprocity, certification will also be available in numerous other states.

The goals of the Teacher Education Program are:

- to provide prospective teachers with a broad background of general knowledge and skills as a basis for the development of cultural literacy and understanding of our intellectual heritage.
- to provide prospective teachers with professional courses and experiences that will form the philosophical, psychological, sociological, historical, and methodological bases of teaching and learning.
Components of the Teacher Education Program

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

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

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

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

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

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

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

Admission to the Teacher Education Program

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

- completed at least sixty (60) semester hours of course work 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 in the application;
- passed the basic skills proficiency test — PRAXIS I: Academic skills assessments in reading, writing and mathematics;
- received two professional recommendations on character and academic promise and performance (one from general education faculty and one from Teacher Education faculty).

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

The Chair of the Department of Education will inform the applicant of the required FBI background check. 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 student of the committee's action.
Students not in the Teacher Education Program may enroll for elective hours in a number of courses offered by the Department of Education; however, no student may enroll in Education 440 until he or she has formally applied for and received admission to the program. Admission to the program should be sought during the junior year but must be obtained no later than during the semester prior to student teaching.

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

Students who have already earned bachelor degrees and who desire to earn certification through Wofford's program must follow the established procedure for admission to the program. They must present transcripts of all college work and a letter of character recommendation. They must fulfill all the requirements of the program in which they enroll. The 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 students enrolled in the Teacher Education Program is a continuous process. Both attitude and performance are important. If a student's attitude toward teaching indicates a probable lack of interest as a teacher, or if performance in course work and clinical experiences indicates academic deficiency, the student may be advised to withdraw from the program.

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

- 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 clinical experiences in Education 200, 310, 333, and 433, prior to enrolling in Education 440.

Recommendation for Teacher Certification

The college advises students 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 student. Deficiencies in preparation at the time the candidate seeks recommendation for certification are not the responsibility of the college. Wofford College recommends for certification only those students who have completed satisfactorily all requirements in the three Teacher Education Program components and passed the state-required national examinations.
On the following pages are brief statements concerning course offerings, prerequisites, and major requirements. For fuller statements and more detailed explanations contact department 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 have access also to a number of courses offered at Converse College. The privileges of this arrangement are available to students who have a C average or better and who are otherwise in good standing, provided that there is space for their enrollment in the given courses. Wofford students may not take at Converse courses that are offered at Wofford nor may they take courses at Converse to meet Wofford's General Education requirements. Priority for classroom space for Wofford students at Converse is given to upperclass students. Freshmen may not take courses at Converse unless they have the permission of the Wofford Registrar.

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

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

**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, 480's, or 490's are special topics courses. Honors courses, which may be developed for individual senior students, are numbered in the 500's.

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

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

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

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

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

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

Accounting and Finance

JAMES EDWIN PROCTOR, Department Chair
KATERINA ANDREWS, LILLIAN E. GONZALEZ, PHILIP S. KEENAN,
WILLIAM EDDIE RICHARDSON

The Department of Accounting and Finance 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
may not major also in Business Economics or Intercultural Studies for
Business, and students majoring in Finance may not major also in Economics,
Business Economics, or Intercultural Studies for Business.

The Department of Accounting and Finance participates with the Depart­
ment 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 minorings 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 Finance 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 and 448; and Economics 372.
(2) six hours from Finance 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 Finance 331, 338, 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 analysis and recording of business data, and the preparation and use
of financial statements. Offered every semester.
(3/0/3) GONZALEZ, KEENAN

336. Accounting Information Systems
A study of the information systems which assist an organization in meeting its
objectives efficiently and effectively. The course includes an overview of the purpose,
design, and use of specific systems. Prerequisite: Accounting 211. 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
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  
A study of accounting theory and practice primarily related to liabilities and stockholders’ equity. Prerequisite: Accounting 351. Offered spring semester.  
\[3/0/3\] KEENAN

411. Advanced Accounting  
Study of accounting entities such as multi-national enterprises, partnerships, not-for-profit and governmental organizations, and consolidated corporations. Prerequisite: Accounting 351. Offered fall semester.  
\[3/0/3\] GONZALEZ

412. Auditing  
Theory of auditing, using generally accepted auditing standards. Additional emphasis on practical applications of auditing techniques. Prerequisite: Accounting 351. 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 emphasis on tax planning. Prerequisite: Accounting 211. Offered fall semester.  
\[3/0/3\] KEENAN

424. Income Taxation of Individuals  
Theory and practice of federal income taxation of individuals, with emphasis on tax planning. Prerequisite: Accounting 211. Offered fall semester.  
\[3/0/3\] KEENAN

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. Analytical techniques are 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 every semester.  
\[3/0/3\] ANDREWS, RICHARDSON

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.  
\[3/0/3\] ANDREWS, PROCTOR

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, debar ratings, and bankruptcies. Prerequisites: Accounting 211 and Finance 321. Offered every semester.  
\[3/0/3\] ANDREWS, GONZALEZ, 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 requirement for the Accounting or Finance major. Offered spring semester.  
\[3/0/3\] KEENAN

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

321. Business Finance  
A study of the fundamental concepts in financial management, including present value, stock and bond valuation, financial analysis and forecasting, capital budgeting, and long-term financing alternatives. Prerequisite: Accounting 211. Offered every semester.  
\[3/0/3\] ANDREWS, RICHARDSON

331. Management  
A study of management, including such major topics as performance, worker productivity, social responsibility, 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.  
\[3/0/3\] PROCTOR

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

340. Real Estate Analysis  
An introduction to real estate analysis emphasizing discounted cash flow methods, financing alternatives, tax implications, and uncertainty. Prerequisite: Finance 321. Offered fall semester.  
\[3/0/3\] ANDREWS, RICHARDSON

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 a basis.  
\[3/0/3\] STAFF

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

470. Project Management  
A study of the techniques and principles of project management. The course focuses on the planning, organizing, staffing, directing, and controlling of projects. Prerequisite: finance 321. Offered every semester.  
\[3/0/3\] ANDREWS, RICHARDSON

495. 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, debar ratings, and bankruptcies. Prerequisites: Accounting 211 and Finance 321. Offered every semester.  
\[3/0/3\] ANDREWS, GONZALEZ, RICHARDSON
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 can concentrate in Neuroscience. Administered by the departments of Biology and Psychology, the Neuroscience Program is a 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 Biology and the program 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 can obtain an Emphasis in Computational Science. The interdisciplinary field of computational science applies computer science and mathematics to biology and the other sciences. For requirements, see the Catalogue section on Computational Science.

Students in the Teacher Education Program who are seeking to complete certification requirements to teach biology in secondary schools should refer to the Teacher Education Handbook and consult with the 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.
360. The Plant Kingdom
Study of the morphology, physiology, reproduction and evolutionary relationships of "plants," including cyanobacteria, algae, fungi, bryophytes, seedless vascular plants, gymnosperms and angiosperms.
(3/3/4) RAYNER

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.
(3/3/4) 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

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

386. Freshwater Biology
Study of the complex nature of freshwater ecosystems. The course examines the biological communities of a variety of aquatic systems.
(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.
(3/3/4) RAYNER

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

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

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

DONALD A. CASTILLO, JR., Department Chair
CALEBA ARRIENDO, CHARLES G. BASS, JAMEICA B. HILL, RONNIE RADFEAR,
DAVID M. WHISNANT

In order to allow flexibility in the major and to provide for differing professional goals, the Chemistry Department offers two different major tracks. The Pre-Professional Chemistry Track of 36 semester hours is for students who plan to do graduate work leading to the M.S. or Ph.D. degree in chemistry or who plan to become industrial chemists. It is designed to conform to the criteria recommended by the American Chemical Society for undergraduate professional education in chemistry. The Liberal Arts 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 can obtain an Emphasis in Computational Science. The interdisciplinary field of computational science applies computer science and mathematics to chemistry and the other sciences. For requirements, see the Catalogue section on Computational Science.

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

Major Prerequisites and Corequisites:
Chemistry 123-124 and 360; Physics 121,122, or 173; Mathematics 181,182.

Major Requirements:
Chemistry 203-204, 203L-204L, 214, 313, 313L, 340.
Participation in departmental seminars in junior and senior years.

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.
309L. Biochemistry Laboratory
The laboratory in this course is intended 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 are derived from specific macroscopic laws. Prerequisites: Chemistry 214, Physics 121-122, or 173, Mathematics 181, 182. Corequisite: Chemistry 313L.

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 development of reaction rates from both theoretical and experimental perspectives, the course focuses on methods for the statistical treatment of experimental data. Prerequisites: Chemistry 214, Physics 121-122, and Mathematics 181-182. Corequisite: Chemistry 313.

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 121-122, Mathematics 181, 182.

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.

323L. Inorganic Chemistry Laboratory
Synthesis and characterization of organometallics, coordination, bioinorganic, and solid state compounds. This laboratory component includes inert atmosphere techniques, vibrational spectroscopy, NMR spectroscopy, and electrochemistry. Corequisite: Chemistry 325.

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, ultraviolet 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, 215. Corequisite: Chemistry 325.

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. Prerequisite: Chemistry 204.

411. Chemical Instrumentation
A study of the theories employed in analytical instrumentation. The application of instruments for methods in absorption and emission spectroscopy, gas chromatography, mass spectroscopy, radiotracer processes, and the measurement of separations will be emphasized. Prerequisite: Chemistry 314.

411L. Chemical Instrumentation Laboratory
Application of theoretical instrumentation to the solution of specific problems. Includes gas chromatography, mass spectroscopy, UV-Vis spectroscopy, IR spectroscopy, electronic measurement, and thermal analysis. Prerequisite: Chemistry 314. Corequisite: Chemistry 411.

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.

450. Senior Research
Guided original research in the field of a student's interest. Introduces to basic principles of laboratory research, leading to the solution of a 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.

480. Advanced Topics in Chemistry
Group and individual study of special topics in chemistry at an advanced level. Topics vary with student interest and are selected from an advanced area of analytical, organic, physical, or biochemistry, and are announced one semester in advance. Prerequisites: Introductory course in area of study and permission of instructor.

Honors Courses, In-Course Honors, and Research
Students majoring in Chemistry are encouraged to participate in the honors program 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 that are among those most essential in professional life, community service, and personal development.

The courses in Communications, 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 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 POWER

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) POWER

English 385. Reasoning and Writing
An introduction to reasoning and writing in the context of different disciplines and for a variety of purposes.

(3/0) TRAKAS

English 386. Public Speaking
An introduction. Students are expected to prepare and deliver various types of speeches.

(3/0) POWER

English 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) WILSON

English 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 communications instructor. A student may earn a maximum of six semester hours in 400 courses. Prerequisite: Permission of instructor.

(0/3/9/1) POWER

Computational Science

ANGELA B. SHIFLET, Coordinator

Computational Science, an interdisciplinary field at the intersection of science, computer science, and mathematics, combines simulation, visualization, mathematical modeling, programming, data structures, networking, database design, symbolic computation, and high performance computing with various scientific disciplines. Students who complete a major in Biology, Chemistry, Mathematics, Physics, or Psychology and meet requirements for the B.S. degree may obtain an Emphasis in Computational Science. The program is administered by the Computer Science Department. Completion of the program 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, 370, and 375 (see descriptions of these courses in the Catalogue section on Computer Science, which follows); completion of a major in Biology, Chemistry, Mathematics, Physics, or Psychology; and completion of the requirements for the B.S. degree. The student must also complete an internship involving computing in the sciences (no course credit). Before the internship, the student must complete at least two of the required Computer Science courses and a resume. 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 complete a final report and a World Wide Web page describing the work, and must have a positive evaluation from the internship supervisor. The Chair of the Computer Science Department must approve the internship and all required materials.

Computer Science

ANGELA B. SHIFLET, Department Chair
DONALDA CASTILLO, JOSEPH D. SLOAN, DAVIDA SYKES, DANIEL W. WELCH

The Department has a variety of courses to help students acquire the knowledge, experience, and skills to use a computer as an effective tool 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 administers 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, 220, 235, and 431, and at least one of 140, 230, 320, 330, or 421.

**Philosophy:** Philosophy 218.

101. **An Introduction to Computers**

An introduction to the general field of data processing and to the capabilities of 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.

(Variable credit up to 3 hours) STAFF

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.

(3/0/3) STAFF
450. Advanced Data Structures
Advanced data structures, advanced object-oriented programming concepts, and advanced program design principles. Prerequisites: Mathematics 233 and Cor higher in Computer Science 350. (3/0/5) 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 up to 3 hours, 4 if lab required) STAFF

480. Advanced Topics in Computer Science
A study of selected topics in Computer Science at an advanced level. Specific topics vary from semester to semester. Prerequisite: Permission of the instructor. (1-3/0/1-3) or (3/3/4) STAFF

Creative Writing
JOHN E. LANE, DENO P. TRAKAS, Coordinators
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
FRANK M. MACHOVEC, Department Chair
JOHN K. FORT, JOHN R. McARTHUR, TIMOTHY D. TERRELL, RICHARD M. WALLACE

Two separate major programs are offered: Economics and Business Economics. For either major, students have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the college’s natural science requirement). Students may major in both Economics and Accounting, but they may not major in both Economics and Finance. Students may not major in both Business Economics and Economics, or Finance, or Accounting, 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 add period of the subsequent semester that the faculty of the Department of Economics review the appeal. The Department faculty’s decision is final.

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

Economics Major Requirements:
Thirty 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.

Students majoring in Economics who seek to complete certification requirements to teach social studies in secondary schools should refer to the Teacher Education Handbook and consult with the 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, Finance, or Intercultural Studies for Business.

Business Economics Major Requirements:
Thirty-three 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 Finance 331. Two additional courses in Economics (excluding Economics 372).
201. Principles of Microeconomics
An introduction to the economic way of thinking and a study of market processes.
(3/0/3) STAFF

202. Principles of Macroeconomics
An introduction to macroeconomics, a study of the theory of income and employment and of the policies that affect the level of income and employment. It is recommended that Economics 201 be completed with a grade of C-minus or higher before attempting 202.
(3/0/3) 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) Terrell

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.
(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

331. Public Choice
A study of collective economic choice as to government activities and the influence of institutional structure on such choice. Prerequisite: C-minus or higher in Economics 201.
(3/0/3) McaRthur

332. Law and Economics
An economic analysis of Anglo-American legal institutions with emphasis on the economic function of the law of property, contract, and torts. Prerequisite: C-minus or higher in Economics 201.
(3/0/3) WALLACE

333. Environmental Economics
The application of economic principles to explain the existence of environmental problems and to evaluate proposals for improving environmental amenities. Prerequisite: C-minus or higher in Economics 201.
(3/0/3) McaRthur

372. Business Law
A study of the contractual, uniform commercial code, and the legal environment of business.
(3/0/3) Fort

401. International Economics
A study of the theory of international specialization and exchange, the making of international payments, and the relation of international transactions to national income. Prerequisites: B-minus or higher in Economics 301 and C or higher in Mathematics 181.
(3/0/3) MACHOVEC

432. Managerial Economics
The application of economic analysis to the management problems of coordination, motivation, and incentives within organizations. Prerequisites: Economics 301 and Mathematics 181.
(3/0/3) WALLACE

440. History of Economic Thought
A study of the evolution of economic analysis, including a brief survey of the economic ideas of Aristotle, the scholastics, mercantilists, and physiocrats, and a more detailed study of the economic analysis of the classicalists, Marxists, marginalists, and Keynesians. Prerequisites: C-minus or higher in Economics 201, 202.
(3/0/3) Terrell

441. Comparative Economic Systems
A study of the nature and characteristics of a free market economy in comparison to controlled or managed economies such as socialism, communism, fascism, and mercantilism. In particular, the purposes of evolutionary institutions such as the role of property rights and contract in eliciting social cooperation will be examined. Prerequisites: C-minus or higher in Economics 201, 202.
(3/0/3) Machovec

480. Special Topics in Economics
Topics may vary from year to year. Prerequisites: C-minus or higher in Economics 201, 202.
(3/0/3) STAFF

Education

CYNTHIA A. SUÁREZ, Department Chair
D. EDWARD WELCHEL

The Education Department offers courses required for students who wish to prepare for certification as teachers in secondary schools. Students preparing to teach at this level should major in the discipline they will teach. In addition, the Teacher Education Program requires Education 200, 301, 310, 332, 333, 433, and 440. For further information, consult the Catalogue section on the Teacher Education Program and the Teacher Education Handbook, or contact the Chair of the Education Department.

200. Foundations of Education
A study of the purpose, background, organization, and operation of the total educational program. The development of the American education system is traced from its beginnings to the present day with emphasis placed on major developments influencing the school in modern society. Students engage in school observations and tutorial work while acquiring fundamental knowledge essential to preparing for a career in education. To be taken in the sophomore year. Prerequisite: all other courses in Education.
(3/0/3) Welchel
301. Human Growth and Development
A survey designed to acquaint students with basic knowledge and understanding of the principles of lifelong human growth and development. Content addresses the various patterns of physical, intellectual, social, and emotional aspects of growth with a focus on developmental applications in educational settings. Prerequisite: Education 200 or permission of instructor. (3/0/3) WELCHEL.

310. The Teaching of Reading
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) 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; and (3) a study of effective teaching tools and study activities; and (4) study of applied communication skills for the Tech Prep Program. Special attention is devoted to the diagnosis of reading difficulties, prescriptive remediation techniques, and computer-assisted instruction. A clinical experience is included. Prerequisite: Education 200. (3/0/3) WELCHEL.

320. Educational Psychology
Psychology of learning, learning theories, and stages of development as applied to the learner in the classroom. Attention is given to research into learning problems, management and assessment of learning, and the least restrictive environment for exceptional learners. Integration of career guidance and career planning in grades 7-12 is included. Prerequisite: Education 200 or permission of instructor. (3/0/3) WELCHEL.

332. Educational Psychology
Psychology of learning, learning theories, and stages of development as applied to the learner in the classroom. Attention is given to research into learning problems, management and assessment of learning, and the least restrictive environment for exceptional learners. Integration of career guidance and career planning in grades 7-12 is included. Prerequisite: Education 200 or permission of instructor. (3/0/3) WELCHEL.

333. Seminar and Practicum in Secondary School Methods I
A generic course in methods designed: (1) To provide teacher education students a vantage view of teaching as a career; (2) to introduce students to general instructional methods of planning techniques, teaching resources, and applied methodologies for academic courses for use in middle and secondary classrooms; (3) to develop students' abilities to lead their philosophies of education, their understanding of the learning process, and their knowledge of how to assist their students in building self-esteem and confidence; and (4) to provide students with selected practical experiences in working with students in secondary school classrooms and communicating with students and parents. The course has three components: (1) an on-campus general methods seminar conducted by Education Department faculty, (2) practical experiences in public school classrooms of selected cooperating middle and secondary teachers, and (3) an on-campus subject seminar led by staff or certified subject area classroom teachers. Offered in the Interim. Prerequisites: Education 200, 301, and either 310 or 332. (4 semester hours) WELCHEL.

433. Seminar and Practicum in Secondary School Methods II
A specialized course in secondary teaching methods which focuses precisely on the teaching of English, foreign languages, mathematics, science, and the social sciences (social studies and psychology). Students enroll in the component related to their academic teaching majors. Content within each component include instruction in: (1) curriculum and instructional strategies based on national standards, state curriculum frameworks and standards, local curriculum materials, and state adopted subject area textbooks and other resources; (2) best practices or teaching strategies; (3) planning thematic teaching units and daily lessons; (4) selecting and using teaching resources and materials, including the latest technology; (5) accommodating varied learning styles and needs; (6) assessing learning outcomes using authentic procedures; and (7) applied methodologies for academic courses (i.e., Tech Prep). On-campus seminars led by staff and public school seminars led by certified subject area teachers are included in the course. A required practicum in middle or secondary school provides reinforcement of teaching skills. Offered in the Interim. Prerequisites: Education 200, 301, 310, 332, and 333. (4 semester hours) WELCHEL.

440. Student Teaching
Full-time observation, participation, and directed teaching in public schools for one semester (60 full school days) under the supervision of public school personnel, the Education faculty, and faculty from the student's teaching area. Weekly seminars. Usually taken in the spring semester of the senior year. Prerequisites: Education 200, 301, 310, 332, 333, and 433. (6 OR 12 semester hours) SUAREZ.

480. Special Topics in Education
Study of selected pertinent topics in education. (3/0/3) STAFF.

English Language and Literature

VIVIAN B. FISHER, Department Chair
JOHN C. COBB, DENNIS M. DOOLEY, MARK A. PETERSON, NATALIE S. GRINDEL, SALLY A. HITCHMOUGH, JOHN E. LANE, NANCY B. MANDEL, JIM NEIGHBOURS, ROSA SHAND, 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:
Students majoring in English must choose to concentrate in Literature or Creative Writing.

(1) For the concentration in Literature, 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 Communications 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.

(2) 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, Theatre 376, and Theatre 480 may be counted toward a major in English.
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 novel. (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, SHAND, 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. (3/0/1) LANE, SHAND

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

Communications

English 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

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. 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

English 386. Public Speaking
An introduction. Students are expected to prepare and deliver various types of speeches. (3/0/3) POWERS

English 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

English 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 communications instructor. A student may earn a maximum of six semester hours in 400 courses. Prerequisite: Permission of instructor. (0/3-9/1-3) POWERS

Fine Arts

PETER L. SCHMUNK, Department Chair
JOHN C. AKERS, JACK D. BALLANCE, MARK A. FERGUSON, KAREN H. GOODCHILD, JOHN E. LANE, W. GARY McCRAW, ALICEKAY Mc MILLAN, 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.
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, 110, 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.
(0/5/1) McCRAW/SELLARS

102. Women's Choir

The study and performance of selected choral literature for women's voices from the Renaissance to the contemporary period. Requirements 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

150. 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 a spring concert. Prerequisite: Permission of director.
(0/3/1) McCRAW

151. 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.
(0/5/1) MOORE

201. The Understanding of Music

An introduction to the art of perceptive listening through a general survey of music from the Renaissance to the present time.
(3/0/3) McCRAW, SELLARS

202. The Elements of Music

The development of aural recognition and identification of musical patterns. The development of proficiency in recognizing and responding to the symbols of music notation.
(3/0/3) McCRAW

203. History of American Music

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

220. 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) AKERS

280. 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

Theatre

MARK A. FERGUSON, Coordinator

Introductory (200-level) courses may be taken to fulfill the General Education requirement in Fine Arts except that students pursuing the major in Theatre must 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 also 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 practice. (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.)

201. Introduction to the Theatre
Script analysis, dramatic structure, production styles, introductory overview of acting, directing, and the technical elements of production: lighting, set design and construction, costuming, make-up, theatre management. Participation in some phase of major production (onstage 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.
(3/0/3) 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 arts. Weekly screenings of feature films are held outside of class.
(3/2/3) LANE, D. RODRICK

301. Acting
An advanced course with emphasis on acting technique (vocal, body movement, improvisation). All students enrolled will participate actively in laboratory productions. Prerequisite: Permission of instructor.
(2/4/3) M. FERGUSON

303. Directing
A workshop introducing students to the many facets of directing for the stage. Prerequisite: Permission of instructor.
(3/0/3) M. FERGUSON

325. Modern Drama
A course of study which focuses on the work of Ibsen, Chekhov, and Strindberg and the rise of realism through such modernists as Pirandello, Brecht, and the mid-century plays of 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 (post World War II) drama, including Beckett, the British Group, and the rise of regional theatres, the Modernists, and the Post-Modernists. Also listed as English 328. Prerequisite: 200-level English course.
(3/0/3) M. FERGUSON

360. History of the Theatre
Studies in Greek and Roman theatre. Prerequisite: A 200-level English course and Theatre 201.
(3/0/3) M. FERGUSON

361. History of the Theatre
A course of study in theatre which includes close reading and analysis of modern dramas from Ibsen to the present. Also listed as English 361. Prerequisite: A 200-level English course and Theatre 201.
(3/0/3) M. FERGUSON

FOREIGN LANGUAGES

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 process-oriented play production. Prerequisites: Theatre 201, 202, and permission of instructor.
(3/0/3) 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) BALLANCE, M. FERGUSON

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

480. Special Topics in Theatre and Related Areas
A seminar for advanced students. Subject matter varies from year to year. Prerequisite: Permission of instructor.
(2/0/3) 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.
(3/2/3) LANE, D. RODRICK

Foreign Languages

CAROLINE A. CUNNINGHAM, Department Chair
JOHN C. AKE, LAURA H. BARRAS RODEN, CAMILLE L. BETHEA,
SUSAN C. GRISWOLD, KIRSTEN A. KRICK-aigner, NANCY B.
MANDLOVE, WILLIAM W. MOUNT, JR., ERIKA SCAVILLO, CATHERINE
L. SCHMITZ, ANA MARIA J. WISEMAN, DENNIS M. WISEMAN

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

Students in the Teacher Education Program who are seeking to complete certification requirements to teach French, German, 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.

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.

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. 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.

French

CATHARINE 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.
(3/1/3) each course STAFF

201, 202. Intermediate Active French
An intensive review of the language, with emphasis on development of the four 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 fresh new 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.
(3/0/3) STAFF

241. 242. 243. Language and Culture via Satellite
Students may use the Earth Station as a language and culture classroom, selecting the amount of viewing time they wish to undertake in a given semester. Viewing hours per week (241 = 1 credit hour, 242 = 2 credit hours, 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 6 credit hours. Prerequisite: French, German or Spanish 201, or permission of instructor.
(1/3/9-1/3) STAFF

280. Special Topics in a Foreign Language
The study of special topics, at the introductory and intermediate levels, in French, German, Greek, Spanish, or other foreign languages as available.
(1/1/0/3/1/4) 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 ability to read difficult and written expression of French artfully 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 203 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 foreign idiom. Conducted in French. Prerequisite: French 203 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 context of a text through an appreciation of style, syntax, and rhetorical devices. Diverse literary genres are studied, including works of prose, fiction, and non-fiction, poetry, and theater. At the same time, emphasis is placed on the historical, social, and cultural contexts of these works. Conducted in French. Prerequisite: French 202 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, offers 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 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) CUNNIGHAM, C. SCHMITZ, D. WISEMAN

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 paid to the evolution of poetic structure and technique. Conducted in French. Prerequisite: French 308 or permission of instructor. (3/0/3) CUNNIGHAM, 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 base elements and strategies of their prose styles. Conducted in French. Prerequisite: French 308 or permission of instructor. (3/0/3) CUNNIGHAM, 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) CUNNIGHAM, 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 contravesive analysis of literary and cinematic fiction; the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda); the historical development of national film industry; and the director as author. Conducted in French. Prerequisite: French 308 or permission of instructor. (3/0/3) C. SCHMITZ, D. WISEMAN

440. The Art and Craft of Translation
To enrich and deepen 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 308 or permission of instructor. (3/0/3) CUNNIGHAM, C. SCHMITZ, D. WISEMAN

442. Oral Proficiency: Conversing and Interpreting in French
A practical approach to speaking French. Using a wide variety of spoken samples for listening practice and role-play tasks for speaking practice, the course 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 303 or permission of instructor. (3/3/4) CUNNIGHAM, C. SCHMITZ, D. WISEMAN

480. Special Topics in a Foreign Language
The study of special topics, at the advanced level, in French, German, Greek, Spanish, or other foreign languages as available. (1-3/0-3/1-4) STAFF

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 throughout. Conducted in German. (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, 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: Different Identities, Common Destinies
A freshman seminar in global perspectives that will explore the diversity and commonality of human experiences 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. (3/0/3) STAFF

241, 242, 243. Language and Culture via Satellite
Students may use the Earth Station as a language and culture classroom, deducting the amount of viewing time they wish to undertake in a given semester. 3 viewing hours per week (243 = 1 credit hour), 9 viewing hours per week (243 = 3 credit hours). Students meet with a faculty member for weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The course may be repeated up to a maximum of 6 credit hours. Prerequisite: French, German, or Spanish 201, or permission of instructor. (1-3/0-3/1-5) STAFF

280. Special Topics in a Foreign Language
The study of special topics, at the introductory and intermediate levels, in French, German, Greek, Spanish, or other foreign languages as available. (1-3/0-3/1-4) STAFF
303. Advanced German
Modern short stories are the basis for discussion 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
An introduction to present-day Germany. The course explores Germany's recent history, its geographical development, and its political, cultural, and educational institutions through authentic listening and reading materials. Conducted in German. Prerequisite: German 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) KRICK-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 fairy tale. The techniques and styles of major German authors are examined, with emphasis on their historical and social importance.
(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 this 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 (film cinematographic techniques and devices). Other topics of consideration may include the contrasting analysis of literary and cinematic fictions, the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda), the historical development of a national film industry, and the director as author. Conducted in German. Prerequisite: German 308 or permission of instructor.
(3/0/3) 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. Special Topics in a Foreign Language
The study of special topics, at the advanced level, in French, German, Greek, Spanish, or other foreign languages as available.
(1/0/3/1/1) 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) each course MOUNT

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

Spanish
SUSAN S. 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.
(5/1/3) each course AHERS
201, 202. Intermediate Active Spanish
An intensive review of the language, with emphasis on development of strong oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication is stressed in class. Prerequisite: Spanish 102 or the equivalent.
(3/3/4) each course STAFF

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.
(3/0/3) STAFF

241, 242, 243. Language and Culture via Satellite
Students may use the Earth Station to learn a language and culture, either in the classroom or at home, following the plan of their language and culture course. Students are assigned a language and culture course, and they follow the plan of their language and culture course. The course 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. Special Topics in a Foreign Language
The study of special topics, at the introductory and intermediate levels, in French, German, Greek, Spanish, or other foreign languages as available.
(1/3-0/3-1/4) STAFF

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 materials will allow students to work toward a superior level of recognition control. In the active skills, manipulative and creative practice in real communication helps students to improve productive control. The course also stresses vocabulary acquisition and accuracy in the application of grammatical principles. Conducted in Spanish. Prerequisite: Spanish 202 or the equivalent.
(3/1/3) STAFF

305. The Hispanic World: Spanish America
An introduction to the culture of Spanish America. A study of Spanish-American historical developments and major aspects and issues of social, artistic, intellectual, and political life today. Conducted in Spanish. Prerequisite: Spanish 203 or permission of instructor.
(3/3/4) BARBAS RHODEN, BETHEA, GRISWOLD, MANDLOVE

307. The Hispanic World: Spain
An introduction to the culture of Spain, with emphasis on physical geography, historical development, and contemporary Spanish society. Conducted in Spanish. Prerequisite: Spanish 202 or permission of instructor.
(3/3/4) BARBAS 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) BARBAS 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) BARBAS 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) BARBAS 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 genre, 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) BETHEA, MANDLOVE

414. Hispanic Non-Fiction
A careful reading of major essays, journalistic articles and reviews, biographies, and other non-fictional works 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.-Spanish 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) BARBAS RHODEN, BETHEA, GRISWOLD, MANDLOVE

421. Spanish and Spanish-American Film Seminar
A study of Spanish 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 (cinematic techniques and devices). Other topics of consideration may include the cinematic depiction of social and cultural realities (films as cultural mirrors, films as propaganda); the historical development of a national film industry, and the directors as auteurs. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/3/4) BARBAS RHODEN, GRISWOLD, A. WISEMAN

440. El arte de la traducción/The Craft of Translation
A practical approach to the problems and techniques of Spanish to English 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 style 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 idiomatic jargons of business, journalism, law, and politics are studied. Conducted in Spanish and English. Prerequisite: Spanish 303 or permission of instructor.
(3/0/3) BARBAS RHODEN, GRISWOLD, MANDLOVE, A. WISEMAN
The program in Gender Studies is not a major. Courses applied toward Fifteen hours (five three-hour courses) as follows:

Requirements:


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 topic courses and others approved by the Coordinators.

3. Senior Capstone Project

488. 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 a 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 committee members 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 processes that continually modify its surface. Extended field trips necessitating expenditures by students are required.

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

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

113. Introduction to the Study of Environmental Geology
   The course emphasizes how humans live with geological hazards such as earthquakes, volcanoes, landslides, and floods. The course also examines the application of the science of geology and an understanding of geologic systems to solve environmental problems resulting from the utilization of natural resources. Prerequisite: Geology 111 or permission of instructor.
   (3/4/4) FERGUSON
201. Introduction to Geography
An introduction to fundamental concepts of geography and their application to the interrelationships between humans and their natural environment.
(3/0/3) STAFF

400. Geography—Regional Studies
An interdisciplinary elective in which the advanced student blends the knowledge and interest gained in his or her major field with the methodology of earth science. The course is designed as a bridge between the two cultures of the scientist and the humanist. Prerequisite: Permission of instructor.
(3/3/4) FERGUSON

480. Special Topics in Geology
Group or individual study of topics of special interest, special need, or special content in Geoscience. Prerequisite: A previous course in Geology or permission of instructor.
(3/0/3) STAFF

Government
WILLIAM E. DEMARS, Department Chair
LINTON R. DUNSON, JR., ROBERT C. JEFFREY, JOHN L. SEITZ

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:

Government 202 and 203 must be completed, with a grade of C or higher in each course, before other courses. 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 certification requirements to teach social studies in secondary schools should refer to the Teacher Education Handbook and consult with the Chair 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 semester 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 semester 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 origins 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) DeMARS

360. Governments of Europe
An examination of the governmental institutions and political processes of selected European states in historical perspective.
(3/0/3) DUNSON

420. American Foreign Policy
A study of the forces and factors involved in the formulation and implementation of contemporary United States foreign policy.
(3/0/3) DeMARS

430. Global Issues
A study of major global issues, such as Third World poverty, the population explosion, hunger in the poor countries and food consumption in the rich countries, energy use and supplies, environmental deterioration, the appropriate and inappropriate 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) DeMARS

490. Special Topics in International Relations and Comparative Government
Selected topics in international politics and comparative politics. Subject matter varies. Prerequisite: Permission of instructor.
(3/0/3) DeMARS

Division C: Political Theory

391. Classical Political Thought
A 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, 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; (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, Modern Imperialism, 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 certification 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.

101. History of Modern Western Civilization to 1815
A basic survey of Western Civilization from the Renaissance to 1815.

(3/0/3) STAFF

102. History of Modern Western Civilization Since 1815
A basic survey of Western Civilization since 1815.

(3/0/3) STAFF

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201. History of the United States, 1607-1865
A basic survey of American history from the settlement at Jamestown to the surrender at Appomattox.

(3/0/3) BYRNES, REVELS

202. History of the United States Since 1865
A basic survey of American history from Reconstruction to the present.

(3/0/3) BYRNES, REVELS

260. Historiography and Research Methods
An introduction to the concept of historiography — "the history of history" — and guidance through selected schools of historical thought. The course also provides instruction in basic research methods, including technology-based research.

(3/0/3) BYRNES, RODRICK

304. Seminar on the Salem Witchcraft Episode
A seminar on the historical interpretations of the Salem Witchcraft event.

(3/0/3) RACINE

365. History of South Carolina
Selected topics in the history of South Carolina from the colonial period to modern times.

(3/0/3) RACINE

370. History of the American South since the Civil War
A cultural, economic, and social history of the South from 1820 to the Civil War.

(3/0/3) RACINE

390. American Colonial Society to 1763
A study of American colonials as members of the British Empire, as settlers of the new frontier, and as innovators in institutions and ideas.

(3/0/3) REVELS

311. Selected Topics in American Social History
Explorations in American society, thought, and culture.

(3/0/3) REVELS

314. American Civil War
A study of the Civil War years, 1861-1865.

(3/0/3) RACINE

316. Topics in African-American History
A study of various themes in the history of African Americans with special emphasis on slavery in the 20th century.

(3/0/3) BYRNES, REVELS

317. History of the American Frontier
A survey of the settlement of the American frontier from the colonial period to the present, with particular emphasis on the settlement of the trans-Mississippi west from 1803-1890.

(3/0/3) REVELS

319. History of American Women
An exploration of the experience of women in their public and private roles throughout American history.

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

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

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

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

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

350. The Reformation and Counter Reformation (1400-1668)
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 Christianity 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) 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 Scientific Revolution and the intellectual culture of the Enlightenment, as well as the economic, social, and political crises that preceded the French Revolution. The end of the course focuses on the French Revolution itself.
(3/0/3) SCHMITZ

370. Europe in the Age of Revolutions, 1789-1850
A survey of the revolutions in Europe, beginning with the French Revolution and continuing through the revolutionary movements of 1848-50. This course addresses the political, social, economic, and cultural pressures both leading to and resulting from revolutions.
(3/0/3) 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) 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 to power of Stalin, and then the various failed efforts to reform the communist system under Khrushchev, and, later, under Gorbachev.
(3/0/3) WHISNANT

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

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

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) WHISNANT

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

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

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

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

388. Topics in Modern Germany
An examination of crucial issues 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 century.
(3/0/3) 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 on 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) WHISNANT

391. Modern Middle East
A study 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.
(3/0/3) RODRICK

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) BYRNES

395. Modern Imperialism
An overview of the growth of European empires after 1700, particularly those of Spain, France, and Britain. Readings focus both upon the imperial powers and the perceptions and experiences of the colonies.
(3/0/3) SCHMITZ

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.
(3/0/3) 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.
(3/0/3) 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 general bibliographical study, to participate in conferences with the instructor, to report on readings, and to produce papers as directed by the instructor. Prerequisite: 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
Independent Study History 475, except in a European or non-Western field.
(1/0/3) STAFF

Special Topics in United States History
Selected problems, periods, or trends for intensive study and extensive reading. Prerequisite: Permission of instructor.
(3/0/3) STAFF

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

Humanities
JOHN COBB, 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 that these students extra initiative to do so. Students considering this major should understand that it is not intended for those who simply have a broad interest in the humanities; such students should major in one of the humanities departments and take electives in the others.

Any student interested in this major should see the Coordinator, who will discuss the suitability of the major for the student's interests and will help in selecting faculty members who might appropriately serve as a committee to direct the student's major.

Major Prerequisites:

A 3.0 cumulative grade-point average for at least three semesters or recommendation for the major by three faculty members from different humanities departments.
Major Requirements:

Eight 300- or 400-level courses (24 semester hours) from at least three different humanities departments; and Humanities 470, a three-hour independent study. Humanities 470 should be taken during the senior year (normally in the spring semester) and should integrate work from the various departments; the study would be supervised and evaluated by one faculty member from each of the departments, with one serving as Chair and primary supervisor. A six-hour senior honors project with the same interdepartmental structure may be substituted for Humanities 470.

101. Freshman Seminar in Humanities and Composition
A course designed to engage students, during their first semester, in small group seminars in humanistic inquiry, with special attention given to value questions and issues. The course includes substantial reading and group discussion, considerable work on English composition skills (comparable to that typically encountered in first-semester college English courses), and the writing of numerous short essays and other papers. Sections of the course are taught by members of the departments of English language and literature, fine arts, foreign languages, history, philosophy, and religion. Normally required of all freshmen. Students may not repeat Humanities 101.

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

475. Independent Study in Interdisciplinary Learning Communities
This course provides an opportunity for students to revisit, in a larger interdisciplinary context, values and issues questions derived from their experience in previous humanities classes. Students will work with faculty in the development and implementation of interdisciplinary learning communities; they will facilitate classroom discussions, aid in preparing and analyzing evaluation materials, and produce a substantial final project reflecting on their experience.

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

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 for Business may obtain an Emphasis in Information Management. The program is administered by the Department of Computer Science. The program 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 a resume. 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 complete a final report and a World Wide 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
ANAMARIAI WISEMAN, Coordinator

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

In addition, the Intercultural Studies major offers students the opportunity to develop interdepartmental majors in the general area of international/intercultural studies. It is intended primarily for students whose interests lie in the study of countries and cultures outside Europe and North America and whose undergraduate academic goals cannot be conveniently achieved through majors in the traditional academic departments. A student desiring to major in Intercultural Studies must work out a curriculum with the Coordinator before the beginning of the junior year.
The major requires completion of thirty-three semester hours in advanced courses approved by the Coordinator. Normally, courses will be selected from the offerings in economics, English, fine arts, foreign languages, government, history, humanities, religion, and sociology.

**Intercultural Studies for Business**

CAROLINE A. CUNNINGHAM, JAMES EDWIN PROCTOR, ANA MARÍA J. 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, and may not also minor in Business; nor may they also major in the foreign language chosen for this program's language track.

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 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 certification 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. Centered around reading and discussing materials pertaining to business topics in an international 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.

Senior Capstone Seminar offers a culminating experience in the major and study abroad component, integrating knowledge and skills from both areas. Students will work cooperatively with faculty and peers to design and complete a senior capstone project that integrates their academic and professional goals.

The project may be a research paper, an internship report, a case study analysis, or a practicum experience. Students will be expected to engage in critical thinking, problem-solving, and effective communication. The project will be evaluated against a set of criteria that assesses the student's ability to apply theoretical knowledge to practical situations.

A final seminar will be held to present the projects, allowing students to share their experiences and insights with the broader community.

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. Centered around reading and discussing materials pertaining to business topics in an international 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. 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.
   (3/3/4) 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's 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.
   (3/3/4) MANDLOVE

420. Senior Capstone
   The Senior Capstone is designed to help students focus and integrate their knowledge of Latin America and the Caribbean. Each student will complete an independent research project focusing on a specific problem or region from an interdisciplinary perspective. Students will meet together periodically to share results of their research. Normally, 320 and 321 are prerequisites for this course.
   (3/0/3) MANDLOVE

Mathematics

RICHARD L. ROBINSON, Department Chair
CLARENCE L. ABERCROMBIE, LEE O. HAGGLUND, CHARLOTTE A. KNOTT-S-ZIDES, TED R. MONROE, ANGELA B. SHIFLET

Major Prerequisites:
Mathematics 181, 182.

Major Requirements:

Twenty-seven semester hours distributed as follows: Computer Science 235; Mathematics 210, 220, 235, 450; one of Mathematics 240, 320, 421; two of Mathematics 431, 432, 441, 442; and one additional Mathematics course numbered above 200.

Students majoring in Mathematics can 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.

For students in the Teacher Education Program the Mathematics major may be earned by completing 30 semester hours as follows: Computer Science 235; Mathematics 140, 220, 235, 380, 431, 450; one of Mathematics 210, 240, 320; two additional Mathematics courses numbered above 200. Students in the Teacher Education Program who are seeking to complete certification requirements to teach mathematics should refer to the Teacher Education Handbook and consult with the Chairs of the Mathematics and Education Departments to develop plans for meeting all requirements.

120. Mathematics: The Study of Patterns
   An introduction to the essence of mathematics, namely, the discovery and verification of patterns, and to the historical role of mathematics in shaping culture.
   (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 modeling. A graphing calculator is required.
   (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. A graphing calculator is required.
   (3/0/3) STAFF

182. Calculus 2
   A graphical, numerical, and symbolic study of the theory, techniques, and applications of integrations, and an introduction to infinite series and/or differential equations. A graphing calculator is required. Prerequisite: Mathematics 181 or the equivalent.
   (3/0/3) STAFF
210. Multivariable Calculus
A study of the geometry of three-dimensional space and the calculus of functions of several variables. Prerequisite: Mathematics 182.
(3/0/3) HAGGLUND

220. Linear Algebra
The theoretical and numerical aspects of finite dimensional vector spaces, linear transformations, and matrices, with applications to such problems as systems of linear equations, difference and differential equations, and linear regression. A graphing calculator is required. Prerequisite: Mathematics 182.
(3/0/3) MONROE

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

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

380. Geometry
A study of the foundations of Euclidean geometry with emphasis on the role of the parallel postulate. An introduction to non-Euclidean (hyperbolic) geometry and its intellectual implications.
(3/0/3) HAGGLUND

421-422. Probability and Statistics
A study of probability models, random variables, estimation, hypothesis testing, and linear models, with applications to problems in the physical and social sciences. Prerequisite: Mathematics 210 or permission of instructor.
(3/0/3) each course MONROE, ROBINSON

431-432. Abstract Algebra
The axiomatic development of abstract algebraic systems, including groups, rings, integral domains, fields, and vector spaces. Prerequisite: Mathematics 220.
(3/0/3) each course HAGGLUND, MONROE

441-442. Mathematical Analysis
A rigorous study of the fundamental concepts of analysis, including limits, continuity, the derivative, the Riemann integral, and sequences and series. Prerequisites: Mathematics 210, and Mathematics 220 or 235.
(3/0/3) each course KNOTTS-ZIDES

450. Senior Mathematics
A capstone course for seniors majoring in mathematics with emphasis on problem-solving, independent study, and written and oral presentations.
(3/0/3) ROBINSON

480. Special Topics in Mathematics
Advanced topics in undergraduate mathematics offered occasionally to meet special needs. Typical topics include number theory, foundations of mathematics, topology, and complex variables.
(3/0/3) STAFF

Military Science

MAJ JAMES V. DAVIS, Department Chair
MAJ EDWARD C. BEEKER, MAJ MICHAEL C. FREEMAN, LTC JAMES R. HALL

Military Science offers a Basic Program and an Advanced Program. Satisfactory completion of six semester hours in the Basic Program may qualify the student for selection for the Advanced Program. (Satisfactory completion of a five-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of 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 graduate for either a reserve or a regular commission as a Second Lieutenant in the United States Army.

Advanced Program students and students on ROTC scholarship are required to participate in a weekly leadership laboratory. Students in the Basic Program are encouraged to participate in the department's adventure training activities, which are held periodically during the year. These activities include rappelling, marksmanship, whitewater rafting, escape and evasion, paint-ball wars, and ironman competition.

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

Basic Program

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 laboratories are optional. Open to freshmen.
(1/0/1) 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 team. Leadership laboratories are optional. Open to freshmen.
(1/0/1) STAFF
Advanced Program

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. Open to sophomores.
(2/0/2) STAFF

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

### Advanced Program

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

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

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

### Neuroscience

ALLISTON K. REID, Coordinator
GEORGE R. DAVIS, JR., DEBORAH A. GIDEON, STACEY HETTES, DAVID W. PITTMAN, GEORGE W. SHIFLET, 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 maybe counted in both.

### Biology Requirements:
Biology 111, 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.

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

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

This course is designed to permit students to learn 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.

448. Neuroscience Research Capstone II

This course is designed to permit students to learn 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 internship, research conducted in off-campus laboratories, or research conducted as 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.

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 in 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.

Prerequisites:

English 202. (Also satisfies part of the General Education requirement in English and is one of the prerequisites for the major in English.)

History 102. (Also satisfies part of the General Education requirement in History and is one of the prerequisites for the major in History.)

Requirements:

A total of twelve courses distributed as follows:

- 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.

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

Two from any of the above or the following:

- Art 305. Nineteenth Century Art
- Special Topics Seminars
- Other courses approved by the Coordinators.

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).

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 (490) 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 300-level or above. The courses taken to satisfy the minor must include at least two of the four core courses: 345, 351, 352, and 353.
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) DINKINS, MICHELMAN

206. Reasoning and Critical Thinking

A course aimed at developing the student's ability to evaluate arguments and other informative prose and to construct arguments with greater cogency and effectiveness. The course employs only a minimal amount of formal logic.

(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 their application to selected ethical problems and issues 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 and cases in the area of business.

(3/0/3) 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 question of values and ethics in the area of information science, computer technology, and society. This course is a requirement for the Computer Science major.

(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

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 concept of the rule of law. Readings include classical and contemporary essays in jurisprudence, studies of specific US and international cases, and selected Supreme Court decisions.

(3/0/3) 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. Readings include classical and contemporary essays in jurisprudence, studies of specific US and international cases, and selected Supreme Court decisions.

(3/0/3) DINKINS

310. Aesthetics

An examination of the issues in the philosophy of art placed in an art-historical context. Topics include Kant's aesthetics and the possibility of aesthetic disinterestedness, the representation of nature, theories of abstraction, and the role of aesthetic concepts in art. This course is required for the Art History major.

(3/0/3) DINKINS

311. Principles of Ethics

A study of the major systems of ethical thought, both ancient and modern, and their development. Emphasis is on the ethical examination and evaluation of those systems in light of contemporary ethical questions.

(3/0/3) KAY

321. Formal Logic

An introduction to the techniques of modern formal logic, including propositional calculus, predicate calculus, and informal logic. 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 the scope and application of African thought on basic philosophical questions of human existence with recent developments in Western philosophy.
(3/0/3) KAY

335. Buddhist Philosophy
An introduction to key concepts in Buddhism's view of persons, the world, and salvation. The course examines these concepts as they were expressed in early Buddhism and in recent Zen Buddhism.
(3/0/3) KELBER

342. Philosophy of Religion
An examination of the meaning 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 of God within the Western tradition. This course may count toward requirements for the major in Religion.
(3/0/3) KELBER

345. Metaphysics and Epistemology
A systematic survey of issues in the two fields and of their interrelations. The course considers the fundamental concepts in terms of which we think about the world, and the nature of knowledge and of justified belief.
(3/0/3) KELBER

351. Western Philosophy in Antiquity and the Middle Ages
A survey of classical and medieval thought focusing on 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 on discussion of primary texts drawn from pre-Socratic fragments, the works of Plato and Aristotle, and representatives of diverse philosophical traditions through the 14th century.
(3/0/3) DINKINS

352. Early Modern European Philosophy
A historical survey of the rise of modern European philosophy in its cultural setting during the 17th and 18th centuries. Emphasis is on the study of selected primary texts, from Descartes to Hume, in relation to the philosophical, religious, and scientific thought of their day.
(3/0/3) KAY

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

356. Phenomenology and Existentialism
A study of major figures and the two major movements in 19th and 20th century European philosophy which challenge the horizons of traditional philosophical thought. Both movements emphasize human subjectivity, including such aspects as freedom, embodiment, the intentionality of consciousness, and anxiety. The course is focused around the work of one or more of the following figures: Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, Beauvoir, Merleau-Ponty.
(3/0/3) DINKINS, MICHELMAN

420. The Philosophy of Alfred North Whitehead
A consideration of the metaphysics of A. N. Whitehead and of philosophy and theology within the process tradition.
(3/0/3) KELLER

425. Rationality and Commitment
A critical examination of the issue of the extent to which reason can and should guide our moral commitments.
(3/0/3) KELLER

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.
(1/0/3) STAFF

470. Independent Study in Philosophy
A course in which the student pursues independently, under the guidance of a member of the department, a specific philosophical topic of interest. Prerequisite: Permission of instructor.
(0/0/3) STAFF

480. Special Topics
A study centered around one philosophical topic of current interest.
(3/0/3) STAFF

**Physical Education**

MARK D. LINE, Department Chair
JAMES B. ALLEN, MICHAEL W. AYERS, FREDDIE BROWN, EDGAR I. FARMER, JR., MATTHEW E. KERN, A. WADE LANG, TERRY J. LANTZ, THOMAS C. NEEL, JACK L. TEACHEY, STEVEN E. TRAYLOR, ELIZABETH D. WALLACE, NATHAN W. WOODY, MICHAEL K. YOUNG, SAMANTHA S. YOUNG

The successful completion of two different courses, which are to be taken in the freshman year, is a General Education requirement for graduation. No student will be awarded more credits in physical education than the two semester hours for the general requirement.

The Physical Education Department does not offer a major.

101. Wellness
(3/0/1) STAFF

105. Softball
(3/0/1) STAFF

102. Fitness
(3/0/1) STAFF

106. Karate
(3/0/1) STAFF

103. Tennis
(3/0/1) STAFF

107. Dance
(3/0/1) STAFF

104. Racquetball
(3/0/1) STAFF

108. Special Activities
(3/0/1) STAFF
Physics

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 certification 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 astronomy, and to the scientific method. Does not count toward a major in Physics nor toward science requirements for the B.S. degree.

108. Astronomy
A survey course in astronomy which includes observational astronomy, the solar system, structure and evolution of stars and galaxies, and cosmology.

121-122. General Physics
A study of mechanics, heat, light, sound, electricity, magnetism, and modern physics using algebra, trigonometry, and limits.

141-142. Physics for Science and Engineering
A calculus-based study of mechanics, heat, light, sound, electricity, magnetism, and modern physics suitable for those majoring in areas such as physics or chemistry and for those in pre-engineering. Prerequisite: Mathematics 181 during or prior to 141, and Mathematics 182 during or prior to 142.

173. Advanced Beginning Physics
A study of mechanical, heat, light, sound, electricity, magnetism, and modern physics using calculus.

203. Computer Organization and Interfacing
A course situated at the point where software meets hardware. From there it leads 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 and developed with enough rigor that functioning computer systems can be successfully altered for new applications during the laboratory component of the course. The algorithms design and control programming progresses during the course from the microcode and machine language level, through hand assembly, to full assembly methods. The course concludes with an analytical comparison of competing contemporary architectures.

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 or 173.

211. Modern Physics
A study of the major developments in physics since 1895, with emphasis on special relativity, the atom, the nucleus, and "elementary particles." Prerequisite: Physics 122 or 142 or 173, and Mathematics 182.

221. Mechanics
Classical Newtonian analytical mechanics. Newton's laws are used together with vector analysis to analyze problems in statics and dynamics, with emphasis upon the latter. Problem-solving situations include rectilinear particle dynamics (especially oscillators), general particle dynamics, non-inertial reference frames, central forces, systems of particles, and mechanisms of rigid bodies. Prerequisite: Physics 121, 122 or 141, 142 or 173, and Mathematics 182.

234-235. General Physics
A study of mechanics, heat, light, sound, electricity, magnetism, and modern physics using algebra, trigonometry, and limits.
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.

**280. Special Topics**

An opportunity to participate in a special intermediate course offering. Students planning to take this course should consult with the instructor during the previous semester. Prerequisite: Physics 211.

**311. Contemporary Physics**

The general physics 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.

**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.

**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.

**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.

**370. Advanced Laboratory**

A series of four semesters of experiments and projects that develop the basic experimental skills that a student majoring in physics should have. These include use of standard physics instrumentation, some familiarity with shop tools, laboratory record-keeping and report-writing, and knowledge of ways in which basic physical quantities are measured. The basic for all of these skills are developed in the first semester in the series. The others may be taken in any order. Prerequisite: Physics 211.

**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.

**451. 452. Research**

Active participation in a research project selected from one of the department’s existing projects, or developed earlier in Physics 250 in coordination with a faculty member. The student is expected to maintain a regular weekly schedule of lab and library work in connection with this project, keep a notebook in standard form, and write a detailed research report to be retained by the faculty member. Prerequisites: Physics 221, 331, 371, and permission of instructor.

**480. Advanced Special Topics**

An opportunity to participate in a special advanced course offering. Students planning to take this course should consult with the instructor during the previous semester. Prerequisites: Physics 221, 331, 341, and 371.

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**Psychology**

ALLISTON K. REID, Department Chair
DEBORAH A. GIDEON, JOHN C. LEFEBVRE, CECILE B. MCBINCH, DAVID W. PITTMAN

**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 certification 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.
(3/3/4) STAFF

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.
(3/0/3) McANICH

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

**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.
(3/3/4) REID

210. **Sensation & Perception**
A study of the functions of sensory systems as they relate to behavior and the mechanisms of perception. Prerequisite: Psychology 220.
(3/3/4) McANICH

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

230. **Biological Psychology**
An introduction to the concepts and experimental techniques of biological psychology. This course covers the scope of genetic, neural, and hormonal processes that underlie behavior.
(3/3/4) PITTMAN

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

250. **Social Psychology**
An exploration of the basic questions addressed by social psychology (e.g., how people influence each other) and the classic experiments conducted to test the theories.
(3/0/3) McANICH

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.
(3/3/4) REID

**Electives**

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

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

280. **Current Trends and Perspectives in Psychology**
A review of the current research and theoretical basis for much of the research in psychology and behavioral neuroscience. Current areas of emphasis include moral development, sociobiology, behavioral genetics, behavioral ecology, brain lateralization, and pain. From time to time, new topics may be introduced.
(3/0/3) STAFF
310. Cognitive Science
A survey of the experimental analysis of human memory and cognition, including such topics as the organization of human memory systems, knowledge representation, language, imagery, attention, and consciousness modeling. Prerequisite: Psychology 200.

(3/0/3) REID

320. Personality
The development and identification of personality from an experimental/empirical standpoint. Prerequisites: Psychology 200 and 220.

(3/0/3) LEBEFVRE

330. Behavioral Neuroscience
An advanced study of the concepts and techniques of behavioral neuroscience. Prerequisite: Psychology 230.

(3/0/3) 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) 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. Prerequisite: 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) LEBEFVRE

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 the 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 220.

(3/0/3) GIDEON, LEBEFVRE

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) GIDEON, 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) LEBEFVRE

460. Independent Research
This course is designed to permit students to learn independent research techniques through actually planning and conducting an experiment. A final paper meeting American Psychological Association journal form requirements completes the experiment. Open only to students majoring in Psychology.

(0/6/2) STAFF

480. Special Topics Seminar
An intensive examination of an advanced area of psychology. Specific content is designed to meet the needs and interests of students. Open only to students majoring in psychology.

(3/0/3) STAFF

Religion

BYRON R. McCANE, Department Chair
A. K. ANDERSON, SHERRY E. FOHR, LARRY T. McGEHEE

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

Major Corequisites:
English 386 and one of the following: Art History 302, 303, 304; English 306; History 330, 340, 341, 350; Philosophy 225, 342, 351, 352; Psychology 404; Sociology 305, 340.

Major Requirements:
Twenty-four semester hours in courses selected from groups II-V, including Religion 475 and at least one course from each of those four groups. Religion
475 includes a comprehensive examination in the senior year. Satisfactory completion of Greek 201 and/or Philosophy 342 may each be counted as three hours toward fulfillment of the Religion major requirements.

I. Introductory Courses

200. Religions of the World
   An introduction to the major living religions found throughout the world, including Hinduism, Buddhism, Judaism, Christianity, and Islam.
   (3/0/3) STAFF

201. The Old Testament
   The life and thought of ancient Israel as seen in a literary, historical, and theological analysis of the Old Testament and 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 relevancy for modern life.
   (3/0/3) STAFF

II. The Bible

301. Jesus
   An analysis of the Gospels with concern for Jesus’ life and teachings and for earliest Christian understandings of Him.
   (3/0/3) McCANE

302. Paul
   A study of the New Testament evidence in search of an understanding of Paul and his place in Christianity.
   (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. The Formation and Authority of Christian Scripture
   A study of the formation of Christian Scripture, especially the New Testament canon, with attention to the development of its authority within the emerging Christian Church of the first three centuries.
   (3/0/3) McCANE

311. The Prophets of Israel
   The religion of the Hebrew prophets studied in historical context with concern for its contemporary relevance.
   (3/0/3) McCANE

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

III. Theology and Ethics

322. Conceptions of Christ
   Proceeding from the assumption that Christians see in Christ both a major clue to the meaning of reality as a whole and the normative embodiment of the biblical covenant between God and humankind, an investigation of historical situations in which Christology, or the Christian concept of Christ, underwent reformation.
   (3/0/3) ANDERSON

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

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

325. Christian Ethics
   A careful consideration of a variety of theological, philosophical, literary, and cinematic resources, providing a close analysis of the three central Christian virtues: faith, hope, and love.
   (3/0/3) ANDERSON

326. History of Christian Theology: The Ecclesiastical/Political Relationship
   Study of major theologians’ lectures, from the early church up to the end of the 19th century, on the appropriate or recommended relationship between the Christian community and the governmental realm. The class includes weekly analysis of major Supreme Court cases on church-state issues, and through readings and discussion, a consideration of the nature and limits of patriotism.
   (3/0/3) ANDERSON

327. The Writings of Søren 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
IV. Religious Traditions

340. Religion in America
Studies in the role played by the Judeo-Christian tradition in the formation of American
mores, thought, and culture, with due attention to the reciprocal impact of environment on
faith. Prerequisite: One course in American history or permission of instructor.
(3/0/3) MCGHEE

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

356. Religions of the Middle East
An introduction to the history of religions, beginning with philosophical and anthropological
considerations and moving to an examination of the four classical monotheistic religions:
Judaism, Zoroastrianism, Christianity, and Islam.
(3/0/3) FOHR

357. 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.
(3/0/3) FOHR

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 2,000 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

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

475. Senior Study
A required reading course to help students prepare for the Religion major examination in their
senior year. The grade for the course is the the examination grade.
(0/0/3) STAFF

480. Special Topics in Religion
A seminar in which a selected theme or problem is thoroughly studied. Emphasis on
bibliography and methodology in research.
(3/0/3) STAFF

Sociology

GERALD A. GINOCCHIO, Department Chair
CLARENCE L. ABERCROMBIE, TERRY A. FERGUSON, CHERYL E.
HARLESTON, 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 certification requirements to teach social
studies in secondary schools should refer to the Teacher Education Handbook
and consult with the Sociology and Education Department Chairs 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) FERGUSON

205. Cultural Anthropology
A study of human behavior in different societies.
(3/0/3) THURMOND

210. Introduction to Sociology
An introduction to the sociological perspective, focusing on the interrelations of individuals,
groups, and institutions in modern society.
(3/0/3) GINOCCHIO, THURMOND

215. Social Problems
An examination of social problems such as crime, poverty, inequality, and racism, emphasizing
the interplay of the various institutions of society.
(3/0/3) GINOCCHIO, THURMOND

220. Sociology of Criminal and Deviant Behavior
An application of the sociological perspective to an understanding of criminal and
deviant behavior and to attempts to control such behavior.
(3/0/3) GINOCCHIO

225. Human Ecology
An ecological approach to an examination of the relationships between natural resource bases
and the human societies they support.
(3/0/3) ABERCROMBIE

230. Urban Sociology
An examination of the nature and development of the city and of types of social behavior
characteristic of an urban environment.
(3/0/3) GINOCCHIO
240. Race and Ethnic Relations
An examination of the history, major issues, and sociological dimensions of race and ethnic relations in the United States, with a view to meeting the challenges of our increasingly multicultural society.
(3/0/3) GINOCCHIO, HARLESTON

280. Special Topics
Introductory-level research or exploration in topics not offered in the regular department courses.
(1-3/0/1-3) STAFF

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

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

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

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

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

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

340. The Development of Sociological Theory
A review and analysis of the history of social thought leading up to and focusing especially on the development of modern sociology in the 19th and 20th centuries.
(3/0/3) GINOCCHIO

480. Advanced Special Topics
Advanced-level independent research or exploration in topics not offered in the regular department courses.
(1-3/0/1-3) STAFF
The Board of Trustees

Wofford College has twenty-seven trustees, who serve as the legal governing body of the college under the conditions of the will of the Reverend Benjamin Wofford and the state charter of 1851. Trustees are elected by the South Carolina Annual Conference of the United Methodist Church.

The following list identifies those persons who served as trustees in the 2002-03 and/or 2003-04 academic years.

PAULA B. BAKER
Community Volunteer
Spartanburg, SC

THOMAS C. BRITTAIN '75
Vice-Chairman, 2002-
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

KATHERINE A. CLOSE '83
Physician
Pawleys Island, SC

JEANETTE COOPER DICKS
Minister, United Methodist Church
Florence, SC

DONALD L. FOWLER '57
President, Fowler Communications, Inc.
Columbia, SC

JIMMY I. 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

RUSSELL C. KING, JR. '56
President and Chief Operating Officer (Retired), Sonoco Products Company
Atlanta, GA

HUGH C. LANE, JR.
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

CONSTANTINOS N. PAPADOPOULOS '54
President, Papadopoulos & Associates
Houston, TX

J. E. REEVES, JR.
President, The Reeves Foundation
Summit, NJ

JEROME J. RICHARDSON '59
Founder and Owner, Carolina Panthers
Charlotte, NC

LUONNE A. ROUSE
Minister, Disciples United Methodist Church
Greenville, SC

WALTER W. SESSOMS '56
Group President — Services (Retired), BellSouth Telecommunications
Atlanta, 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.

ASHLEY R. ALLEN
Partner, Carolina Panthers
Charlotte, NC

ROBERT D. ATKINS '65
President, Atkins Machinery Company
Spartanburg, SC

JAMIE S. BOWLING
Community Volunteer
Middlesboro, KY

CHARLES J. BRADSHAW, SR. '59
President, Bradshaw Investments
Spartanburg, SC

TAD BROWN
President, Watson-Brown Foundation
Thomson, GA

PETER BRUNS
Vice President, Howard Hughes Medical Institute
Chevy Chase, MD

J. HAROLD CHANDLER '71
Chairman and Chief Executive Officer, Benefit Partners of America, LLC
Chattanooga, TN

A. FOSTER CHAPMAN '77
President, Johnson Development Associates
Spartanburg, SC

CAROL BONNER CLARK
Trustee, The Corella and B. F. Bonner Foundation
Wellington, FL

E. DAVIDSON FOSTER
Entrepreneur
Columbus, GA

POWELL A. FRASER
President, Turner Properties, Inc.
Atlanta, GA
ELAINE T. FREEMAN
Founder, ETV Endowment
Spartanburg, SC

ROBERT E. GREGORY, JR. '64
Entrepreneur
Landrum, SC

MARIANNA B. HABSREUTINGER
Community Volunteer
Spartanburg, SC

CAMERON M. HARRIS
President, Cameron M. Harris and Company
Charlotte, NC

JEFFREY HORTON
Chairman, Spartanburg County Council
Spartanburg, SC

LAURA J. HOY
Community Volunteer
Myrtle Beach, SC

STEWARD H. JOHNSON '67
President, Morgan Corporation
Spartanburg, SC

D. CHAPMAN JOHNSTON, JR.
President, The Johnston Group
Spartanburg, SC

DOUGLAS H. JOYCE '79
President, Douglas H. Joyce Investment Company
Nashville, TN

JOHN W. KUYKENDALL
President Emeritus, Davidson College
Davidson, NC

BRENDA LEE
Member, South Carolina House of Representatives
Spartanburg, SC

THOMAS J. MALONE
Vice Chairman, Milliken and Company
Spartanburg, SC

WILLIAM S. MOORE
Retired President, Sally Foster Gift Wrap Company
Spartanburg, SC

STEVEN W. MUNGO '81
President, The Mungo Company (Construction Division)
Irmo, SC

BILLY L. PAINTER
Consultant, BB&T Corporation
Spartanburg, SC

D. GRANT PEACOCK
President, D. Grant Peacock and Company
Greenville, SC

JAMES PATRICK PROTHRO '96
Vice President, Bellcorp, Inc.
Park City, UT

JOHN WILLIAM REED '75
Retired President, Modern Storage Company, Inc.
Greenville, SC

DAVID RIGGINS
Business Executive
Charlotte, NC

WILLIAM E. RUSSELL
Educator
Wellesley, MA

WILLIAM DOUGLAS SMITH '80
Speaker Pro Tempore, South Carolina House of Representatives
Spartanburg, SC

KENNETH P. SOMMERKAMP
Business Executive
Winston-Salem, NC

JAMES E. TALLEY
Educator and Former Mayor
Spartanburg, SC

JOSEPH E. TAYLOR, JR. '80
President, Southland Log Homes, Inc.
Irmo, SC

JOELLA UTLEY
Retired Physician
Spartanburg, SC

RICHARD C. WEBEL
Landscape Architect, Innocenti and Webel
Locust Valley, NY
Wofford College National Alumni
Executive Council, 2003

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 2003 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 Parent Programs, the Director of Career Services and Placement, the Associate Director of Admissions, the President of the Terrier Club (the fund-raising organization for athletics), and the Chairperson of The National Annual Fund (the annual giving program for the College).

ALUMNI EXECUTIVE COUNCIL, 2003

Paul S. Atkins ’80 (2005)
   Commissioner, Securities and Exchange Commission
   Arlington, VA

   National Chair, Wofford College Annual Fund
   Ear, Nose and Throat Surgeon, Coastal Empire Otolaryngology
   Savannah, GA

   President, Wofford College National Alumni Association
   Senior Vice President, Salomon Smith Barney, Inc.
   Spartanburg, SC

W. Scott Gantt ’83 (2003)
   President, Employee Benefits Benefit Controls of the Carolinas
   Charlotte, NC
Kevin L. Geddings '86 (2004)
Chief Executive Officer, Geddings & Phillips Communications
Columbia, SC

Frederick D. Gibbs '87 (2005)
President of First South Financial Services, First South Bank
Spartanburg, SC

Eugene W. Grace '69 (2005)
Owner and Dentist, Aesthetic Dentistry
Beaufort, SC

District Manager, Waffle House Inc.
Mauldin, SC

Van Hipp '82 (2004)
Chairman and Chief Executive Officer, American Defense International Inc.
Alexandria, VA

James M. Johnson '71 (2005)
President-elect, Wofford College National Alumni Association
President, Johnson Development
Birmingham, AL

Larry G. Joyner '76 (2003)
President, Wofford College Terrier Club 2002
Vice President and Treasurer, CWS Insurance Agency Inc.
Spartanburg, SC

Attorney, South Carolina Department of Revenue
Columbia, SC

President, Wray Ward Laseter Advertising
Charlotte, NC

C. Michael Smith '75 (2003)
Past President, Wofford College National Alumni Association
President, Orders Distributing Company
Greenville, SC

G. Murrell Smith, Jr. '90 (2005)
Legislator and Attorney, Lee, Erter, Wilson Holler & Smith
Sumter, SC

Resident Manager, Merrill Lynch
Spartanburg, SC

Joe E. Taylor, Jr. '80 (2005)
President, Southland Log Homes, Inc.
Columbia, SC

Dorothy Acee Thomas '96 (2005)
Attorney, Dickstein, Shapiro, Morin, Oshinsky
New York, NY

Attorney and Partner, Harrison, White, Smith, Hayes & Coggin, P.A.
Spartanburg, SC

Margaret Green Young '92 (2003)
Senior Manager, PricewaterhouseCoopers L.L.P.
Spartanburg, SC
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 2003 are listed below.

**CHAIRPERSONS, 2003-2004**

Mr. and Mrs. W. Fred Sams  
High Point, NC 27262

**Class of 2004**

Mr. and Mrs. Billy S. Bradley  
Silver Spring, MD

Mr. and Mrs. Bob Coble  
Columbia, SC

Dr. Leland Close, Jr.  
Dr. Gloria Close  
Spartanburg, SC

Mr. and Mrs. Joe Chandler  
Greenwood, SC

Mr. and Mrs. Osie Egbuniwe  
Greenville, SC

Mr. and Mrs. William Michael Foster  
Chesnee, SC

Mr. and Mrs. Michael Parades  
Charleston, SC

Mr. and Mrs. Benjamin T. Rook  
Greenville, SC

**Class of 2005**

Mr. and Mrs. Charles F. Baarcke, Jr.  
Mt. Pleasant, SC

Mr. and Mrs. Henri Bradshaw  
Cincinnati, OH

Ms. Annie Caldwell  
Rock Hill, SC

Dr. and Mrs. Harold Crosswell  
Columbia, SC

Mr. and Mrs. David Gibson  
Woodbine, GA

Mr. and Mrs. Bob Glennon  
Bokeelia, FL

Mr. and Mrs. James A. Grimsley, III  
Beaufort, SC

Mr. and Mrs. James Martin Harvey, Jr.  
Barnwell, SC

Mr. and Mrs. William P. Halligan  
Columbia, SC

Mr. and Mrs. H. Neel Hipp, Jr.  
Greenville, SC

Mr. and Mrs. Craig Long  
Spartanburg, SC

Mr. and Mrs. Glenn A. Luetkemeier  
Greer, SC

Dr. and Mrs. Lynn Neill  
El Paso, TX

Dr. and Mrs. John Remington  
Wilmington, NC

Mr. and Mrs. James H. Saine  
Aiken, SC

Mr. and Mrs. Barry L. Slider  
Spartanburg, SC

Dr. and Mrs. Hugh Stoddard  
Sumter, SC

Mr. and Mrs. Albert Thompson  
Montgomery, AL 36106

Mr. and Mrs. William Thomas Wilkinson  
Chapin, SC

**Class of 2006**

Mr. and Mrs. Kevin Mitchell Barth  
Florence, SC

Mr. and Mrs. Bryan Beacham  
Cleveland, TN

Dr. and Mrs. Willie J. Belton, Jr.  
Fairburn, GA

Mr. and Mrs. William H. Chandler  
Hemingway, SC

Mr. and Mrs. Lawrence H. Chewning, III  
Clinton, NC

Ms. Joyce G. Cox  
North Augusta, SC

Mr. and Mrs. William H. Creighton  
Middleburg, VA

Mr. and Mrs. Jimmy Ely, Jr.  
Charlotte, NC

Mr. and Mrs. Bernard Fields  
Cincinnati, OH

Dr. and Mrs. Wesley C. Fowler, Jr.  
Chapel Hill, NC

Mr. and Mrs. Ron E. Hewitt, Jr.  
Moore, SC

Mr. and Mrs. Bryan F. Kennedy, III  
Charlottesville, VA

Mr. and Mrs. George E. Labban  
Columbia, 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  
Easley, SC

Mr. and Mrs. Daniel Sheridan  
Anderson, SC

Mr. and Mrs. Greg D. Shurburtt  
Spartanburg, SC

Ms. Denise Wellman  
Irmo, SC

Mr. and Mrs. W. Lewis White  
Spartanburg, SC

Mr. and Mrs. Michael B.T. Wilkes  
Spartanburg, SC
The Administration, September 1, 2003

Office of the President  DuPre Administration Building
Benjamin B. Dunlap, B.A., B.A., M.A., Ph.D., President
Joab M. Lessene, Jr., B.A., M.A., Ph.D., President, Emeritus
David M. Beacham, B.A., Vice President for Administration and Secretary to the Board of Trustees
M. Amanda Floyd, B.S., Assistant to the President
Janice M. Poole, Assistant to the President

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

Registration and Records  DuPre Administration Building
Lucy B. Quinn, B.A., M.Ed., Registrar and Director of Summer Session
Edward B. Sydnor, B.A., Registrar, Emeritus

Library Services  Sandor Tesler Library
Oakley H. Coburn, A.B., M.A. in L.S., Dean of the Library and Director of Academic Program Assessment
Frank J. Anderson, B.A., M.S. in L.S., Librarian, Emeritus
Timothy E. Brown, B.A., M.L.S., Cataloging Librarian
Ibrahim Haruf, B.S., M.L.N., Collection Development Librarian
Shelley H. Sporka, B.A., M.S., Director of Technical Services
R. Phillip Stone, B.A., M.A., Archivist
Ellen L. Tillett, B.A., M.L.S., M.A., Director of Public Services

Career Services and Placement  Burwell Building
Marianna K. Leahy, B.A., Director of Career Services and Placement
John C. Akers, B.A., M.A., Ph.D., Assistant Director of Career Services and Placement

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 Conferences and Advisor to Student Radio
Debbie S. Deas, B.A., Coordinator of the Bonner Scholars Program
Darrin Goss, B.S., Director of Multicultural Affairs and Leadership Programs
Robert E. Knott, Jr., B.A., M.A., Director of Residence Life
Heather J. Morrow, B.S., Director of Student Activities and Greek Life
Phillip Lynwood Pace, B.A., M.Div., Director of Volunteer Services

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

Student Health Services  H.R. Black Infirmary
Elizabeth D. Wallace, B.S., R.N., Associate Dean of Students and Director of Health Services
Robert A. Hornsby, M.D., College Physician
Melvin D. Medlock, M.D., College Physician
Eric D. Norton, M.D., College Physician
Mack C. Pooke, M.D., College Physician
Ralph L. Messner, M.D., College Physician

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

Admissions  Hugh S. Black Hall
Brand R. Stille, B.A., Director of Admissions
B. Terrell Ball, B.A., M.Ed., Associate Director of Admissions and Director of the Alumni Admissions Program
Ellen M. Cartee, B.A., Admissions Counselor
Thomas M. Henson, B.A., M.Ed., Admissions Counselor
Gary J. Jennings, B.A., Admissions Counselor
Jennifer L. Lister, B.A., Admissions Counselor

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

Development  Papadopoulos Building
Marion B. Peavey, B.A., M.A., Senior Vice President for Development and College Relations

Prospect Relations and Major Giving  Hugh S. Black Hall
David M. Atchley, B.A., Associate Vice President for Development
Edwin H. Story, B.S., Assistant Vice President and Director of Development
Lynda H. Bennett, Coordinator of Prospect Research
Margaret B. Morrison, B.S., Coordinator of Donor Relations
Deborah N. Thompson, B.A., Director of Special Alumni Projects and Assistant to the Senior Vice President
Alumni Affairs and Parents Programs  Papadopoulos Building  
Charles H. Gray, B.A., M.Ed., Director of Alumni and Parents Programs  

Annual Giving Papadopoulos Building  
Lisa H. DeFreitas, B.A., Director of Annual Giving  

Planned Giving Papadopoulos Building  
D. Smith Patterson, B.A., M.B.A., Director of Gift Planning  

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

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

Institutional Research, Evaluation, and Website Hugh S. Black Hall  
Boyce M. Lawton, III, B.S., M.S., Executive Director of Institutional Research and Evaluation and College Webmaster  
S. Lucas McMullan, B.A., M.A., Assistant to the Vice President for Planning and Marketing  
Jennifer B. Page, B.A., Assistant Webmaster  

Information Technology F. W. Olin Building  
David M. Whisnant, B.S., Ph.D., Vice President for Information Technology  
Martin E. Aigner, B.A., M.A., Assistant Director of Information Technology  
Joseph L. Brunet, B.S., M.A., Help Center Manager  
Jason A. Burr, B.S., Banner Programmer and Backup Specialist  
Cathy A. Conner, Administrative Assistant  
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  
James Watts Hudgens, B.A., M.S., Network Administrator  
Blake Johnson, Help Center Support Specialist  
Heather E. Mitchell, B.A., M.A., Telephone System/Banner System and Web Administrator  
Chris H. Myers, B.A., Banner Trainer  
Brian M. Rawlinson, B.S., Technology Operations Manager  
James C. Sawyers, B.S., Help Center Support Specialist  
P. Scott Sperka, B.A., Help Center Support Specialist  
J. Ron Wood, B.A., System Administrator  

Campus Ministry Main Building  

Intercollegiate Athletics  
Richardson Physical Activities Building  
Richard A. Johnson, B.S., M.B.A., Director of Intercollegiate Athletics  

James B. Allen, B.S., Associate Men's Basketball Coach  
Michael W. Ayers, B.A., M.A., Head Football Coach  
Edward C. Beeker, B.A., M.A., Assistant Rifle Coach  
Joseph C. Bowman, B.S., M.S., Ed.D., Recruiting Coordinator  
Elizabeth H. Boyd, Ticket Manager  
Scott L. Brickman, B.A., Assistant Baseball Coach  
Freddie Brown, B.A., Assistant Football Coach and Head Track Coach  
Amy M. Craft, B.S., M.S., Assistant Director of Terrier Club  
Mark Cohen, B.A., Associate Director of Athletics/Director of Sports Information  
Edgar L. Farmer, B.A., Assistant Women's Basketball Coach  
Brad L. Gilkeson, B.S., M.S., Strength and Conditioning Coach  
J. Randall Hall, B.S., Head Rifle Coach  
Corey J. Helle, B.A., Head Volleyball Coach  
S. Ashley Horton, B.A., Assistant Women's Soccer Coach  
Matthew E. Kerr, B.A., Head Men's Soccer Coach  
Amy Burns Kiah, B.A., Head Women's Soccer Coach  
Andrew L. Kish, B.S., Director of Athletics Facilities  
Bruce H. Lackey, B.S., M.A., Assistant Football Coach  
Adam H. Laney, B.S., Assistant Men's Soccer Coach  
A. Wade Lang, B.A., M.Ed., Assistant Football Coach  
Terry J. Lantz, B.A., M.Ed., Assistant Football Coach  
Teresa L. Lewitt, B.A., Associate Director of Athletics  
Mark D. Line, B.S., M.A., Associate Director of Athletics for Sports Program  
C. Randolph Malaffey, B.A., M.A.T., Head Women's Golf Coach  
Ben D. Mathis, B.S., Director of Marketing and Promotions  
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  
Daniel R. O'Connell, B.S., Head Men's Golf Coach  
R. Alex Peavey, B.A., M.S., Assistant Men's Basketball Coach  
Roderick A. Ray, B.S., Head Men's and Women's Tennis Coach  
Roger S. Saltsman, B.A., Head Cross Country Coach  
Jack L. Teachey, B.S., Assistant Football Coach  
Steven E. Traylor, B.A., M.A., Head Baseball Coach  
Elizabeth L. Wilkes, B.A., Compliance Coordinator  
Nathan W. Woody, B.A., Assistant Football Coach  
Michael K. Young, B.S., Head Men's Basketball Coach  
Samantha S. Young, B.S., M.S., Head Women's Basketball Coach  

222 223
The Faculty 2001-2002, 2002-03

(Academic year of appointment to faculty in parentheses after each name)

Clarence Lewis Abernathy (1973)
Professor of Biology
B.A., Emory University

Martin Erwin Aigner (1972)
Professor of History
B.A., University of Oklahoma

John Charles Akers (1972)
Assistant Director of Career Services and Associate Professor of Foreign Languages
B.A., M.A., Middle Tennessee State University

Jane Marie Arrington (2000)
Lecturer in Chemistry
B.S. Xavier University

Instructor in Theatre
M.F.A., Brandeis University

Laura Helen Barbas (1991)
Assistant Professor of Foreign Languages
B.A., University of Oklahoma

Charles Gibson Bass (1980)
McCalla Professor of Chemistry
Dr. and Mrs. Larry Bass College; Ph.D., University of Tennessee

Edward Carr Beeker (1969)
Major, United States Army
A.B., Davidson College

Walter George Bolter (1951)
Visiting Professor of Accounting
B.S.E. and M.S., University of Maryland

John Adam Brannon (1972)
Lecturer in Computer Science
B.S., Wofford College

Lieutenant Colonel, United States Army
Professor of Military Science
B.A., Wofford College; M.A., Troy State University

Mark Stephen Byrnes (2001)
Assistant Professor of History
B.A., Lafayette College; M.A., 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

John Cleveland Cobb (February 1994)
Associate Professor of English, Assistant College Marshal 2002, Assistant Faculty Marshal 2003
B.A., Wofford College; M.A., M.Phil., Ph.D., Rutgers University

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

Caroline Allen Cunningham (1984)
Professor of Foreign Languages, Faculty Marshal 2002, College Marshal 2003
B.A., University of Georgia; M.A., Ph.D., University of North Carolina

George Rufus Davis, Jr. (1993)
Associate Professor of Biology and Faculty Marshal 2003
B.S., Campbell University; Ph.D., University of North Carolina

Dexter Davison (Spring 2002)
Lecturer in Mathematics
B.S., University of Oklahoma; M.Ed., Converse College; M.S., Clemson University

Susanna Delfino (Spring 2003)
Lewis P. Jones Visiting Professor of History
B.S., M.A., Ph.D., University of Genoa

William Emile 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 2002) (Spring 2003)
Lecturer in English
B.A., Wake Forest University; M.A., University of Virginia

Dennis Michael Dooley (1969)
Professor of English
A.B., Loyola College; M.A., Kent State University; Ph.D., Vanderbilt University
Karen Hope Goodchild (February 1999)
Assistant Professor of Art
B.A., University of Georgia; M.A., Ph.D., University of Virginia

Natalie Susette Grimm (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 Foreign Languages
B.A., University of North Carolina at Greensboro; Ph.D., Vanderbilt University

James Richard Gross (1966)/Retired May 2003
Mr. and Mrs. T. R. Garrison Professor of English and Theatre
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)
Major, United States Army
Assistant Professor of Military Science
B.S., Wofford College

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

Shannon Alane Harry (Spring 2002) (Fall 2002) (Spring 2003)
Lecturer in Computer Science
B.A., Wofford College

Jameica Byers Hill (1993)
Associate Professor of Chemistry and Assistant College Marshal 2003
B.S., Wofford College; Ph.D., Clemson University

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

James Watts Hudgens (Fall 2001) (Spring 2002)
Lecturer in Computer Science
B.A., University of Notre Dame; M.S., University of Tennessee

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

Charles Dwight Kay (1986)
Professor of Philosophy
A.B., Princeton University; M.A., Ph.D., University of Pittsburgh

Philip Sven Keenan (1981)
Associate Professor of Accounting
B.A., Michigan State University; M.B.A., University of Michigan; C.P.A.
James Albert Keller (1972)
Samuel Pate Gardner Professor of Philosophy
S.B., Massachusetts Institute of Technology; M.Div., Pittsburgh Theological Seminary; M.Phil., Ph.D., Yale University

Assistant Professor of Mathematics
B.A., Guilford College; M.S., Ph.D., University of Tennessee

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

David Irwin Kushner (1996)
Associate Professor of Biology
B.A., University of California, Santa Barbara; M.A., San Francisco State University; Ph.D., University of Kentucky

John Edward Lane (1988)
Associate Professor of English
B.A., Wofford College; M.F.A., Bennington College

Boyce Mendenhall Lawton, III (Spring 2003)
Lecturer in Computer Science
B.S., University of South Carolina; M.S., University of Illinois at Urbana-Champaign

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

Associate Professor of Physics
B.S., University of Southwestern Louisiana; Ph.D., Texas A & M University

Joab Mauldin Lesesne, Jr. (Fall 2001) (Fall 2002)
President of the College and Professor of History, Emeritus
B.A., Erskine College; M.A., Ph.D., University of South Carolina

Mark David Line (1985)
Associate Dean of Students and Instructor in Physical Education
B.S., Erskine College; M.A., Western Kentucky University

Paul Chester Longley (2000)/Through May 2002
Instructor and Technical Director in Theatre
B.A., Appalachian State University; M.F.A., University of Arkansas

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)
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B.A., Hanover College; M.S., Emory University; Ph.D., University of New Mexico

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

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

William Shepard McAninch (Spring 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

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

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

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

Ted Richard Monroe (1990)
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Peter Allen Moore (2002)
Lecturer in Music
B.A., Wofford College

Robert Eric Moss (1992)
Associate Professor of Biology
B.A., University of Pennsylvania; Ph.D., Harvard University

William Wilson Mount, Jr. (1977)/Retired May 2003
Albert C. Outler Professor of Religion
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Michael Jennings Overbay (Fall 2001)
Lecturer in Computer Science
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Drayton Smith Patterson (Spring 2002)
Lecturer in Finance
B.A., Wofford College; M.B.A., The Wharton School of Business at University of Pennsylvania

David Wayne Pittman (2001)
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B.S., Wofford College; M.S., Ph.D., Florida State University

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James Edwin Proctor (1981)
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B.A., Wofford College; M.B.A., University of South Carolina; Ph.D., Clemson University

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Philip Noel Racine (1969)
William R. Kenan, Jr., Professor of History
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Douglas Alan Rayner (February 1989)
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William Eddie Richardson (2002)
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Retired Faculty, 2001-2002, 2002-03

Fred Thomas Adams
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Joaquin Fernandez De Velasco  
Deceased March 2002  
Professor of Foreign Languages, Emeritus  
B.A., Havana Institute; M.A., Middlebury College; Ph.D., University of Havana

Harry Donald Dobbs  
Professor of Biology, Emeritus  
A.B., M.S., Ph.D., Emory University

Edmund Henry  
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A.B., Syracuse University; Ph.D., University of Rochester

William Brooks Hubbard  
Deceased January 2003  
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Lewis Pinckney Jones  
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William R. Kenan, Jr., Professor of Biology, Emeritus  
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Joab Mauldin Lesesne, Jr.  
President of the College and Professor of History, Emeritus  
B.A., Erskine College; M.A., Ph.D., University of South Carolina

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

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

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

William Scott 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

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

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

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

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

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

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

John Lewis Seitz  
Professor of Government, Emeritus  
B.A., M.P.A., Syracuse University; Ph.D., University of Wisconsin

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

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

Thomas Vernon Thoroughman  
Professor of History, Emeritus  
B.A., M.A., Emory University; Ph.D., University of North Carolina
## Degrees and Honors Conferred 2001

### Bachelor of Arts Degree

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Honors</th>
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<tbody>
<tr>
<td>Jami Lynn Anthony</td>
<td>Bachelor of Arts Degree</td>
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<td>Samuel Dean Baughman, Jr.</td>
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<td>Jennifer Tobitha Bridges</td>
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<td>Samantha Barton Corboy</td>
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<td>David Michael Bolding</td>
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<td>Richard Lee Grunt, Jr.</td>
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<td>Rachel Allison Harvey</td>
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<td>Van Williams High</td>
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<td>Ruth Walker Nicholson Hedges</td>
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<td>Kylee Amanda Jennings</td>
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### Bachelor of Science Degree

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Honorary Degree

Joel Mauldin Lesesne, Jr. ............................................................ Doctor of Humane Letters

Honors in 2001 Graduating Class

Summa Cum Laude

Kimberly Nadine Allen
Brandon Mark Boyce
Mark Andrew Brown
Rosemary Grace De Antonio
Heather Marie Dodmond
Benjamin Joseph Gaunt
Matthew Wainwright Grover
Rachel Allison Harvey
Emory Clark Henderson
Frampton Wyman Henderson, III
Sarah Gayle Huxford

Magna Cum Laude

Edward Preston Barganier, III
Lindsey Brooke Bigbie
Nichole Theresa Biglin
Brian Robert Boder
Leah Patricia Bryan
Lindsey Marie Cafferg
Joshua Benjamin Robert Cooper
Joshua David Crepps
Emily Caroline Dixon
David Jenell Fallow
Allison Lee Haley
Marissa K. Jacobson
Kathryn Aleese Kane

Cum Laude

Everett Guy Ballenger
Heidi Amber Best
Emily Colillard Blanton
Jennifer Tobitha Bridges
Chau Hong Chiu
Sammie Clooney
Stephen Barton Corboy
Stephen Mack Creed, Jr.
Alicia Beth DeFronzo
Susan McDonald Drake
Elizabeth Brooke Ferguson
Richard Lee Grant, Jr.
Holly Breitenbach Gunter
Lauren Marie Hall
Ruth Varensory Horger
Amy Michelle Jakobe
Amy Elizabeth Lancaster
Eric Scott Lanford

Algeron Sydney Sullivan Awards
Matthew W. Grover
Bobby V. Pinson

Mary Mildred Sullivan Awards
Mary E. Voiter
Carolyn F. Hannah

Class of 2001

B.A. Graduates 178
B.S. Graduates 79
TOTAL GRADUATES 257
Degrees and Honors Conferred 2002

Bachelor of Arts Degree

Stephanie M. Adeline
Thomas Cloud Anderson, Jr.
Seth Patrick Ashburn
Donna Fouad Ayad, Jr.
Amber Lorraine Babgy
Scott Tompkins Ballew
Chase Todd Barrister
Robert Campbell Barnett, III
Natacha Leigh Bartsch
Dorothy Fair Beard
Jaimie Lin Belford
Donna Fouad Ayyad
John James Berman
Amanda Michelle Berman
Natascha Leigh Bartseh
Camilla Blackledge
Jill Finley Bland, IV
Fred Rogers Blevins
Kevin Matthew Bowyer
James Blake Boyd, III
Cynthia Dawn Brewer
Andrew Preston Brittain
Darren Edward Brown
Camilla McKenzie Brunson
Francis Lee Bryan, IV
Jonathan Isaac Buntrock
Christopher Dial Burwell
Nancy Lynn Busby
Abby Leigh Caldwell
Lisa Hancock Cameron
Ebony Kayweesee Carolina
Cristy Lynn Carter
Jill Elizabeth Case
Andrew Heron Christman
Allen Oshin Clark, III
Phoebe Annette Clark
Virginia Amanda Clark
Keating Simon Coleman
Christopher Michael Cotugno
Rachel Joan Courtright
Andrew Martin Crane, Jr.
Spenor McCormick Cutting
Scotty Lee Dean
Debbie Simone Deas
Robert Jose d'Eriazans, IV
Evan Curtis Derrick
Charles Richard Dixon
John Alexander Dolson
Katherine Linda Dollason
William Bernard DuPree
Michael Patrick Echomedi
Jennifer Marie Eckert
Christopher Antonio Lamont Edwards
William Brett Edwards
William Christian English
Jennifer Noel Evanko
Kristi Alice Farmer
James Matthew Flynn
Andreas Gail Galloway
William Watts Garland
Laura Yorke Gerrald
Michael Patrick Gibson
Clay Bennett Gordon, Jr.
Kimberly Dawn Grande
Avory Belton Greenlee
Michael William Elia
Brad Cook Hattenbeck
Robert Ward Hammett
Miller Montgomery Harper
Calvin Kenneth Hastie, Jr.
Marion Elizabeth Hawley
Sean Gabriel Hayden
Lindsey Elizabeth Heide
John Irvine Henderson
Britton Elizabeth Hinks
Stephanie Anne Hupp
Matthew Warren Holmes
Gregory Quinn Horton, Jr.
Ragun Williams Howard
Thomas David Howe
Joel Steve Hughes
Elizabeth Anne Hutchinson
Richard Patrick Hutchinson
William Joseph Hutto
Amy Michelle Infield
Jennifer Lynn Irmlnd
Michael Jordan Innan
Wilmot Brown Irvin, Jr.
Michael David Johnson
Milton Robene Johnson
William Reamer Johnson
John Blasingame Johnston
Philip Evan Jones
David Paul Jordan
Shane Patrick Kerr
James Lucas Kilgo
Charles Bailey King, Jr.
Dorothy Boyle King
Maria Ulhia King
Timothy Ryan Langley
Christine Ann Latham
Derrick Courtney Leonard
Jason Edward Lewis
Richard Scott Lipfert
James Andrew Lira, Jr.
Christina Joanna Long
Tanner Barnett Lowe
Michael Hunsley Malone
Shamika Lesette Martin
Meghan Leigh McAdams
Rilton Garrett Bethel McCallum
Booker Taliaferro McDowell
Munique Renee McElven
William Curtis McGirt, III
Samuel Lucas McMillan
Hannah Kristin Metts
Eric Herbert Micke
Laddson Fraizer Mills, IV
Leonard Christopher Millsaps, II
April Leigh Mitchell
Lindsay Jill Molitor
Jennifer Rachel Monroe
Robert Benjamin Moody
Susan Christine Muller
Brett Thomas Myers
Jamie Stewart Neel
John Calvin Noel, NID
Kristopher Mitchell Nceidy
Jennifer Ann Nutt
Ryan William Newton
Chantelle North-Crooksho
Alison Victoria Nunally
Brian Patton OShea
Marianna Stokes Page
Kara Adrienne Palmquist
David Andrew Partin
Lindsay Marie Patrick
Joseph Donald Perry
Beverly Ann Poplin
Anthony Charles Prestipino, Jr.
Katherine Flazer Reed
Thomas Adair Register
Jessica Sensurr Ridgill
John Elliott Rogers, II
Leigh Armstrong Rossmanick
Stephanie Elgin Rowell
Elizabeth Dorang Scarborough
Amy McIntyre Schilling
Joy Lynn Seay
Patricia Brooke Segars
Wesley Fox Sellaw

Bachelor of Science Degree

Bradley Scott Amerson
Brian Carroll Arrington
James Paul Atkinson
Catherine Bresluff Field Baker
Christine Elizabeth Banks
David Matthew Barrnwell
Natacha Leigh Bartsch
DeAnna Estella Bedney
Sara Marie Berntson
Audrie Louise Bishop
Laura Lalor Blackwell
Charles Thomas Bono
William Frederick Bolden
Janie Catherine Bruce
Ellie Baker Gaines Caldwell
William Bradley Campbell
Erin Nicole Cassell
Stacey Eugene Clark
David Fred Dayton
Blake Fitzpatrick, Derrick
Julian Spencer Dixon, IV
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Brianne Lea Dunn
Stephen Bradley Elliott
Claire Elizabeth Essex
Lee Kilpatrick Finkbeir, Jr.
Sarah Ashley Ford
Benjamin James Foster
Catherine Delecia Lashay Franks
Richard Vernon Gregory
Rebecca Leigh Gardner
Robert Williams Gough, III
Carl Francis Sloan
Stacy Elizabeth Small
Brandon Everett Smith
Lettice Lucile Smith
Tanner James Spry
Julie Rebecca Stanley
William Strat Stavov, Jr.
Adam Walter Steen
Elizabeth Dorothy Stephenson
Clarke Rudolph Stokes
Scott Andrew Stonestreet
Elizabeth Boyd Storke
Bruce Wayne Stuard
Lindsey Alden Sweatman
Amanda Richardson Thomas
Adamme Leigh Thornton
Brionne Whitney Thrasher
Ashby Travis Zackerle Trammell
Robert Latex Trapp
Kalen Steve Walton
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John David Wansley, Jr.
Matthew Clay Warren
Bryan Kenneth Waters
Jennie Marie Weaver
April Christine Williams
Eric Michael Williams
Katherine Elizabeth Williams
Theophilus Dorius Williams

Rebecca Lynn Gush
John Robert Hamilton
Gary James Hotly, Jr.
Shahid Mohammad Javary
Nina Elizabeth Jerks
Heather Brooke Joyce
Joel Carlton Key
Laura Allison Key
Farheen Rabi Khan
Adam Webster Kirklin
Benjamin Schafer Koch
Jamie Lynn Martin
Sara Lindsay Martin
Maurice Jermaine Marie
Scott McKay
Rebekah Louise McGa
Margaret Durham Medlin
Charles Lawrence Moore
Paul Shane Morrow
Eric Martin Nash
Basil Nezat
Sarah Jane Netherton
Tate Anson Osterman
Parker Winfred Page
Margaret Gibson Pickens
Albert Stanley Porth, Jr.
Erin Amanda Potts
John Garnett Ramsbottom, III
Sarah Joanna Ramsey
William Hardwick Rhodes
### Honorary Degrees

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### Honors in 2002 Graduating Class

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#### Magna Cum Laude

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### Algernon Sydney Sullivan Awards

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### Mary Mildred Sullivan

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## Student Body Statistics

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### Geographical Distribution of Student Body 2001-2002

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### Students Entering September 2002

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