2013-2014 Catalogue

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Photos by Mark Olencki ’75
Directory for Correspondence

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Career Counseling and Placement............... The Director of The Space

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

The telephone number is 864-597-4000.

Website: www.wofford.edu

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

While Wofford College reserves the right to make changes in its calendar, policies, regulations, fees, prices and curriculum, the information in this Catalogue accurately reflects policy and states progress requirements for graduation effective Sept. 1, 2013.

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 in the Academic Regulations section starting on page 54.

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 2013-2014

Fall Semester 2013

August
28-31 Wednesday-Saturday – Orientation for new students
29-30 Thursday-Friday – Pre-session faculty workshop/meetings

September
1 Sunday – Orientation for new students
2 Monday – Classes begin
6 Friday – Last day for adding and dropping courses

October
1-4 Tuesday-Friday – Registration for Interim Abroad 2014
18 Friday – Fall Academic Holiday
18 Friday – First grading period ends
21 Monday – Mid-semester grades due at 5:30 p.m.
22-25 Tuesday-Friday – Registration for Interim 2014

November
8 Friday – Last day for dropping courses with passing grade (WP)
12-15 Tuesday-Friday – Registration for Spring 2014 semester
27-29 Wednesday-Friday – Thanksgiving holiday, no class

December
2 Monday – Classes resume
3 Tuesday – First Interim class – 11 a.m. (professors' option)
6 Friday – Last day of Fall semester classes
9-13 Monday-Friday – Fall semester final examinations
13 Friday – Christmas holidays begin at 5:30 p.m.
16 Monday – Final grades due at 5:30 p.m.

Interim 2014

January
5 Sunday – Residence halls open
6 Monday – Interim begins; last day for adding and dropping courses
30 Thursday – Last day of Interim classes
**Spring Semester 2014**

February  
2 Sunday – Check-in for new resident students  
3 Monday – Classes begin  
7 Friday – Last day for adding and dropping courses  
10 Monday – Interim grades due at 5:30 p.m.

March  
4 Tuesday – Summer session registration opens  
21 Friday – First grading period ends  
24 Monday – Mid-semester grades due at 5:30 p.m.

April  
7-11 Monday-Friday – Spring holidays, no class  
14 Monday – Classes resume  
18 Friday – Last day for dropping courses with passing grade (WP)  
22-25 Tuesday-Friday – Registration for fall 2014

May  
6-9 Tuesday-Friday – Priority registration for Interim Abroad 2015  
9 Friday – Last day of spring semester classes  
12-16 Monday-Friday – Spring semester final examinations  
16 Friday – Final grades due for graduating seniors at 5:30 p.m.  
17-18 Saturday-Sunday – Commencement activities  
19 Monday – Final grades due at 5:30 p.m.

**Summer Session 2014**

Summer I Term 2014  
June  
2 Monday – First day of class  
3 Tuesday – Last day for adding and dropping courses

July  
1 Tuesday – Last day for dropping courses with passing grade (WP)  
1 Tuesday – Last day of class  
2-3 Wednesday-Thursday – Final exams  
5 Friday – July 4th holiday; no classes

Summer II Term 2014  
July  
7 Monday – First day of class  
8 Tuesday – Last day for adding and dropping courses

August  
5 Tuesday – Last day for dropping courses with passing grade (WP)  
5 Tuesday – Last day of class  
6-7 Wednesday-Thursday – Final exams
Academic Year
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The College

Main Building, 1854
Purpose of the College

Established in 1854 and related to the United Methodist Church, Wofford College is a privately supported four-year liberal arts college.

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

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

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


Mission of the College

Wofford’s mission is to provide superior liberal arts education that prepares its students for extraordinary and positive contributions to society. The focus of Wofford’s mission is upon fostering commitment to excellence in character, performance, leadership, service to others and life-long learning.

Adopted by the Board of Trustees, May 5, 1998

History of the College

On July 4, 1851, the future Methodist Bishop William Wightman came to a beautiful site on a high ridge overlooking the tiny courthouse village of Spartanburg, S.C. As more than 4,000 people looked on, he made the keynote address while local Masons laid the cornerstone for Wofford College. A distinguished professor and journalist as well as a clergyman, Wightman 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 education, combining moral principle ... with the enlightened and cultivated understanding which is the product of thorough scholarship.”

Wofford later experienced both good times and hard times, but it stands more than 160 years later as one of a handful of pre-Civil War American colleges operating continuously and successfully on its original campus. It has offered carefully selected students a respected academic program, tempered with
Academic Year 2013-2014

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 came about because of the vision and generosity of an individual. Benjamin Wofford was born in rural Spartanburg County on Oct. 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, 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 Dec. 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. Benjamin Wofford’s will was approved in solemn form on March 14, 1851, and the college charter from the South Carolina General Assembly is dated Dec. 16, 1851.

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

Construction finally began in the summer of 1852 under the supervision of Ephraim Clayton of Asheville, N.C. Skilled African-American carpenters executed uniquely beautiful woodwork, including a pulpit and pews for the chapel. The college bell arrived from the Meneely Foundry in West Troy, N.Y., and, from the west tower of “Old Main,” it continues to sing out as the “voice of Wofford.” The exterior of the building today is true to the original design, but the interior has been modernized and renovated three times — in the early 1900s, in the 1960s, and in 2007.

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

After an administration that was highly successful both educationally and financially, President William Wightman resigned in 1859 to launch yet another Methodist college, Birmingham-Southern in Alabama. He was replaced by the Rev. 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 Gen. William Tecumseh 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 archives.) The situation was 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 Tobias Hartwell played a key role in Spartanburg’s emerging African-American community. Nevertheless, Wofford’s history from the end of the Civil War until 1900 was dominated by one man — James H. Carlisle. A member of the original faculty and then president of the college from 1875 through 1902, he initially taught mathematics and astronomy, but his real strength was his ability to develop alumni of character, one student at a time. Three generations of graduates remembered individual visits with Carlisle in his campus home, now occupied by the dean of students. To them, he was “The Doctor,” “Wofford’s spiritual endowment,” and “the most distinguished South Carolinian of his day.”

The curriculum gradually evolved during Carlisle’s administration; for example, he shocked everyone by delivering his first presidential commencement address in English rather than in Latin. Nevertheless, many lasting traditions of Wofford life date from his administration. Four surviving chapters of national social fraternities (Kappa Alpha, 1869; Sigma Alpha Epsilon, 1885; Pi Kappa Alpha, 1891; and Kappa Sigma, 1894) were chartered on the campus. Such organizations owned or rented houses in the Spartanburg village, because in those days, professors lived in college housing while students were expected to make their own arrangements for room and board. To meet some of their needs, two students from the North Carolina mountains, Zach and Zeb Whiteside, opened and operated Wofford’s first dining hall in Main Building. Although music was not part of the curriculum, there was an active glee club. Union 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 each received a Bible signed by faculty members.

In 1895, delegates from 10 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. Delegates also came from Trinity College in Durham, N.C., which later emerged as Duke University under the presidential leadership of Wofford alumni John C. Kilgo and William Preston Few. 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—Whitefoord Smith Library (now the Daniel Building), 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 pre-eminent South Carolina historian of the day. James A. “Graveyard” Chiles published a widely used textbook, and he and his Wofford students founded the national honorary society for German studies, Delta Phi Alpha. The “Wofford Lyceum” brought William Jennings Bryan, Woodrow Wilson, and other guest speakers to the campus.

Although eight women graduated from Wofford in the classes of 1901-1904, the average enrollment in the early 20th century was about 400 men. The cornerstone of residential campus life was an unwritten honor code, for decades administered with stern-but-fair paternalism by the dean of the college, A. Mason DuPré. Modern student government began in 1909, and the first issue of a campus newspaper, the Old Gold & Black, appeared in 1915. World War I introduced Army officer training to the campus, and after the conflict came voluntary ROTC, one of the first such units to be approved at an independent college. Snobbery, drinking, dancing and other alleged excesses contributed to an anti-fraternity “Philanthropean” movement among the students, and the Greek-letter organizations were forced underground for several years. A unique society called the “Senior Order of Gnomes” apparently owed its beginnings to a desire to emphasize and protect certain “old-fashioned” values and traditions associated with the college. Both intramural and intercollegiate sports were popular, with the baseball teams achieving the most prestige. The 1909 team adopted a pit bull terrier (“Jack”), and he proved to be the inspiration for a permanent mascot.

Despite 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 untarnished.

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 graduates served in the military in large numbers, many as junior combat officers or aviators. At least 75 alumni were killed. Wofford’s enrollment was so drastically reduced that the Army took over the campus on Feb. 22, 1943, to offer accelerated academic instruction for Air Corps officers. The faculty and 96 remaining Wofford students did their work at Spartanburg Junior College or at Converse.

After the war, under the stimulus of the G.I. Bill of Rights, enrollment suddenly shot up to 720 during 1947-48. This figure was almost twice the reasonable capacity of Wofford’s facilities, already taxed by two decades of postponed maintenance. 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 whether they should unify their colleges on a new, rural campus at the foot of the Blue Ridge Mountains. 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 nationwide controversy.

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

Despite these efforts, Wofford still was not really ready for the “Boomers” when they finally began arriving on campus in the late 1960s. As the distinguished sociologist Wade Clark Roof ’61 has said, they were (and are) “a generation of seekers” inclined to ask tough questions and unwilling to accept arbitrary authority and institutions. While students did not doubt that administrators cared deeply about their welfare, they still squawked about a long list of rules, room inspections, and twice-a-week chapel assemblies. Even at this late date, first-year students wore beanies and were “ratted” by upperclass students 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. Another 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 has proved to be healthy and wise. It has been a principle that the college steadfastly has 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 and service-learning program in the United Methodist tradition undergirds this commitment.

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

Wofford also began to confront its need to become a more inclusive community. This process has been evolutionary and remains ongoing. After observing a token but troubled period of racial desegregation at flagship universities across the South, the Wofford Board of Trustees in the spring of 1964 announced that applicants for admission henceforth would be considered without regard to race. Wofford thus became one of the first independent colleges across the “Cotton Belt” to take such a step voluntarily. 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. Residential co-education at Wofford became a reality with the Class of 1980, and by the mid-1990s, women made up more than 45 percent of the student body. From the beginning, 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, serving until he retired at the end of the 1999-2000 academic year.
Lesesne oversaw much success at the college. In 1972, Wofford’s endowment
market value was $3.8 million; in 1999, it was approximately $90 million, thanks
in part of a $13 million bequest from the estate of Mrs. Charles Daniel. The
downtown campus doubled in size, and new structures included the Campus
Life Building with its Tony White Theater and Benjamin Johnson Arena, the
$6 million Franklin W. Olin Building, the Papadopoulos Building, the Roger
Milliken Science Center, and three new fully networked residence halls. The
college received national recognition as a “higher education best buy” and came
to be listed in most of the selective colleges guides.

Since the early 1960s, Wofford had been struggling to find an athletic identity
— the college’s investment exceeded the norm for “good time sports,” but it was
insufficient to 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 larger, more
diverse student body. Wofford carefully moved step-by-step from NAIA to
membership in the Southern Conference, NCAA Division I. 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. In the 2000s, Wofford football teams made four trips
to the NCAA Football Championship Series Playoffs, and Wofford claimed
SoCon championships in baseball, men’s soccer and men’s basketball. In the
five years beginning in 2006-2007, Wofford won the SoCon’s D.S. McAlister
Sportsmanship Award three times and ranked high in its NCAA Academic
Progress Rate statistics.

After he became Wofford’s 10th president in 2000, Benjamin B. Dunlap
completed the long-awaited restoration and technological modernization of
“Old Main,” with particular emphasis on Leonard Auditorium. Located on the
first floor were the Campus Ministry Center and Mickel Chapel, with several
memorials to faculty and alumni. After careful study, Wofford trustees approved
a gradual plan to increase the size of the student body to about 1,600 with a
full-time faculty-to-student ratio of 1 to 11. Making this growth possible was
the development of the award-winning Wofford Village with apartment-style
housing to renew personal relationships among seniors while further connecting
them with lifestyles they planned to take up as they graduated and moved out
into the world. “Fun Funds” also broadened social and recreational opportunities
involving the entire student community. Dunlap went on to challenge the
faculty to “make connections,” combining the core curriculum with new
majors in theatre, Chinese and environmental studies as well as advanced and
highly innovative opportunities for research, internships and study abroad. In
2008, he signed the Presidents Climate Commitment, signaling the beginning
of a new “Gold, Black & Green” initiative. Its academic component was an
interdisciplinary major in environmental studies that incorporated perspectives
from the natural sciences, social sciences and the humanities. Students studied
both on campus and at the Goodall Environmental Studies Center at Glendale,
S.C., which has received LEED Platinum certification. Annual *Open Doors* surveys conducted by the Institute of International Education consistently ranked Wofford in the top 10 of all colleges and universities in the nation in the percentage of students who received academic credit overseas. Faculty earned national recognition in the development of multi-disciplinary learning communities.

As the Class of 2012 prepared to graduate, the popular Dunlap announced that he would retire as the college’s 10th president on June 30, 2013. The closing years of his tenure saw some exciting new institutional developments that helped bridge the gap between educational theory and action. The Space in The Mungo Center, established in 2010, focused on building upon a liberal arts foundation to help students develop an advanced set of professional skills desired by employers and valued in the marketplace. The Center for Global and Community Engagement provided new perspectives on spiritual life and mutual understanding as well as new avenues of service to a hopeful city facing many challenges. The Center for Innovation and Learning supported the faculty with fresh ideas and added resources for the improvement of teaching.

On July 1, 2013, Dr. Nayef H. Samhat became Wofford’s 11th president. He had been provost and professor of political science and international studies at Kenyon College in Gambier, Ohio, since 2009. Samhat held several positions at Centre College in Danville, Ky., from 1996 to 2009, including associate dean of the college, the Frank B. and Virginia Hower Associate Professor of Government and International Studies, chair of the Division of Social Studies, and the National Endowment for the Humanities Associate Professor of Government and International Studies. He also served as the coordinator of the Environmental Field Experience Program and an instructor in the Department of Political Science at Northwestern University in Evanston, Ill., from 1995 to 1996.

After receiving his bachelor’s degree in international affairs from The George Washington University in Washington, D.C., in 1983, Samhat received his master of international affairs degree from Columbia University in New York City. He received his Ph.D. in political science from Northwestern University, where he also received a minor in comparative political economy.

If William Wightman could return to the Wofford campus today, he undoubtedly would look with pride at his Main Building, freshly restored and renovated to serve new generations of 21st century students. He surely could 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 also would perceive roots that have grown continuously deeper since the college’s beginning. Methodist Bishop William H. Willimon ’68 is the former dean of the chapel at Duke University and the father of two 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 to helping students believe in
themselves — yet never to excess. I loved it all.”

So, the words that Professor K.D. Coates wrote for the Wofford Centennial
in 1954 still ring true in the third millennium: “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 Southern Association of Colleges and
Schools Commission on Colleges to award baccalaureate degrees. Contact the
Commission on Colleges at 1866 Southern Lane, Decatur, Ga. 30033-4097 or call
404-679-4500 for questions about the accreditation of Wofford College.

**Phi Beta Kappa**

Phi Beta Kappa is America’s oldest and most widely recognized collegiate
honor society. It was founded in 1776 at the College of William and Mary. As
of 2013, there were 283 chapters at the strongest and best-respected colleges
and universities in the country. Each chapter may elect about 10 percent of the
eligible students in each graduating class.

Since 1941, Wofford has served as the host institution for Beta chapter of South
Carolina by demonstrating that the liberal arts and sciences— the traditional core
of higher learning— are at the center of its educational program. By attending a
Phi Beta Kappa college and being elected to membership in the society, Wofford
men and women become associated with a group that fosters freedom of inquiry
and expression, disciplinary rigor in learning, breadth of perspective, diversity of
opinion, and the application of the skills of deliberation in the pursuit of a more
just and peaceful world. With about 600,000 living members, the society offers
ample opportunities for networking with other Phi Beta Kappa key holders in
the United States and abroad.

**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 primarily in the Sandor Teszler Library, a three-level building with seating accommodations for 385 readers. In service since the fall of 1969 and named as one of the “Outstanding Buildings of the Year” by the South Carolina Chapter of the American Institute of Architects, the building was dedicated in 1971 and named for Sandor Teszler, a well-known textile leader.

The library is a student-centered information commons with a staff of 14 who provide many services, including research assistance, instruction in using the library’s rich holdings of books, periodicals, electronic resources and other media. Library staff members are available 93 hours a week to assist users. There are more than 250,000 items in the collection, including books, bound journals, microform equivalents, films and DVDs. The on-line resources available include a wide range of more than 150 databases, more than 200,000 electronic books and 45,000 electronic journals - all of these available at all times through the campus network. The library’s web page and campus portal provide access to the full range of services: www.wofford.edu/library/. Wireless access is available throughout the building.

The library’s online catalogue includes the holdings of Wofford College, but also provides links to a number of local, regional and national libraries and information resources. The library is a member of PASCAL, South Carolina’s electronic library, which provides shared access to collections among all the state’s institutions of higher education.

Also housed in the library are the Wofford College Archives, and the records and historical materials of the South Carolina Conference of the United Methodist Church. The Littlejohn Collection holds a growing collection of historic documents and artifacts. The Rare Books Room houses some 10,000 volumes of scholarly material from the 15th through the 20th centuries. The building also includes conference areas with media facilities, the college’s Writing Center, and a gallery with a changing schedule of exhibitions through the course of each year. Significant renovations were completed in 2011 and 2012 to provide greater access and comfort for students.

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 that provides an effective study experience for developing abilities and motivations for lives of success, service and fulfillment. A liberal arts education emphasizes general knowledge and intellectual skills. It acquaints students with the best of our cultural heritage and develops the abilities to think, to learn, to communicate, to judge, to adapt, and to solve problems. In a Christian community, liberal arts education also promotes character and mature ethical choices. All of these are qualities and attainments highly valued by the college.

Wofford has modified its programs over the years to include new and relevant material and approaches, but the college’s concept of the purposes and reasons for a liberal arts education has seen little change.
The Honor Code
Because Wofford is committed to the moral growth as well as the intellectual growth of its students and staff, and because academic freedom and responsibility demand that members of the community embrace principles of good conduct, the college emphasizes personal integrity as its highest value. Dishonesty is especially destructive of the academic process. The Honor Code requires students to pledge honesty in their academic work and sets forth appropriate responses to those who violate that pledge. The Honor Code is published in the Student Handbook.

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

General Requirements
All students are to complete a core of general requirements to ensure a broad exposure to our intellectual heritage. These required studies are in English, Fine Arts, Foreign Languages, Humanities, Science, History, Philosophy, Religion, Cultural Perspectives, Mathematics, and Physical Education. General education requirements are intended to promote breadth of knowledge, integration of disciplinary perspectives, and understanding of diverse cultures. Wofford’s program seeks to develop skills and competencies for intellectual inquiry and personal growth. (For details, see “Specifics of Distribution Requirements,” in Chapter VI of this Catalogue.)

Fields of Study
The curriculum also provides that, in addition to the core of general requirements, each student is to complete a major in one of several fields: Accounting, Art History, Biology, Business Economics, Chemistry, Chinese, Computer Science, Economics, English Language and Literature (including Creative Writing), Environmental Studies, Finance, French, German, Government, History, Humanities, Intercultural Studies, Mathematics, Philosophy, Physics, Psychology, Religion, Sociology, Spanish, or Theatre. Other programs in the curriculum allow students to focus their study, but in less depth than provided in a major. Minors, concentrations and areas of emphases are available in numerous areas. (For details see “Elective Programs of Study” in Chapter VI of this Catalogue.)

Pre-Professional Preparation
Many students attend Wofford to prepare themselves for professional careers. The curriculum provides sound pre-professional background for careers or postgraduate study in education, law, medicine, dentistry, nursing, veterinary science, engineering and theology.

Pre-professional advisers at Wofford assist students in planning programs of study appropriate to their interests and to the degree requirements of the college. (See “Pre-Professional Programs” in Chapter VI of this Catalogue.)
**Interim**

Interim occupies the month of January and encourages Wofford faculty and students to innovate, experiment and explore the new and untried by focusing on a single study project for the month. 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. Generally there are few projects offered each January in which traditional A-F letter grades are used (when appropriate) 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 in other countries. Such experiences offer invaluable educational enhancement and help develop intercultural awareness.

Several examples of available study abroad programs are outlined below. Interested students may consult the Office of International Programs staff for information about the opportunities.

**The Presidential International Scholar**

Through the generosity of a friend of the college, each year one rising junior or senior is given financial support for study and travel in developing nations of the world. Selected by the president of the college, the recipient, known as the Presidential International Scholar, is expected to plan a program of research and experience in the developing world. This special opportunity is intended to expose students to diverse world cultures and some of the problems that define the contemporary world. The 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 returning to campus.

**International Programs**

Wofford’s associations with the Council on International Education Exchange (CIEE), the Institute for the International Education of Students (IES), the School for International Training (SIT), the Danish Institute for Study Abroad (DIS), and other programs make available to Wofford students a number of opportunities for year-long, semester-long, January 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. Faculty-led opportunities are available during Interim.
These programs offer a wide variety of courses and specialized curricula; several do not require preparation in a foreign language, but do require on-site language study. For the Wofford students who participate, credits in these programs are awarded by Wofford and thus are included in the computation of the cumulative grade-point averages of those students. Financial aid may be applied toward program costs and other educational expenses for approved semester and year-long study abroad.

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.

Further information about these programs is available in the Office of International Programs or at www.wofford.edu/internationalprograms. This office also assists students in applying to participate in internship programs in Washington, D.C., and New York, N.Y.

**Emerging Leaders Initiative (ELI)**

The Emerging Leaders Initiative (ELI) provides students with an opportunity to engage in vocational discernment and explore church leadership and theological education while at Wofford. ELI participants may be awarded scholarships connected with their participation in the program. They have a personal mentoring relationship with the chaplain of the college. The program includes six focus areas:

- self-awareness
- service and social action
- vocational discernment
- spiritual direction
- theological education
- ministry inquiry

Students in ELI may participate as ELI Scholars or ELI Fellows. Scholars may receive scholarships and participate in self-awareness, service, social action and vocational discernment. Fellows receive scholarships and participate in the six focus areas. Admission to the program is on a rolling basis, and begins with a personal interview with the chaplain.

**The Space in The Mungo Center**

Founded in 2010, The Space in The Mungo Center houses seven programs that bridge the space between the theoretical and practical. The programs leverage the college's liberal arts foundation and focus on developing skills and talents that give Wofford students a competitive advantage regardless of the future they pursue. The Space truly changes the paradigm of preparing students for the transition to life after college by providing practical tools and hands-on experience for the world of work. Whether students anticipate a career in finance, the jump to medical or law school, entrepreneurship, or anything in between, The Space will help them get there.
The Space to: Prepare
The Space to: Prepare houses the Career Services office, the Sophomore Experience and the Institute, three programs that help Wofford students develop the skills necessary to gain meaningful employment or entry into graduate or professional programs of study.

Career Services provides the following opportunities:
1. Career exploration and coaching
2. Career information, including a wide range of online resources outlining various industries, companies, and career paths
3. Administration and interpretation of career planning assessments, including the Myers-Briggs Type Inventory, the Strong Interest Inventory, and StrengthsQuest
4. Workshops, including career planning, interview skills, resumé writing skills and other special topics, such as major choice
5. Assistance to those pursuing graduate or professional school acceptance, by providing individual counseling, personal statement review and special events such as Graduate School Day
6. Assistance in securing the first position after graduation through job vacancy notices posted on Terrierlink (Wofford’s online job board), alumni networking, and on-campus interviews with corporate recruiters, as well as the following events/services:
   a. South Carolina Independent Colleges and Universities Career Connection event
   b. Internet resumé posting
   c. Internship development and preparation
7. Part-time job location and development, including on-campus jobs and off-campus opportunities with local organizations
8. Employment, graduate school acceptance, and salary data gathered from Wofford College graduates and compiled from national information sources

Career Services staff members seek to fulfill the following goals:
1. Provide career coaching and guidance
2. Deliver relevant and meaningful career development workshops and training modules
3. Provide opportunities for experiential learning and vocational discernment
4. Provide opportunities for full-time employment and graduate or professional school acceptance

The Space to: Impact (formerly the Success Initiative)
The Space to: Impact (formerly the Success Initiative) is a competitive four-year program available to incoming and current Wofford students that teaches new essential skills, such as design thinking, entrepreneurship and social entrepreneurship, project management and the consultative approach to problem solving.

Students work individually or in teams to create projects that have an impact on the community around them. Students who successfully complete the Impact program will have a number of projects that show employers their ability to apply their liberal arts knowledge in a real-world setting. While Impact is an academic program, participation does not carry academic credit.
**The Space to: Launch**

Launch is an entrepreneurial group that supports students in the concept, development and launch of a business idea. Those selected to participate work toward creating a real, viable business during the year. Launch advisers provide support to members through discussion of ideas and instruction including generating and formulating ideas; assessing opportunities: developing a business plan; raising capital; establishing operations and operational controls; managing cash flow; and determining exit strategies.

**The Space to: Consult**

Consult is a student consulting group focused on providing businesses and organizations with strategies and solutions to improve performance. This is accomplished through detailed research, creative solution development and implementation planning.

Students learn the basics of business consulting, project management, solution development, analysis and a number of other skills needed to create a value-based solution. Consult advisers provide assistance throughout each engagement.

**The Space to: Explore**

In the global economy, employees with the ability to help their organizations work successfully in other countries and cultures add tremendous value, regardless of the industry. The purpose of The Space to: Explore is to help make the Wofford liberal arts degree global-ready by providing internship and travel opportunities in the BRICS nations (Brazil, Russia, India, China and South Africa) through two programs: The BRICS Initiative and The India Internships. The BRICS countries are in the process of changing the political and economic map of the 21st century. Combined, the countries currently account for more than 25 percent of the world's land area and 40 percent of the world's population.

Students with an in-depth understanding of the cultural, religious, governmental and economic forces that drive these countries will have a distinct employment advantage, regardless of major.

The BRICS Initiative is a nine-month, non-credit-granting program that gives students an opportunity to learn about each of the five BRICS nations during Interim. In the summer, a two-week in-country visit will provide context and depth to the classroom learning. In September, students will present what they've learned during a professional conference with local and regional businesses interested in learning more about these nations.

The India Internships are highly competitive and available to two students annually. Participants spend the months of June, July and August working in Manipal, India. Students must be able to manage the travel, climate and work expectations, which include a customary six-day workweek.

**The Institute**

The Institute provides participants with a substantial set of skills directly applicable in the professional workplace. Scheduled during the second session of summer school, this four-week, residential program awards no credit to the student. The classroom portion of the program incorporates topics such as leadership
development; innovation and creativity in problem solving; leveraging technology; public speaking and professional presentation skills; executive writing; understanding global issues; project and time management; business etiquette and personal finance; résumé development and interview skills.

A real-world consulting assignment from an organization experiencing a specific difficulty forms the cornerstone of the program. Each team of students meets with the senior management of their self-selected client, discusses the relevant issues, project plans the assignment, investigates options and develops solutions. The team presents findings and recommendations to the organization’s leadership in the fifth week. This is not a simulation or theoretical assignment. This is a robust consulting project that prepares students for challenges that will be faced in environments after Wofford.

To add further value, senior executives from prominent organizations are guest lecturers at various times during the program, providing further insight into the relevant global issues of today. Select readings are discussed and integrated into the program.

**The Sophomore Experience**
The Sophomore Experience is a two-day annual conference held off-campus at the start of Interim. Participation requires prior registration and a small fee. The program focuses on establishing a foundation of characteristics and behaviors that lead to success. Session topics include developing strengths, networking, major choice, securing an internship, LinkedIn and etiquette.

Students compete in a negotiation simulation and a guest executive delivers a keynote address on key factors of success. The 2013 guest executive was Rob Glander, CEO of Guardian Warranty. Additional speakers address all attendees during the evening meal and throughout the event.

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

**Army Reserve Officer Training Corps**
Completion of the Army Reserve Officer Training Corps (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. (See section on ROTC in Chapter VI and on Military Science in Chapter VII of this Catalogue.)

The United States Army gives financial support to the 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.)

**Cooperation with Other Institutions**

The academic programs offered at Wofford are supplemented by a cooperative cross-registration arrangement between Wofford and neighboring Converse College, as well as USC-Upstate. Students at each institution may register on a space-available basis for certain courses offered at the other colleges, 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 among the colleges is fostered.

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 40 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.
Academic Year
2013-2014

Admission

Michael S. Brown Village Center, 2011
Wofford College admits, on a competitive basis, men and women of good character who demonstrate the potential for successful academic work at Wofford. The college seeks students who are ready to assume responsibility for their personal behavior and for their learning, and who will contribute to the campus community. Wofford welcomes students from diverse racial, cultural, economic, geographic and religious backgrounds.

**Dates of Entrance**

First-year and transfer students may enter the college in September, January or February.

**Application Procedures**

Students interested in applying for admission should visit [www.wofford.edu/admission](http://www.wofford.edu/admission), which contains the necessary forms and instructions for both first-year students and transfer applicants. The Admission Web page also provides financial aid and scholarship information, “Fast Facts” about Wofford, a profile of the incoming class and a virtual tour of the campus.

Here is a summary of application procedures and policies:

1. Each person seeking admission must complete the Common Application online and submit it with a $35 non-refundable application fee to the Admission Office. There is a link to the Common Application on the Admission website. It also can be found at [www.commonapp.org](http://www.commonapp.org).

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 Common Application School Report are required and are to be sent directly to the Admission Office by the schools attended. For **transfer applicants**, transcripts of both high school and college work are required; all these materials are to be sent directly to the Admission Office by the schools and colleges concerned. For **home school applicants**, accredited home school transcripts (if applicable) and/or portfolios recording all high school work completed are required. These should be sent to the Admission Office 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 first-year class** and **transfer applicants** are required to submit either Scholastic Aptitude Test (SAT) scores or American College Testing Program (ACT) scores. The SAT or ACT writing test also is required.

4. Letters of recommendation from teachers or other respected adults who know first-year or transfer applicants well are encouraged. Such letters may be sent to the Admission Office.

5. A Medical History and Physical Examination Form will be provided electronically to each accepted applicant. This form must be completed by a physician and returned to the Admission 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>
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<tbody>
<tr>
<td>Early Decision</td>
<td>November 1</td>
<td>December 1</td>
</tr>
<tr>
<td>Early Action</td>
<td>November 15</td>
<td>February 1</td>
</tr>
<tr>
<td>Regular Decision</td>
<td>February 1</td>
<td>March 15</td>
</tr>
</tbody>
</table>

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

Students admitted for the fall semester may reserve space in the student body by submitting the required deposits on or before May 1. These deposits, which are nonrefundable, are $500 for resident students and $300 for commuting students. The deposits are applied toward the comprehensive fees due for the fall semester (or, for students entering Wofford in the spring semester, are applied toward the comprehensive fees due for that semester). Available spaces in campus residence halls are limited, and assignments to them are made according to the dates the deposits are received by the Admission Office.

**Early Decision**

This application deadline is recommended for students for whom Wofford is a clear first choice.

Early Decision at Wofford allows students for whom Wofford is a first choice to commit to the college at the point of application. To apply for Early Decision, students must submit a completed application for admission and other required information by Nov. 1. Students who are admitted Early Decision are expected to enroll at Wofford. This application deadline is binding, and students admitted through Early Decision must pay their $500 nonrefundable housing deposit ($300 for commuting students) by Jan. 15 and withdraw applications to all other colleges or universities. Students applying for Early Decision to Wofford may not apply to other institutions in a binding Early Decision option.

All applicants for Early Decision can be considered for merit and need-based financial aid. If, after signing the Early Decision agreement and committing to enroll at Wofford if admitted, Wofford is not affordable, students applying for Early Decision may be released from the Early Decision commitment.
Early Action
This application deadline is recommended for students who do not have a clear first choice college at the point of application.

Early Action is a nonbinding application deadline and allows students to receive a decision about admission and scholarship earlier in the process than a Regular Decision applicant. Students must apply by Nov. 15 and, if admitted, have until May 1 to make a decision about where they will enroll. The nonrefundable $500 housing deposit ($300 for commuting students) is due on or before May 1.

Regular Decision
This application deadline is recommended for students who do not have a clear first choice at the point of application and cannot meet the Early Action deadline.

Interviews and Campus Visits
Applicants and other interested students are encouraged to visit the campus and talk with college representatives. Visitors are served more effectively when arrangements are made in advance. Appointments for interviews, Admission presentations, and campus tours can be scheduled for weekdays at 10 a.m. and 2 p.m. and for Saturdays at 10 a.m. (during the school year only). Also, several times each year the college hosts campus visitation programs for high school juniors and seniors.

Interested students and parents should contact the Admission Office for further information about these and other opportunities for visiting the campus. The office is located in Hugh S. Black Building. The telephone number is 864-597-4130, and the fax number is 864-597-4147. The email address is admission@wofford.edu, and the website is www.wofford.edu.

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

- English: 4 years
- Mathematics: 4 years
- Laboratory Science: 3 years
- Foreign Language: 3 years (in one language)
- Social Studies: 2 years

Each applicant is judged on his or her merit as a potential Wofford student. In reaching each of its decisions, the Committee on Admission pays particular attention to the applicant’s courses, grades, level of curriculum, class rank, test scores, extracurricular leadership and service, and recommendations from the guidance counselor, and others who know the student well.
The college will consider applicants whose educational circumstances are unusual. Students desiring to enter Wofford prior to attaining a high school diploma and students who by nontraditional means have attained the equivalent of admission requirements will be considered on an individual basis. The Committee on Admission carefully reviews such applicants and may grant admission upon evidence of superior ability and maturity. An interview with an Admission staff member is strongly suggested for these applicants.

**Transfer from Other Institutions of Higher Education**

Candidates submitting evidence of studies successfully completed at other institutions of higher education may be considered for admission with advanced standing, provided they are eligible for re-admission to the institutions they last attended and that they meet the regulations governing admission to Wofford College. To be eligible for admission, transfer applicants are expected to present grade-point averages of at least 2.50 from four-year colleges and at least 3.00 from two-year colleges.

Wofford College will evaluate for possible transfer coursework that is equivalent to course offerings at Wofford and determined to be appropriate and applicable to the liberal arts curriculum.

To be eligible for review:

1. The grade received in the course must be equivalent to a ‘C’ (2.00) or higher
2. Wofford College must have a similar program or course offering
3. The coursework must be completed at an institution of higher learning recognized by one of the six regional accrediting associations

Wofford College credits are expressed in semester hours. Courses evaluated for transfer from colleges and universities with different credit systems (quarter hours, units, etc.) are converted to semester hours. The Office of the Registrar determines which credits will transfer to the college, whereas the chair of the department concerned determines the applicability of the course.

The maximum amount of credit acceptable upon transfer from a two-year college is 62 semester hours and 90 semester hours from a four-year institution (exclusive of credit in basic military science). No more than two semester hours in physical education will be accepted. The college will not accept credit for any course work completed as part of a wilderness expedition, leadership training or semester at sea program. Grade-point averages are not transferred from previously attended institutions, but only credit hours. Wofford’s residency requirement stipulates that the last 34 credit hours of coursework and more than half of the requirements for the major must be completed at Wofford College in order to earn a Wofford degree.
Readmission of Former Students

The readmission process is administered by the Office of the Registrar. Please see the Academic Regulations section of the catalogue for additional information.

Recognition of Credits and Exemptions

Wofford recognizes credits and exemptions from a variety of programs (listed below). No more than 30 semester hours of credit may be awarded through any one program or combination of programs for incoming first year students.

Dual Enrollment for High School Juniors and Seniors

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

The dual enrollment program provides the 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 10th of their class, and must be recommended by their principals. The course fees for students in this program are equal to the per-semester-hour fee charged during summer school.

PACE and Other Accelerated High School Programs

Wofford will recognize (subject to the restrictions normally applied to acceptance of transfer work) the course equivalencies of college-level work taken in PACE or other such accelerated high school programs.

College-Level Examination Program (CLEP)

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

Advanced Placement Program (AP)

The college grants exemption and credit for acceptable scores (4 or higher, except on calculus BC, for which 3 or higher is acceptable) on most tests in the Advanced Placement program. Variances include the provisions that no credit is awarded for the International English Language 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. For a list of
AP scores and credit please visit www.wofford.edu/registrar/apChart.aspx.

**Cambridge International Examinations (CIE)**

Wofford awards six to eight hours credit per class for A levels with a grade of A or B as long as the CIE subject is within the Wofford curriculum.

**The International Baccalaureate Program (IB)**

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

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

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

**Educational Opportunities for Nontraditional Applicants**

Wofford 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 Admission and the Registrar and to submit their credentials for evaluation.
Campus Life and Student Development
Wofford College staff members work to provide opportunities and guidance for students to develop a community in which they grow mentally, spiritually, socially, emotionally, intellectually and physically. Campus life programs are intended to enable students to become persons who will make a positive difference in the communities in which they will live.

The Deans exercise general supervision over the student development and campus life programs intended to help meet the needs and to cultivate the capacities of students. Services are available through the offices of Student Affairs; Mungo Center for Professional Excellence; Campus Ministry and the Center for Global and Community Engagement; Financial Aid; Greek Life; Hugh R. Black Wellness Center; Campus Recreation, Intramurals and Club Sports; Multicultural Affairs; Residence Life; and Student Activities.

**Academic Advising Programs**

**Faculty Advising for First-year Students and Sophomores**

Upon entering the college, each new student is assigned a faculty adviser, in a relationship that normally continues through the student’s second year. Before students register for classes, they plan their academic programs with the assistance of their advisers, who also are available throughout the year to offer curricular or non-curricular guidance.

To take full advantage of advisers’ abilities and interests in assisting students with sound, helpful counsel in the critical first two years of college, first-year students and sophomores should contact their advisers on any matters with which they need help. Special steps may be taken to ensure that students on academic probation avail themselves of advising services.

**Faculty Advising for Juniors and Seniors**

By March 1 of the sophomore year, students are expected to specify the academic department or program in which they intend to major. When that step is taken, the department chair or faculty coordinator in the intended major becomes the student’s adviser for the junior and senior years. During that time, students may and should consult their advisers 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 advisers to students in certain study programs that cut across majors and classes. These programs include those for studies leading toward professional schools in medicine, dentistry, nursing, veterinary medicine, pharmacy, Christian ministry, engineering, and law; for preparation for licensure in secondary-school teaching; and for study abroad. Advisers and students in these programs work together to outline plans of study.
that are appropriate to the students’ interests, to the requirements of the non-Wofford agencies and institutions involved, and to the degree requirements of the college. (See information in Chapter VI, Degree and Program Requirements.)

**Tutoring Services**

The Director of Peer Tutoring organizes upperclass students 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. Students interested in receiving assistance should contact peerTutor@woford.edu. Students interested in receiving assistance in foreign languages should contact flpeertutors@woford.edu.

**Athletics**

The college is a member of the National Collegiate Athletic Association Division I, with Division I FCS 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, indoor track, cross country, golf, riflery, soccer, and tennis; and women’s teams in basketball, cross country, golf, indoor track, outdoor track, riflery, soccer, tennis and volleyball.

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

**Hugh R. Black Wellness Center**

**Medical Services**

A campus health care program provides primary care for resident students and educates them on preventive measures concerning their health and well being. The college maintains an on-campus, limited-service clinic staffed Monday through Friday from 8 a.m. to 5 p.m. by a licensed health care provider. A nurse practitioner is available on a part-time basis throughout the week. The nurse practitioner hours are posted online at www.woford.edu/healthservices. Students may be referred, when appropriate, to the college physicians in the Spartanburg community. The physicians are available for regular appointments as well as after-hours consultations.

Non-emergency visits to the Hugh R. Black Wellness Center, in the Hugh R. Black Building, should be made during regular office hours (8 a.m.-5 p.m.) and at times that do not conflict with classes. The student must assume the responsibility for communicating directly with the professor in matters concerning missed classes, assignments or exams because of illness. Please refer to the Excuse Policy for Illnesses for a full description.

The payment of the comprehensive fee entitles resident students to unlimited visits to the clinic on campus and to office visits with the 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 by calling Campus Safety at 864-597-4911. The officers on duty will contact the resident assistant or resident director on duty or the Student Affairs staff member on call.

Spartanburg Regional Medical Center is located close to the college. The following community services are available to students as needed:

- **The Spartanburg Regional Medical Center Emergency Room and EMS are just minutes away and are available for emergency situations.**
- **Regional-On-Call is a free service. A licensed health professional provides accurate health and wellness information by phone. It operates 24 hours a day, seven days a week at 864-591-7999.**

**Counseling Services**

Counseling Services are available to Wofford students and covered by the comprehensive fee on a time-limited basis. By contacting the Hugh R. Black Wellness Center, a student can make an appointment to see a counselor on campus or receive assistance in a referral for a counselor off campus.

**Disability Services**

The Wellness Center staff 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 Hugh R. Black Wellness Center. Guidelines for documentation are available from the director or online at [www.wofford.edu/healthservices](http://www.wofford.edu/healthservices).

**The Wofford Wellness Program**

The Wofford Wellness Program provides the community with wellness programming throughout the year. Alcohol and drug education, referrals, a resource room, OSHA training, and peer training on wellness issues also are available through Wofford Wellness.

**The Office of the Chaplain**

In addition to the Counseling Office in the Hugh R. Black Wellness Center, the Chaplain is available to provide pastoral care and counseling to all members of the college community regardless of race, culture, religion, sexual orientation, socioeconomic status, gender or ability.
The Center for Global and Community Engagement (CGCE)

One of the goals of the Wofford experience is to prepare students for lives of service, civic engagement, philanthropy and social justice. The Center for Global and Community Engagement (CGCE) is a collaborative effort among several offices and centers on campus and in the community. It is a place where students may become involved in projects, direct service, philanthropy and social change both in the Spartanburg area and around the world. The Halligan Campus Ministry Center, and the Corella Bonner Service Learning Office are the primary partners in the CGCE. The CGCE links students with community service agencies, placing students where they may be most effective in meeting needs. This program is open to all Wofford students.

Religious and Spiritual Life

As an institution related to the United Methodist Church, Wofford seeks to create a campus atmosphere congenial to spiritual development and social justice. The Methodist heritage fosters on the campus an appreciation of many faiths and a free exchange of ideas.

Religious and spiritual life activities under the direction of the Chaplain include regular services of worship and weekly celebrations of Holy Communion. Religious groups from several traditions, including Jewish, Muslim, Hindu and Christian (Roman Catholic, Protestant, and Orthodox) have regular meetings and periodic lectures and forums. Professionally trained and credentialed leaders serve as campus ministers for these groups. Student-organized religious and spiritual groups also function on campus.

Para-church groups have staff and offer activities on campus and in the community. Convocations dealing with issues of religion, spirituality and ethics are made available to the campus community.

The Office of the Chaplain, the Campus Ministry Center, and the Service Learning Center share a common vision of “an alliance of activist learners equipped and empowered to build more just, peaceful and sustainable communities.” Together, these offices develop educational experiences that implement this vision.

The Halligan Campus Ministry Center

The mission of the Halligan Campus Ministry Center is to

- inspire participation in the spiritual journey
- engage in the theological exploration of vocation
- build a more just, peaceful and sustainable world

Whether one is wrestling with big questions or searching for a community of faith (spiritual journey), attempting to discern talents, passions and strengths while deciding what to do in life (exploring vocation) or ready to commit to direct service and action (building a sustainable world), the Halligan Campus
Ministry Center is a valuable resource of encouragement, contemplation and connection for the Wofford community.

**The Corella Bonner Service Learning Center**

The college creates and maintains opportunities for students to serve in a number of Spartanburg agencies that work with local communities and provide assistance to people in need. The Wofford community is offered many opportunities to reflect upon and address social change issues related to their service. These programs function under the theme of *Wofford Engaged*.

*Bonner Scholars:* Each year the college awards scholarships to approximately 60 Wofford students known as Bonner Scholars. The scholars, selected when they enter as first-year students, perform 10 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, N.J.

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

**Residence Life**

Wofford operates seven residence halls and the Village apartments accommodating more than 90 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. Upon application, exceptions may be granted by the Dean of Students or the Assistant Dean of Students to students who are in active military service or who are veterans of two years of military service, students who are regularly employed 35 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 that could not be met in the residence halls or the dining hall. Students otherwise eligible to live in residence halls must have special permission from the Dean of Students to do so during any semester in which they are enrolled for fewer than nine semester hours.

Each resident student pays a $250 residence hall deposit which is held in an account 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 account. The student must maintain a balance of $250 in the account. At the time a student ceases to reserve or reside in college housing, the balance of the deposit becomes refundable.
Student Involvement

The staff in Student Affairs provides expanded programs, services, guidance and leadership opportunities that enrich students’ educational experiences at the college. The staff and student leaders from more than 130 student organizations implement programs that encourage personal growth, promote civic responsibility, embrace differences, model responsible leadership, enhance Greek life, provide entertainment and engage students on campus and in the Spartanburg community.

The Student Affairs Committee, composed of members of the faculty, staff, and student body, is responsible for the recognition and regulation of student organizations. Applications to charter a new organization can be found on the college’s website. More information about student activities may be found in the Student Handbook on the college website.
**College Organizations**

Wofford supports more than 130 chartered organizations, 11 intramural teams, nine musical groups, and 13 Greek-letter fraternities and sororities all of whose programs and activities enrich our campus environment. In creating, managing and participating in these organizations, students grow and develop individually as leaders and collectively as a community.

The Campus Union Chamber, led by the vice president of Campus Union, meets once a month with the goal of improving all of Wofford's student organizations. The Chamber meeting is an opportunity for leadership development and communication among organizations. Each student organization is required to send at least one member of its organization to the Chamber meetings. More information about student organizations may be found on the college website at [www.wofford.edu/studentorganizations](http://www.wofford.edu/studentorganizations).

**Honor Societies**
- Phi Beta Kappa
- Blue Key

**Campus Government**
- Campus Union
- Campus Relations Committee
- Facility Affairs Committee
- Financial Affairs Committee
- Fun Funds Committee
- Wofford Activities Council (WAC)
- Honor Council
- Judicial Commission
- Administrative Hearing
- Appeals Hearing
- First Instance Hearing
- Judicial Hearing

**Academic and Professional Organizations**
- Alpha Epsilon Delta (pre-health)
- Alpha Psi Omega (drama)
- American Chemical Society
- Association for Computing Machinery
- Beta Beta Beta (biology)
- College Bowl Team
- Delta Phi Alpha (German)
- Economics Empire
- ISI (Intercollegiate Studies Institute)
- Math Club
- Michael James Investment Group
- Minority Pre-Med Association (MAPS)
- Phi Alpha Delta (pre-law)
- Philosophy Club
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
Wofford Robotics and Engineering Cadre

**Performing Arts**
- Chamber Players
- Glee Club
- Goldtones
- Pulp Theatre
- Thundering Terriers
- United Voices of Victory Gospel Choir
- Wofford Band
- Wofford Men
- Wofford Singers
- Wofford Theatre

**Religious Organizations**
- Baptist Collegiate Ministry
- Campus Outreach
- Canterbury Club (Episcopalian)
- Fellowship of Christian Athletes (FCA)
- Hillel (Jewish)
- Interfaith Youth Core
- Muslim Student Association
- Newman Club (Catholic)
- Pre-Ministerial Society
- Presbyterian Student Association (PSA)
- Reformed University Fellowship (RUF)
- Souljahs for Christ
- Wesley Fellowship (Methodist)

**Service Organizations**
- Alpha Phi Omega Service Fraternity
- Campus Civitans
- Lions Club International
- Rotaract
- Senior Order of Gnomes
- The Math Academy
- Twin Towers
Interest Groups

Active Minds
Association of Multicultural Students (AMS)
Amigos
Amnesty International
AWARE
Building Tomorrow
Club World (Intercultural club)
College Democrats
College Libertarians
College Republicans
Wofford Athletics, Intramurals & Recreation Committee (WAR)
Equestrian Club
ESOL
Investing in Our Future
March of Dimes Collegiate Council
Men’s Lacrosse Club
Odyssey of the Mind
ONE @ Wofford
Quintessential Connoisseurs - A Society for the Arts
Quintessential Style
S.O.S.: Saving Our Sisters
Ski and Snowboard Club
South Carolina Student Legislature
SPECTRUM
Student Alumni Association
Swords and Boards
The Fierce Green Fire
The Sandor Teszler Chapter of Room to Read at Wofford
Togetherness
Ultimate Frisbee Club
Wofford Ambassadors
Wofford Aviation
Wofford Bowling Team
Wofford Cheerleaders
Wofford Club Swim Team
Wofford Cooking Club
Wofford Dance Team
Wofford Ducks Unlimited
Wofford Fly Fishing Unlimited
Wofford Men's Soccer Club
Wofford’s Order of Atheist, Secularists, Humanists and Freethinkers
Wofford Outdoors/Whitewater Terriers
Wofford Soccer Club
Wofford Shooting Sports Club
Wofford Women of Color
Wofford Venture Crew
Women's Soccer Club
Intramural Opportunities
AYC Billiards
AYC Ping Pong
AYC Racquetball
Basketball
Beach Volleyball in the Village
Disc Golf
Kickball
Softball
Soccer
Terrier Tag (flag football)

Social Fraternities and Sororities
Greek Life is an important component of the culture and history at Wofford College. More than 50 percent of Wofford’s student body population is currently a member of a Greek letter organization. Membership in one of the many social fraternities and sororities provides many valuable resources to the community. These organizations strive to assist members in developing leadership skills, personal growth opportunities, and work to build a community that fosters lifelong bonds of brotherhood and sisterhood. Each fraternity or sorority is supported by one of the three governing bodies of Greek Life:

Interfraternity Council – the governing body for Wofford College’s six IFC fraternities on campus (Kappa Alpha Order, Kappa Sigma, Pi Kappa Alpha, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Nu).

Panhellenic Council – the governing body for our four National Panhellenic Conference sororities on campus (Delta Delta Delta, Kappa Alpha Theta, Kappa Delta, Zeta Tau Alpha).

National Pan-Hellenic Council – the governing body for our two historically African American fraternities and sororities on campus (Omega Psi Phi and Phi Beta Sigma).

The Sigma Rho chapter of Order of Omega, a Greek Honor society, was founded on March 9, 2011. Order of Omega seeks to recognize fraternity men and women who have attained a high standard of leadership in Greek-letter organizations and activities.
Intramurals, Recreation, and Club Sports

The Director of Campus Recreation, Intramurals and Club Sports provides for the organization and participation of intramural teams in various sports, including touch football, lacrosse, basketball, beach volleyball 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 located in the Richardson Physical Activities Building.

Campus Recreation Classes
- Fitness @ 5:30 Class
- Tango Class
- Yoga Class
- Self-Defense Class

Multicultural Affairs

One of the goals of the Multicultural Affairs Office is to provide students with opportunities to engage difference and learn to appreciate the civil discourse that can occur between individuals willing to share their experiences and beliefs. Regardless of race, class, religion, sexual orientation, gender or physical disability, students must be able to engage any individual in a knowledgeable and respectful manner. The staff realizes the special attention needed to ensure that many students of color have their cultures and identities explored and represented in higher education, so we commit significant resources to provide this targeted support and programming both academically and socially.

Student Activities

The goal of Student Activities at Wofford is to provide a wide variety of opportunities for a vibrant social life for all Wofford students. Wofford Activities Council is a committee of Campus Union responsible for planning and implementing campus-wide social, cultural, recreational and intellectual events throughout the year. WAC meets weekly to plan programs and events, including monthly trivia nights, movie nights, band parties, Homecoming, Spring Weekend, and Wofford’s Got Talent. Fun Funds is the concert committee of Campus Union, responsible for hosting several large scale concerts throughout the year. Fun Funds also financially supports student-proposed events through the Campus Union proposal process. Students and organizations interested in hosting an event on campus can apply for funding through Campus Union. For more information on Student activities at Wofford visit www.wofford.edu/sociallife/.
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.

Awards

The following awards are among those given annually through the college in recognition of student excellence in academic and leadership achievements.

*Academic Major Awards:* Given by faculty to outstanding seniors on the basis of academic achievement, character and intellectual promise. Some are named in honor of persons who have made significant contributions to the intellectual life of the college:

- Accounting Award: The Harold W. Green Award
- Art History Award
- Biology: The W. Ray Leonard Award
- Chemistry: Coleman B. Waller Award
- Chinese Award
- Computer Science: The Dan W. Olds Computer Science Award
- Economics: The Matthew A. Stephenson Award
- English: The L. Harris Chewning Jr. Award
- Environmental Award: The John W. Harrington Award
- Finance Award
- French: The George C.S. Adams Award
- German: The James A. Chiles Award
- Government Award
- History: The David Duncan Wallace Award
- Humanities Award
- Intercultural Studies Award
- Mathematics: The John Q. Hill Mathematics Award
- Philosophy Award
- Physics Award
Psychology: The James E. Seegars Psychology Award
Religion: The Charles F. Nesbitt Award
Sociology Award
Spanish: The John L. Salmon Award
Theatre: The James R. Gross Award

The American Legion Award: Given to seniors for demonstration of academic excellence, courage, and campus citizenship. This award is sponsored by the South Carolina American Legion Association.

The Association of Multicultural Students (AMS) Eric L. Marshall Legacy Award: Honors the positive and lasting legacy that Eric L. Marshall, a 2007 alumnus, left on the Wofford community. The award is given to a senior of color who emulates leadership, sincerity, pure servant’s heart, trustworthiness, honesty, citizenship and love for humankind.

The Charles J. Bradshaw Award: A silver bowl is presented to a senior varsity athlete whose academic, leadership and citizenship contributions at Wofford 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 John Bruce Memorial Award: Given to the senior Bonner Scholar who has best demonstrated an overall commitment to the Bonner Program and its goals. The recipient is selected by fellow Bonner Scholars.

The George A. Carlisle Award: Made annually to the outstanding senior student member of the choral groups at Wofford. This award, honoring the memory of George A. Carlisle, a 1920 Wofford graduate and noted lyric tenor soloist, 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 a senior who either begins a new volunteer program or breathes new life into an established one. This award is given only in years when there is a deserving recipient.

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

The Global Citizen Award: Recognizes excellent academic and intercultural performance on a study abroad program, careful reflection upon return, and integration of skills acquired abroad into the senior year curriculum and future plans.

The Honor Graduate Award: Presented annually to the graduating senior who has attained the highest grade-point average.
The William Stanley Hoole Award: Named for William Stanley Hoole, Class of 1924 and captain of the 1923 Wofford 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 E. Hudgins, who was professor of philosophy at Wofford from 1972 until his death in 1986. This award honors students who not only perform well academically but also display intellectual curiosity and zest for learning and life outside the regular academic curriculum.

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

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

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

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

The William James McLeod Award: A silver bowl and an honorarium is presented annually to a graduating senior who has demonstrated potential for future dedicated and selfless service to the church, the state, the nation, and Wofford College. His or her academic record, moral character, and community and college service are considered in making the selection. This award honors the ideals exemplified by the life of William James McLeod, who was a merchant and farmer of Lynchburg, S.C., 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 advisers 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 Maj. Gen. 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 Global Studies Scholarship: Given to one or more rising junior or senior selected annually to study the language and culture of one of the world’s most influential nations — Brazil, Russia, India, China, Turkey, or South Africa— focusing on a topic of the student’s own choosing. 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 that define the contemporary world.

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 that 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 the late retired Col. R. Stafford Rivers, of Columbia, S.C., in memory of his parents.

The Currie B. Spivey Award: Given annually to the member of the college community whose work in the area of volunteerism has been truly exemplary. The award is presented in memory of Currie B. Spivey, a business leader, devoted volunteer and member of the board of trustees.

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 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: Given to those students who have made a positive and measurable difference on the campus and excelled in scholarship, leadership, campus citizenship and service.

The Benjamin Wofford Prize: Awarded for the novella judged clearly superior in the novel-writing course.
Finances
Fees

For each academic year, the Wofford College Board of Trustees 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 by endowment and other investment earnings and by annual gifts from alumni, parents, businesses, United Methodist churches, and other friends of the college.

The schedule for 2013-2014 fee payment was set as follows:

<table>
<thead>
<tr>
<th>Payment Period 1</th>
<th>Payment Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident student</td>
<td>$25,200</td>
</tr>
<tr>
<td>Commuting student</td>
<td>$19,540</td>
</tr>
<tr>
<td></td>
<td>$20,595</td>
</tr>
<tr>
<td></td>
<td>$15,975</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 health care services (see section of this Catalogue on the Hugh R. Black Wellness Center). 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 also does not include the $250 security deposit that 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 $250 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.

The comprehensive fee does not include fees associated with Interim programs. Fees required by the Interim program for which the student is registered will be billed separately in late fall. Payment for these fees must be received by the due date on the bill in order for the student to participate in the Interim program.

Students enrolled in courses totaling fewer than nine semester hours pay tuition on a credit-hour basis. The current charge per credit-hour may be obtained from the Business Office.

Persons other than full-time Wofford students are charged for auditing a course. The current charge may be obtained from the Business Office.
Summer fees are shown in the summer session publication or on the college website at www.wofford.edu/businessOffice/tuition.aspx.

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 Aug. 15 and for the second payment period by Jan. 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 Aug. 1 and ending March 1. (The installment plan requires payment of an annual participation fee.) A student must either have paid the balance of the comprehensive fee for the period (option 1) or arranged participation in the installment program (option 2) before being permitted to register or to occupy college housing. The college reserves the right to amend the terms of any installment plan offered.

Return of any portion of the comprehensive fee paid will be made only in the case of permanent withdrawal from the college. The amount of any refund is figured separately for each payment period and is based on a percentage of the comprehensive fee for the period. After 60 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 that 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 nonrefundable deposits to reserve their places in the student body for the next year. The amount of required deposit is $500 for resident students and $300 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 first-year students and transfer students, are nonrefundable.
Currently enrolled students who plan to return to the college for the fall semester are expected to pay their reservation deposits in the spring semester by the announced due date. No student may pre-register for fall semester courses unless the deposit has been paid. In the case of resident students, room assignments for the fall semester will not be made before the deposits are paid. Because campus housing space is in demand, there are no guarantees that rooms will be available for those who do not pay the deposit by the due date.

Financial Assistance

Wofford College helps many students with their educational expenses through its scholarship and financial aid programs supported by federal and state funds, by gifts from friends, and by the college’s own resources. Assistance is provided in the form of grants and scholarships, loans, and opportunities to earn through work on campus or in the community. Wofford scholarships normally are not available in the summer. In summer terms, loans are the primary source of funds available.

Most assistance at Wofford is awarded on the basis of financial need, but significant amounts are awarded as merit scholarships that may include academic excellence, leadership, career plans, or contribution to student activities such as theatre, choral groups, volunteer services or athletics teams. The application for scholarships is the completed application for admission to the college. Separate applications are required for the Bonner Scholarship Program and The Space to: Impact Program. Information about these programs and applications are available online from the Financial Aid page of the Wofford website. The criteria for scholarships vary. Most require recipients to demonstrate good citizenship and maintain academic excellence. They are available for a total of eight semesters provided the student meets renewal criteria which are defined on the Financial Aid award letter.

The application for federal, state, and other scholarship programs awarded on the basis of need is the current year Free Application for Student Financial Aid (FAFSA). All students and their families are strongly urged to submit the FAFSA to ensure eligibility is determined for all funds that might be available. The FAFSA is available for completion online at www.fafsa.ed.gov. The priority deadline to file the FAFSA each year is March 1 for prospective students and March 15 for returning students. Using the completed application for admission and processed current-year FAFSA, the Financial Aid Office will combine aid for which the student is eligible from all sources of scholarships, grants, loans and work. Enrolled students are considered for upper class departmental scholarships by faculty committees based on major, career interest, academic performance, and availability of designated endowed scholarships.

With limited exceptions, 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 or the actual cost of required books and supplies.

Part-time employment for students is available on the campus and occasionally in the community with local public-service and nonprofit agencies and organizations. The Federal Work-Study Program is the largest of the work programs. It is supported by federal funds and provides assistance to students who have financial need. The application for part-time employment for entering first-year students and continuing students should be made through the Career Services Office. The college also offers a number of jobs without regard to students’ financial need. These job assignments are made by the individual departments and offices on campus. In addition, other employment opportunities are available to students in the local community through the college’s Career Services Office. Please refer to the Financial Aid Handbook online at www.wofford.edu/financialAid/ for additional information regarding student work programs offered at Wofford.

The scholarship and financial aid programs, policies and procedures are described in detail in the Financial Aid Handbook which is updated annually and made available on the website at: www.wofford.edu/financialAid/. Applicants for and recipients of financial aid should refer to the website for specific information on the various financial aid programs and the process for establishing and maintaining eligibility.

**Rule on Satisfactory Academic Progress**

The Satisfactory Academic Progress rule consists of both a Qualitative Component and a Quantitative Component. The Qualitative Component consists of grades, or comparable factors that are measurable against a norm; for Wofford this measure is a minimum acceptable requirement of at least 2.0 GPA. The Quantitative Component that assesses a student’s advancement toward completion of his or her program of study; this for Wofford is 67 percent of the hours attempted each academic year. Students are assessed after each academic term and those who appear to be in jeopardy by either of the above measures are notified of possible academic concerns.

In order to receive aid from federal, state and institutional programs controlled by the Financial Aid Office, a student must maintain satisfactory academic progress in his or her course of study. First-year students are presumed to be in good standing throughout their first year provided they carry at least a half-time course load. Satisfactory progress for these students is assessed at the end of their first year. Students who fail to maintain satisfactory academic progress do not receive the following types of financial aid: Federal Pell Grant; Federal Supplemental Educational Opportunity Grant; Federal Work-Study; Federal Perkins Loan; Federal Direct Sub or Un-Sub Loan; Federal PLUS loan; South Carolina Tuition Grant; South Carolina Merit Scholarship Funds; or Wofford College scholarships, grants or employment. In cases where a student may be allowed to continue at Wofford even though academic standards have not been met, financial aid may be offered on a probationary basis for one semester if mitigating circumstances so warrant. If standards of progress are not met at the end of that semester, financial aid eligibility is lost until the student regains good standing or submits a subsequent appeal.
Students are required to earn a minimum of 67 percent of hours attempted each academic year (September-August). Many federal, state and institutional grants and scholarships have higher standards. Renewal criteria for these funds have been listed in detail in the Financial Aid Handbook for the specific academic year, in the Financial Aid Award Terms and Conditions and in fund specific messages on individual award letters. Students should contact the Financial Aid Office if they are uncertain of renewal criteria for specific awards at finaid@wofford.edu.

Satisfactory progress requires that the student’s academic record remain above the level for exclusion. Academic exclusion is explained in the college Catalogue under Academic Regulations (Academic Standing, Probation and Exclusion). Exceptions to the exclusion granted through the appeal process to the Registrar will not reinstate financial aid eligibility until the student has re-established satisfactory progress.

Upon re-entering the college, the excluded student may re-establish satisfactory progress by earning grades that are high enough to bring the cumulative grade point average above the exclusion level or by earning a 2.0 on at least 12 hours at mid-term. The student will not be given federal, state or college funds controlled by the Financial Aid Office until this has been accomplished. For this purpose, the student will be evaluated at the end of the regular semester or at the mid-term point of the semester in which he or she re-enters the college. If satisfactory progress has been re-established, payment of aid for which the student is eligible will be made, provided funds are available at that time. If satisfactory progress is re-established in a summer term, the student is not eligible for aid until the beginning of the next term or the next semester. Awards then will be made if funds are available.

In addition, satisfactory progress requires the student to earn 67 percent of hours attempted 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.

Further, awards to students of federal funds and Wofford funds controlled by the financial aid office such as the Wofford Employee Dependent benefit (WED) will be limited to eight semesters of enrollment and 24 hours to be used exclusively for summer school. There is an appeal process for those students requiring an additional semester of Wofford funding to complete degree requirements. Eligibility for less than full-time and for transfer students will be prorated. For loan programs there are maximum amounts that can be borrowed while pursuing an undergraduate degree. Certain college funds (academic scholarships, tuition exchange benefits, pre-ministerial grants, and grants to sons and daughters of Methodist ministers) are limited to eight semesters. Eligibility for all Wofford College grants and scholarships controlled by the Financial Aid Office terminate upon completion of requirements for a degree.

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 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 financial aid committee is composed at least of the Director of Financial Aid, the
Director of Admission, the Registrar, and other members of the administrative staff.

**Endowed Scholarships**

Wofford College’s annual scholarships are awarded from the endowed funds of generous donors. The funds are part of the college’s permanent endowment and are made annually from interest earned by the endowment.

The college offers two opportunities to establish an endowed scholarship:

- A minimum of $50,000, payable over five years, establishes a named, permanently endowed scholarship.
- A commitment of $25,000, payable over five years, coupled with a documented estate/insurance plan for an additional $100,000, establishes a named, permanently endowed scholarship. This option offers the donor the opportunity to establish the scholarship with a lower initial gift when it is combined with a generous planned gift.

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

**Endowed Funds to Be Established**

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

**Annually Funded Scholarships**

Scholarships listed in this category are awarded annually, but are not permanently endowed funds. These funds exist through annual contributions by donors to Wofford for the purpose of making annual scholarship awards.

It is not possible to apply for any of the endowed scholarships on an individual basis. These scholarships are a means of funding for Wofford College merit and need-based awards. Students who have completed the application for admission and are accepted at Wofford College will automatically be considered and matched to a particular scholarship, if the student meets the eligibility requirements as stated in the specific scholarship description. Persons needing additional information on this process or how to apply for basic financial assistance should contact the Financial Aid Office directly.

A complete description of each endowed scholarship, endowed fund to be established, and annually funded scholarship can be found at [www.wofford.edu/gifts/scholarships/](http://www.wofford.edu/gifts/scholarships/).
 Academic Regulations
Calendar

Wofford’s September-May academic year is divided into two semesters and a four-week Interim. The official academic calendar for 2013-2014 is printed in this Catalogue.

Matriculation, Registration and Enrollment

On specified dates late in each semester, currently enrolled students register for courses for the following semester. Matriculation then takes place at the beginning of the new semesters on dates also indicated in the college calendar; at these times registered students confirm (or may change) their course schedules, and students who are not registered complete their registration for the semester. No student is permitted to register or add courses after the last day to add or drop courses, as indicated in the academic calendar.

Students must schedule an advising appointment with their faculty adviser in order to receive their PIN and approval of their class schedule prior to registration for Fall and Spring semesters. Schedules calling for more than the normal maximum permissible course load (See Page 56) 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 holds and financial obligations to the college. In the spring semester, students must pay their reservation deposits for the following year before registering for the upcoming fall semester.

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 one week prior to the first week of classes to the end of the fifth business day of the semester, students wishing to make changes should obtain the advice of their advisers and make the changes through the online registration system.

Courses dropped during this official add/drop period do not appear on the students’ transcripts.

Students still may 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 advisers and instructors, but this is particularly so when the add/drop period has passed. 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 withdrawal date (as noted on the academic calendar) may be
recorded with the grade WP if the student carries out the official drop process and is passing the course at the time s/he officially drops; otherwise the grade of WF will be recorded. The drop form, obtained by the student from the Office of the Registrar, properly initialed by the athletics compliance officer when appropriate, faculty adviser, and the course instructor, and indicating the grade to be recorded, is returned to the Office of the Registrar. Students who drop courses during the last four weeks of semester classes will automatically and routinely be assigned a grade 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 later in this chapter.

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.

**Auditing Courses**

A student who wishes to audit a course in which space is available must do so by contacting the Registrar’s Office. 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. The notation AU (Audit) will be noted on the student’s transcript.

A per-course fee is charged to part-time and non-credit students who audit a course.

**Course Load**

The normal course load for a student in a semester is 12-15 credit hours. The normal load in Interim is one four-credit-hour project, but a one-credit hour Physical Education course can be added as well.

The Full-Year Course Sequence for First-year students:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Interim</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities 101</td>
<td>One Project</td>
<td>English 102</td>
</tr>
<tr>
<td>A Laboratory Science Course</td>
<td></td>
<td>A Laboratory Science Course</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td>A General Education Required Course</td>
<td></td>
<td>A General Education Required Course</td>
</tr>
<tr>
<td>An Elective Course</td>
<td></td>
<td>An Elective Course (or two)</td>
</tr>
</tbody>
</table>

Students in good standing may take up to 18 hours in a semester without special permission. Students wishing to take more than 18 hours must acquire approval from the Office of the Registrar before the end of the add/drop period. Students with cumulative grade-point averages below a 3.00 will not be permitted to
register for more than 18 credit hours. Students on academic probation must obtain permission from the Registrar to take more than 15 credit hours.

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

Course Restrictions

Enrollment space in 100- and 200-level Foreign Language courses, in English 102, and in Physical Education courses is reserved for first-year students. Students who do not complete General Education requirements in those areas by the end of their entering first year cannot be guaranteed space in the courses in future semesters. Sophomores and first-year students 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 in future semesters.

For Chinese, French, German and Spanish 101, 102, 200, 201, 202, 301 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 for it (the only exception is for 201 and 202 which may be taken in any order). 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 Modern Languages, Literatures and Cultures.

Although MATH 160 and 181 are two separate courses, a student may not earn credit for both courses during their Wofford career. Students may earn a maximum of two credit-hours in Physical Education courses as required by General Education. A student may earn a maximum of eight semester hours in the applied Music courses (MUS 100, 101, 102, 150, 151, 260), and only two of the eight can be in MUS 260. A student may earn a maximum of four semester hours in THEA 300 and six semester hours in THEA 400. In Chinese, French, German or Spanish, a student may earn a maximum of four semester hours in courses 241 and 242; in Computer Science, a student may earn a maximum of six semester hours in COSC 280; in Communication Studies, a student may earn a maximum of six semester hours in ENGL 400; and in Chemistry, a student may earn a maximum of four semester hours in CHEM 250 and a maximum of four semester hours in CHEM 450.

Class Attendance

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

Absences from class, including those excused in accordance with the provisions outlined below, do not excuse students from the academic requirements of their courses. Generally, 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 assist students with the missed work in a non-punitive way. In every case of missed class, students ultimately are responsible for the material and experiences covered during their absence.

A student who is excessively absent, 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 will send a Class Attendance Warning, requesting an interview. The Class Attendance Warning is an official notification and provides documentation as to the student’s status in the course. Attendance Warnings are sent to the student as well as the student’s adviser, parents and Registrar.

Students who receive a warning are required to make an appointment with their instructor. If the student fails to contact the instructor, 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 can submit a Required Class Withdrawal notice for the student to the Dean of the College. Upon approval, the Dean informs the instructor, the student, the Registrar 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.

Non-attendance is sometimes a sign of more serious underlying problems. As such, faculty are advised to contact the Dean of Students if a student has two consecutive absences.

Student absences resulting from participation in official college events are generally 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 the schedules are approved. The Athletics Department will provide the faculty with a roster listing the students who will participate and the class times they may miss as a result. The Dean of the College will notify the faculty in advance of any approved non-athletic event and will name the students who will participate.

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 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, they should make every effort to arrange their academic and extracurricular schedules in such a way as to minimize conflicts, and make the proper arrangements when conflicts do occur. Indeed, students should examine their academic and athletic and other extracurricular schedules at preregistration and again prior to the start of each semester in order to identify conflicts and discuss them with the instructors to seek a suitable agreement. This responsibility is
especially crucial in the case of laboratory exercises, the scheduling of which is absolutely fixed.

If students unavoidably miss tests or other required work to participate in official events, in most cases instructors will arrange a 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.

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 an appeal 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 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 before the absence takes place. In the case of an emergency, students should notify the Dean of Students, who will then inform the students’ instructors.

Students requesting an excuse due to illness must present to the faculty member a statement signed by a health professional in the Hugh R. Black Wellness Center 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:

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

2. A statement may be issued when it has been verified that students are seen by one of the Wofford College physicians through an appointment made by the Wellness Center.

3. A statement may be issued when it has been verified that students are seen by the nurse practitioner on campus. A statement may be issued if the student presents with symptoms that indicate a threat of transmission to other students (i.e., fever, GI distress, productive cough, positive bacterial and viral tests).

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

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 email and the campus post office are channels for official communications. The preferred method of communication is on-campus email, and each student is required to have a valid Wofford College email account. In addition, all students are required to have campus post office boxes where they may receive 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.

Class Meetings and Inclement Weather

Wofford College ordinarily does not close because of weather that 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, area radio and television stations will be notified; a notice also will be posted on the college’s official Facebook page (www.facebook.com/woffordcollege). Otherwise, it is safe to assume that the college is open and conducting classes as usual.

Examinations

Final examinations are a normal 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.

Grading System

Wofford College employs two grading systems, the first of which is the A-F system that includes the following numeric values used to calculate the GPA.

- A (Superior) 4.000
- A- 3.700
- B+ 3.300
<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.700</td>
</tr>
<tr>
<td>C+</td>
<td>2.300</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.700</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>F (Failure)</td>
<td>0.000</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0.000</td>
</tr>
<tr>
<td>WF (Withdrawal Failing)</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**AU-Audit**

A student was permitted to sit in a class without earning credit or a grade.

**I – Incomplete**

Indicates the student was unable to complete the course for a legitimate reason and thus a final grade cannot be determined. However, the I grade is calculated as a failing grade in the GPA until a final grade is submitted. All Incompletes must be made up no later than the mid-term of the following semester. A grade of F will be recorded for any coursework not completed by the deadline.

**WF- Withdrawal Failing**

Indicates the student withdrew from the course either officially or unofficially and was not earning a passing grade at the time of the withdrawal. WF grades are calculated as failing grades into the GPA.

**WP- Withdrawal Passing**

Awarded when a student officially withdraws from a course on or before the withdrawal date indicated in the academic calendar and is earning a passing grade at the time of the withdrawal.

**Pass/Fail**

The second system is the Pass/Fail System used for most Interim projects and for Physical Education and Honors courses. These types of grades are not used in calculating the GPA, but do count in the hours earned for graduation purposes.

**H-Honors**

The student completed a pass/fail course with honors.

**N-Incomplete for a Pass/Fail Course**.

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 that has not been completed by the deadline.

**U-Failure in a Pass/Fail Course**

Indicates the student did not complete satisfactory work in an Interim or pass/fail course.
**W-Medical Withdraw**
Awarded when a student received official approval for a medical withdraw from all courses. Grades of W are not calculated into the GPA.

**WS-Withdrawal Satisfactory**
Awarded when a student officially withdrawals from a pass/fail or Interim course on or before the withdrawal date indicated in the academic calendar and is passing at the time of the withdrawal.

**WU-Withdrawal Unsatisfactory**
Indicates the student withdrew from a pass/fail course either officially or unofficially and was not earning a passing grade at the time of the withdrawal.

The grade point average is used to determine Wofford students’ status regarding graduation, honors, the Dean’s List, and academic standing. The calculation of the GPA 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 or USC-Upstate when the cross-registration program is in effect.

**Repeating Courses**
Students may repeat a maximum of four courses in which a final grade of C-, D, F, or WF was previously earned. This policy provides that, for repeated courses, only the instance with the highest grade will be included in the grade-point-average and credit hour calculations. Typically, this is the most recent attempt at the course. The previously earned course grade and credit hours will be excluded from both the GPA and the credit hour calculation. All repeated courses in excess of the limit of four will be included in the GPA calculation. Please be aware that grades earned from all attempts will be noted on the transcript.

Students wishing to take advantage of the repeat policy must receive an override from the Registrar’s Office prior to registration. The repeat policy is only available to courses taken and repeated at Wofford. Students also should be aware that the GPA benefit is only available when the exact same course (subject and number) is repeated. The benefit does not extend to other courses offered by the department.

Interim projects and certain courses may not be repeated. Under certain conditions, Chinese, French, German and Spanish 101, 102, 200, 201 and 202 may not be repeated (see Course Restrictions for further details).

**Reports on Academic Progress**
Wofford College posts mid-term grades through myWofford each semester by the date indicated on the academic calendar. Final grades are also displayed on myWofford at the end of each fall, interim, spring and summer semesters/terms.
Academic Honors

The Dean’s List

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

- earned at least 12 hours in the semester
- achieved a semester grade-point average of 3.60 or higher

Students enrolled in study abroad programs and students with grades of I (Incomplete) are eligible for consideration 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 the cumulative grade-point average: 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 adviser, the adviser shall submit to the Curriculum Committee a request that the student be permitted to undertake an Honors Course. The request shall be accompanied by a statement of intent by the student and instructor, stating that both have read the guidelines for an Honors Course as stated in this *Catalogue*. The request must be submitted to the Curriculum Committee of the faculty by April 14 of the student’s junior year. By Sept. 1 of the student’s senior year, the student must submit a detailed proposal setting forth clearly the work to be done. In addition, the instructor must submit a letter of support signed by all three members of the faculty committee assigned to review the final report and oral examination. The instructor also must place a request with the Office of the Registrar to register the student in the appropriate 500H course. The project should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology.
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 H, P, U, WS, and WU. No partial credit may be given. The Honors Course may count toward major requirements with the approval of the major adviser. When successfully completed, the course will be identified on the student’s transcript 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 adviser 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 adviser, 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 adviser will retain one copy of the final report and submit one copy to the Curriculum Committee for review. The Curriculum Committee copy then will be deposited in the college archives.

6. Students will graduate with “high honors” in their major when they earn a grade of “honors” in the Honors Course and achieve a grade-point average of at least 3.75 in the major. The distinction will be announced at commencement exercises, and shall be noted in a special section of the Catalogue and recorded on the students’ transcripts.

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

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

**In-Course Honors**

In-Course Honors is a program intended to enrich and expand regular courses offered at Wofford through independent, supplemental study. Qualified students are permitted to participate with 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 earned a 3.0 GPA, 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 paper which analyzes or exhibits the results of the study, and culminate in an oral examination by a committee of three faculty members, appointed by the department chair, and including the course instructor (as committee chair) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour.

4. The student must also meet all of the requirements of the regular course, including the final examination. Credit may not be given for In-Course Honors unless the student earns a grade of at least B for both the regular course requirements and In-Course Honors work. Upon the student’s satisfactory completion of In-Course Honors the instructor will report the final course grade with the suffix H added to the course number. The Registrar will identify the course on the student’s record as including In-Course Honors and award one semester hour of credit in addition to the regular course credit. The grade points for the additional hour, if earned, will be based on the grade awarded for the In-Course Honors work.

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

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

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

**Class Standing**

Class standing is determined by the total number of a credit hours earned. Students with fewer than 30 credit hours are first-year students. For a student to be considered sophomore, he or she must have earned a minimum of 30 semester hours; as a junior, 60 semester hours; as a senior, 90 semester hours.

**Academic Standing, Probation and Exclusion**

Students are expected to make reasonable progress toward a degree by maintaining a minimum GPA and completing the courses they register for each semester. Students who progress toward a degree maintain a cumulative GPA of a 2.00 or better are in Good Standing (GS) with the institution. Students who do not consistently make reasonable progress, as noted in the table below, may be subject to Academic Probation (AP) and/or Academic Exclusion (AE). Probation serves not only as a notice that the sub-par academic work has endangered their opportunity to continue at Wofford, but also as incentive to seek whatever motivation, discipline, and assistance is necessary to improve their performance. Students’ records are evaluated at the end of each semester and summer term.
The GPA hours and GPAs to which the table refers are cumulative figures and are based only on work undertaken at Wofford, or in Wofford-related foreign study and cross registration programs. 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.

<table>
<thead>
<tr>
<th>Students with GPA hours in these ranges:</th>
<th>Are placed on probation if their GPAs are below this level:</th>
<th>Are excluded if their GPAs are below these levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 39</td>
<td>2.00</td>
<td>1.60</td>
</tr>
<tr>
<td>40 - 59</td>
<td>2.00</td>
<td>1.70</td>
</tr>
<tr>
<td>60 - 89</td>
<td>2.00</td>
<td>1.80</td>
</tr>
<tr>
<td>90 and over</td>
<td>2.00</td>
<td>1.90</td>
</tr>
</tbody>
</table>

Students who fail to earn a minimum GPA of 2.00 (but still earned above minimums that warrant exclusion) are placed on probation for the subsequent semester. A student on probation will remain on probation until his/her cumulative GPA improves to at least a 2.00.

Students who earn a GPA below the probationary limit as determined by the GPA hours noted above are excluded for one academic semester. A student who wishes to return sooner than that must attend Wofford during the summer session in order to make that attempt. Any student will be considered academically eligible to re-enroll following any semester or summer session in which s/he earns a 12 credit hours and a semester GPA of at least 2.50. Students who serve the one semester of academic exclusion must apply for readmission through the Office of 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.)

Students who have been excluded more than once may be required to wait for a period as long as two years before receiving consideration for readmission. These students are required to apply for readmission through the Registrar’s Office.

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

Wofford will not accept credit for any work undertaken at another institution during the time which the student is serving his/her exclusion. Normally, this policy applies to students on probation as well, but in very extenuating circumstances such students may be granted a waiver on the basis of an acceptable written petition submitted to the Registrar. In the event that such a waiver is approved, the grades earned at another institution will not improve the student’s GPA or their probationary status at Wofford.

All of the provisions listed above notwithstanding, for cases in which a student’s current academic performance is judged to be extremely poor, the Dean of the College may require, after consultation with the Registrar, the student, and the
student’s faculty adviser, that the student withdraw from the college, whether or not his or her cumulative GPA meets the technical standard for good standing.

**Withdrawing from the College**

Students who decide to withdraw from the college, either during or at the end of the semester, must complete the Withdrawal Process available through MyWofford. The online process requires the student to submit an effective withdrawal date (or last date of attendance) and to complete a brief exit survey. The student should contact the Registrar’s Office in order to request official transcripts, meet with Financial Aid to review the implications of stopping out or transferring to another institution, and communicate with Student Affairs regarding final departure. Students who decide to return to the College after having withdrawn must apply for readmission. Applications for readmission are available at: [www.wofford.edu/registrar](http://www.wofford.edu/registrar).

**Medical Withdrawal from the College**

Students who withdraw from the college due to physical illness or injury must submit a written request to the Associate Vice President of Student Affairs and Director of Health Services and are eligible to return once they fully recover. Likewise, a student who needs to withdraw to seek treatment for chemical dependency, depression or other psychological condition must meet with the Associate Vice President and is generally eligible to return to campus after one full semester beyond the semester of withdrawal. Medical withdrawal requests must be submitted by the last day of class of the semester in question. They will not be retroactively considered or applied. The Associate Vice President may confer with the appropriate campus offices in evaluating the student’s request. This may include, but is not limited to: medical or psychological professionals, current course instructors and advisers, Dean of Students, Director of Residence Life, Registrar, and/or Vice President of Academic Administration. If the student received treatment off-campus, the Associate Vice President also may request that the student provide supporting documentation from the attending clinician. Those who are granted a medical withdrawal will receive a grade of "W" for all courses attempted during the semester or term in question. A "W" does not affect the student’s GPA nor hours earned, but will be noted on the transcript.

Students granted a medical withdrawal will have a hold placed on their record pending readmission to the college. The college expects the medical leave to be of sufficient duration to allow the student to address the issues that necessitated the withdrawal and thus enhance the likelihood of success upon return. Students wishing to return after a medical withdrawal must complete the following steps:

1. Notify the college of their desire to return by completing the Readmission Application available online and through the Registrar’s Office.

2. Submit documentation from the treating clinician to the Associate Vice President of Student Affairs and Director of Health Services attesting to the student’s ability to resume studies with a reasonable likelihood of success. The statement must provide a description of the student’s
Academic Year
2013-2014

illness and the treatment rendered. It must outline, as appropriate, a plan of treatment to be followed upon return. (All documentation will be maintained in strict confidence as part of the student’s medical record. It will NOT become part of the student’s academic record).

3. Documentation must be submitted at least one month prior to the beginning of the semester the student wishes to return.

The Associate Vice President and Director of Health Services will evaluate the documentation and make the final determination regarding the student’s request for readmission and communicate that decision to the student, Dean of Students, and Registrar’s Office. Upon readmission, students are expected to follow their treatment plan as established by their treating clinician. Students also will be required to meet with a staff member in the Wellness Center in order to establish a plan of action for the initial semester of re-enrollment. The plan may include regular meetings with that staff member and/or confirmation that the treatment plan is being consistently followed. Failure to do so may constitute grounds for the college to exclude, suspend or withdraw the student administratively.

Readmission of Former Students

A student who has discontinued enrollment with or withdrawn from Wofford for any reason and who wishes to return must apply to the Office of the Registrar for readmission at least 30 days prior to the date the student wishes to re-enter. A former student who enrolled at another institution of higher education during his or her absence from Wofford must submit an official transcript from each institution attended. The transcripts should be sent directly to the Registrar’s Office. In addition to official transcripts former students, who attended another institution, also must submit the Verification of Good Standing form which is to be completed by the Dean of Students (or equivalent) at the previous/current institution. The Application for Readmission and the Verification of Good Standing are located on the Registrar’s website at www.wofford.edu/registrar.

Course Work at Other Institutions

Students wishing to take course work at another college or university and apply that work to Wofford degree requirements must secure advance approval from the Office of the Registrar and the department chair in which the desired course would normally be offered. The chairs will determine the suitability and equivalency of the courses, while the Registrar Office will consider whether the student’s request meets certain required conditions.

The eligibility conditions for course work taken elsewhere are:

1. The student may not repeat a course s/he failed at Wofford at another college or university.
2. If a student has earned 60 or more credit hours s/he may only complete coursework at a 4-year college or university (not a technical or community college).
3. The student may not take a course load that Wofford considers excessive.
4. Wofford College will not accept credit for any coursework completed as a wilderness expedition, leadership training, or semester at sea program. Also, courses offered by correspondence, television or extension will not be accepted.

5. Students may not take a course that is offered at Wofford at another Spartanburg area college or university in that same semester or term.

6. Wofford will not accept credit for work completed at another institution by students who are serving their period of academic exclusion or who have been suspended/ excluded for violating college policy as noted in the Code of Students Rights and Responsibilities and the Honor Code.

Other circumstances pertaining specifically to Residency and Degree/Program requirements may impact the decision to take coursework elsewhere. Please consult those areas of the Catalogue for additional information.

Once the Registrar’s Office receives the official transcript, credits will be accepted for those approved courses in which the student received grade of C or higher. Semester hours for accepted transfer courses will be adjusted to conform to Wofford’s curriculum, if necessary. The grades on courses taken elsewhere are not included in the computation of the student’s GPA. The only exception to this rule is for coursework completed in a Wofford-related foreign study program, or as part of the Cross-Registration Program in effect with Converse College and USC-Upstate. 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.

FERPA Annual Notice

Wofford College complies with the Family Educational Rights and Privacy Act of 1974, as amended, (commonly referred to as the “Buckley Amendment or “FERPA”). The Act is designed to protect the confidentiality of records that educational institutions maintain on their students and to give students the right to access those records to assure the accuracy of their contents. A student is a person who attends or who has attended the college. The Act affords you, as the student, the following rights:

1. The right to inspect and review your education records within 45 days of the day the college receives a written request for access.

2. The right to request an amendment of your education records if you believe they are inaccurate or misleading.

3. The right to consent to disclosures of personally identifiable information in your education records, except to the extent that the Act or any superseding law authorizes disclosure without your consent.
4. The right to contact the U.S. Department of Education, Family Policy Compliance Office, concerning the college's compliance with the requirements of the Act.

Generally, FERPA requires that written consent of the student be obtained before personally identifiable information about the student is released. Institutions may release, without written consent, those items specified as public or directory information. Directory information at Wofford College is currently defined as:

- Student’s full name
- Local and permanent address
- Local and permanent telephone number
- Email address
- Hometown
- Dates of attendance
- Major and minor fields of study
- Enrollment status
- Class standing (e.g. junior)
- Previous educational institutions attended
- Participation in officially recognized sports and activities
- Height and weight of student athletes
- Awards and honors (e.g. Dean’s List)
- Degree(s) conferred
- Photographic or videotaped images of the student

Wofford can disclose directory information about you to a third party with a legitimate request if we determine that it is in your best interest, unless you specifically inform the Registrar's Office in writing not to release this information.

As of Jan. 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may
collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

A more detailed description of FERPA is available from the Office of the Registrar or on the web at www.wofford.edu/registrar/.
Degree and Program Requirements
**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 a major in Art History, Chinese, English, French, German, Government, History, Humanities, Intercultural Studies, Philosophy, Religion, Sociology, Spanish or Theatre qualify for the B.A. degree.

Candidates who meet all requirements and successfully complete a major in Biology, Chemistry, Physics or Psychology qualify for the B.S. degree.

Candidates who meet all requirements and successfully complete the major in Accounting, Business Economics, Computer Science, Economics, Environmental Studies, 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 complete two majors, one from the B.A. field and the other from the B.S. field, will be awarded the B.S. degree. Candidates who prefer to complete two degrees (a B.A. and a B.S.) in addition to multiple majors must successfully complete 154 hours and meet all requirements for each degree, including a major from the B.A. field and one from the B.S. field.

**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 broad distribution, accomplished by requirements that each student successfully complete courses in designated departments and programs, is to give the student a general view of our intellectual heritage and to broaden his or her outlook. The concentration, provided for by the requirement that each student complete a major in one academic discipline or program, gives opportunity for the student to achieve a competence in a particular field of scholarship.

In all work done toward a degree a candidate’s grades must meet certain standards. Refer to the section on Grade Requirements for Graduation in this chapter of the *Catalogue*.

Degree requirements are outlined in this chapter. In addition to completing these requirements, each student must be approved for the B.A. or B.S. degree by the faculty at its May meeting, held prior to commencement. Those students are eligible for degrees who have met all requirements and have been approved, and who have no outstanding disciplinary charges or sanctions and no unmet financial obligations to the college.

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

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

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

<table>
<thead>
<tr>
<th>Semester Hours Required</th>
<th>B.A.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3-4</td>
<td>3-4</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>3-10</td>
<td>3-10</td>
</tr>
<tr>
<td>Humanities 101</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Religion</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Cultures and Peoples</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Major work</td>
<td>24-39</td>
<td>27-40</td>
</tr>
<tr>
<td>Interim Projects</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Electives to attain a Minimum Total of</td>
<td>124</td>
<td>124</td>
</tr>
</tbody>
</table>

**Specifics of Distribution Requirements**

**General Education Requirements**

These requirements are intended to promote breadth of knowledge, integration of disciplinary perspectives, and understanding of diverse cultures. Wofford’s program seeks to develop skills in reading, written and oral communication, use of technology, critical thinking, creative expression, numerical reasoning, problem solving, and collaborative and independent learning. The college identifies these competencies as vital to intellectual and personal growth. While these competencies are developed in all courses in the curriculum, they are the explicit focus of general education courses.

Courses which meet General Education requirements are listed below. The same course may not be used to satisfy more than one General Education requirement, but can be used to satisfy major requirements.
ENGLISH  
SIX SEMESTER HOURS
This requirement is met by successfully completing ENGL 102 and a 200-level English course.

FINE ARTS  
THREE OR FOUR SEMESTER HOURS
This requirement is met by completing one of the following options:

A. One three credit hour course in Art History (ARTH) at the 200- or 300-level
B. One three credit hour course in Studio Art (ARTS) at the 200-level
C. One three credit hour course in Music (MUS) at the 200-level, except for MUS 220
D. Four credit hours in Music (MUS) 100, 101, 102, 103, 150, 151, 260 and/or 301
E. One three credit hour course in Theatre (THEA) at the 200-level
F. Four credit hours in Theatre (THEA) 210

FOREIGN LANGUAGES  
THREE TO 10 SEMESTER HOURS
This requirement is met by successfully completing one of the following course sequences or courses, with placement made by the faculty. Normally, placement is determined by previous foreign language study.

CHIN 101,102 (10 hours); or CHIN 201 (5 hours)
FREN 101, 102 (6 hours); or 200 or 201 or 202 (3 hours)
GER 101, 102 (6 hours); or 201 or 202 (3 hours)
LATN 101, 102 (pending approval) (6 hours); or 201 or 202 (pending approval) (3 hours)
SPAN 101, 102 (6 hours); or 200 or 201 or 202 (3 hours)

HUMANITIES 101  
THREE SEMESTER HOURS
This course is required of every freshman, and a passing grade is required for graduation. Students who do not pass the course in the fall will repeat it during the spring semester of their freshman year.

NATURAL SCIENCE,  
B.A. DEGREE  
EIGHT SEMESTER HOURS
This requirement is met by successfully completing a two-course sequence from the Bachelor of Science track OR by taking one life science and one physical science chosen from the lists below:

Life Sciences:  
BIO 104, 150, 151, 212, 214  
COSC 150  
PSY 104, 150, 151, 230, 300, 310, 315  
ENVS 150, 151, 203

Physical Sciences:  
CHEM 104, 123, 124  
COC 150  
PHY 104, 121, 122, 141, 142  
ENVS 150, 151, 203

Note that some of the courses above have prerequisites or require permission of instructor.
Students earning credit through AP, CLEP, IB or certain other tests/experiences for BIO 101/102 or ENVS 110/111 may apply those hours to either the BA or BS Natural Science general education requirement.

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

NATURAL SCIENCE, B.S. DEGREE 16 SEMESTER HOURS
This requirement is met by successfully completing four courses, two in each of two departments, chosen from the following list:

- BIO 150, 151, 212, 214
- ENVS 150, 151
- CHEM 123, 124
- PHY 121, 122; or 141, 142
- PSY 150, 151, 230, 300, 310, 315

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

HISTORY THREE SEMESTER HOURS
This requirement is met by HIST 100, 101 or 102.

PHILOSOPHY THREE SEMESTER HOURS
The requirement may be met by successfully completing any three-semester hour course in Philosophy.

RELIGION THREE SEMESTER HOURS
This requirement is met by any 200-level Religion course.

CULTURES AND PEOPLES THREE SEMESTER HOURS
This requirement is met by any course from a list of those designated by the faculty as Cultures and Peoples courses. The list is available at www.wofford.edu/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 a three semester hour course in Mathematics.
PHYSICAL EDUCATION  

TWO SEMESTER HOURS

This requirement is met by successfully completing two semesters of Physical Education, each in a different activity.

**Major Work Requirements**

At the close of the sophomore year, students normally select a major and officially declare their intentions by completing the Major Declaration form. The form is available on [http://my.Wofford.edu](http://my.Wofford.edu) and at [www.wofford.edu/registrar/](http://www.wofford.edu/registrar/) and requires approval by the department chair of the student’s intended major.

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 27 to 40 (in addition to any prerequisite hours); the specific requirements for a given major 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.

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

**Interim Requirements**

Interim is the annual four-week term between Fall and Spring semesters. In Interim, faculty members offer projects on topics not included in the regular curriculum and/or projects using novel approaches and experiences. Each student engages full time for the four weeks on a project offered by a faculty member or proposed by the student and approved by the faculty-student committee which governs the Interim. The list of project topics, which changes each year, is available in early fall on myWofford. Regulations for the Interim and for submission and approval of projects also may be obtained from the committee or from the Director of Interim.

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 27 semester hours of course work taken at Wofford. The one exception to this policy is for students who complete all degree requirements, including earning 124 credit hours, in three years. In that situation a student will only need to successfully complete three Interim projects.

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

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

Satisfactory completion of an approved study abroad program will stand in lieu of an Interim project only when the calendar of that study abroad program precludes the student’s participation in Interim as ordinarily required. However,
no Interim credit hours are awarded. When other extenuating circumstances in individual cases require such, the Director of the Interim and the Registrar will determine whether the student’s Interim requirements for graduation have been met.

**Additional 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 education and major requirements, electives, and the prescribed number of Interim projects. A candidate must also have an overall cumulative GPA of at least a 2.00 (C average all work attempted). Students who do not meet the minimum GPA requirement outright, may still be considered a candidate for graduation if they have a minimum GPA of 2.00 on 106 credit hours AND earned a grade of C- or better in each course used to fulfill General Education and major requirements.

A candidate is required to perform at a minimum level in all major courses, as well. An average GPA of 2.00 or higher must be earned in all course work that could apply toward the major. Grades earned in all required and elective courses attempted in the major are included in the calculation (grades earned in prerequisites are not included). Again, candidates who do not meet the major GPA requirement outright, may do so by earning a C or better 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, and in Wofford related foreign study and cross-registration programs approved in advance by the Wofford Registrar, 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 34 hours of work toward the degree and more than half of the hours toward the major must be completed at Wofford College. (Courses taken in a Wofford-approved study abroad program are considered to have been completed at Wofford College.) In extenuating circumstances (such as the unavailability in the senior year of required courses), students may be permitted to take up to eight credit hours at another accredited four-year college or university. 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. 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:

- Accounting
- Art History
- Business
- Chinese Studies
- Computer Science
- Creative Writing
- Economics
- English
- Environmental Studies
- Finance
- German Studies
- Government
- History
- Mathematics
- Philosophy
- Religion
- Sociology
- Theatre

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

**Other Concentrations and Emphases**

In addition to interdisciplinary majors, Wofford College offers several interdisciplinary programs, concentrations and emphases which are not majors, but which provide depth and integration of study. Some are available only to students pursuing a specific major which are indicated by the area noted the parentheses.

- African/African American Studies
- American Politics (Government)
- Applied Math (Math)
- Computational Science
- Creative Writing (English)
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 an agreement with Clemson University that affords students the opportunity to become liberally educated engineers. The program usually involves three years of study at Wofford, followed by two years at Clemson University. After a student has completed General Education requirements, certain prescribed courses in Mathematics and the Physical Sciences at Wofford, and has been recommended by the adviser, s/he will be accepted into the School of Engineering at Clemson. After the successful completion of the first year in the engineering program at Clemson, the student may be awarded the B.S. from Wofford College. After the successful completion of the second year and fulfillment of all degree requirements, the student is awarded the B.S. in Engineering from Clemson. This pre-engineering program is tightly structured, and the requirements of the engineering school differ slightly. Therefore, it is necessary to consult early and frequently with the program adviser at Wofford. Advisors are 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 provide 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 adviser at Wofford.

Students interested in the health care fields 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. The adviser is listed in the *Student Handbook*.

There are no specific course requirements or major which must be met for admission to law school. Wofford College has a suggested curriculum for
students who wish to prepare for the practice of law. Electives should include English, American History, Government, Accounting, Economics, Ethics, Writing, and Public Speaking. Statistics, Logic, Philosophy, Psychology and Religion also are recommended. Pre-law students usually major in one of the Humanities or Social Sciences, but many science majors are also admitted to law school. The pre-law adviser is listed in the Student Handbook.

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

**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, the National Guard 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. All credits earned in these courses may be applied toward graduation.

The Advanced Program is offered for students who have successfully completed 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 JROTC, 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 12 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 $500 each month for up to 10 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 Department of Military Science 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, white water rafting, and paint-ball war games.

**Teacher Education Program**

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

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

The Teacher Education Program provides the disciplinary and professional courses and the field experiences to prepare the Wofford teacher candidate for excellent service as a teacher.

Careful planning and selection of courses are required in order to satisfy both Wofford’s requirements and those required for South Carolina licensure. The earlier a teacher candidate registers interest in teaching with the chair of the Department of Education, the more readily the planning can be effected.

**Components of the Teacher Education Program**

The Teacher Education Program at Wofford College has three interrelated components. First, there are those studies required to ensure a broad exposure to our intellectual heritage. For this purpose, teacher candidates are required to take courses in English, diverse cultures, fine arts, foreign language, humanities, science, history, philosophy, public speaking, religion, mathematics, and physical education. These are commonly referred to as the “general education” component of the Teacher Education Program. The requirements in general education for graduation established by Wofford and the requirements in the Teacher Education Program for licensure are similar, but because they are not identical and because the Teacher Education requirements change over time, teacher candidates should consult the chair of the Department of Education and become familiar with the specific general education requirements listed in this Catalogue for graduation and in the Teacher Education Handbook for licensure.

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

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

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

**Sophomore Year**  
EDUC 200 Foundations of Education  
EDUC 220 Teaching Diverse Student Populations

**Junior Year**  
EDUC 320 Human Growth and Development  
EDUC 330 Educational Psychology  
EDUC 340 The Teaching of Reading

**Senior Year**  
EDUC 420 Instructional Methods  
EDUC 430 Senior Seminar and Field Experience  
EDUC 440 Clinical Practice

Periodically, selected special topics courses may be offered as electives to enhance the prospective teacher’s skills.

Explanations of the professional education requirements are included in the Teacher Education Handbook, the Field Experiences Handbook, and the Clinical Practice Handbook, available in the Department of Education and through consultation with the chair.

**Admission to the Teacher Education Program**

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

- successfully completed a minimum of 45 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 with the application;
- demonstrated academic proficiency by passing PRAXIS I (passing scores on the PRAXIS I exams are set by the State Department of Education) or by making the required score set by the General Assembly on the SAT or the ACT;
- received two professional recommendations addressing character and academic promise and performance (one from general education faculty and one from Teacher Education faculty);
• presented a positive assessment of his or her eligibility for full licensure based on FBI background check.

To initiate admission procedures, the teacher candidate must complete the Wofford College Teacher Education Program Interest Form, confer with a faculty member in the Department of Education, and submit the Application for Admission to the Teacher Education Program to the chair of the Department of Education. The 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 will notify the teacher candidate of the committee’s action.

Students not in the Teacher Education Program may enroll for 12 elective hours in certain courses offered by the department (Education 200, 220, 320 or 330). After 12 hours the student must be formally admitted to the program in order to take additional professional education courses. Admission to the Teacher Education program should be sought during the sophomore year. Teacher candidates must be admitted to clinical practice one semester prior to student teaching.

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

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

**Retention in the Teacher Education Program**

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

Specifically, to be retained in the program the teacher candidate must: maintain a grade-point average overall and in the content major of at least a 2.5 and complete satisfactorily each prerequisite professional education course and the prescribed field experiences in EDUC 340, 420, and 430, prior to enrolling in EDUC 440.

**Recommendation for Teacher Licensure**

The college advises teacher candidates about requirements of the Teacher Education Program and helps with scheduling the appropriate sequences of courses. Responsibility for starting the program and pursuing it to completion, however, rests upon the individual candidate. Deficiencies in preparation at the time the candidate seeks recommendation for licensure are not the responsibility of the college. Wofford College recommends for licensure only those candidates who have completed satisfactorily all requirements in the three Teacher Education Program components and passed the state-required national examinations.
Courses of Instruction
On the following pages are brief statements concerning course offerings, prerequisites, and major requirements. For more additional information, contact the department chairs.

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

Wofford students should be aware that, under the terms of a cross-registration agreement, they may also have access to a number of courses offered at Converse College and USC-Upstate. The privileges of this arrangement are available to students who have a 2.00 cumulative GPA or better and who are otherwise in good standing, provided that there is space for their enrollment in the given courses. Wofford students may not take courses at Converse or USC-Upstate that are offered at Wofford nor may they take courses to meet Wofford's General Education requirements. Priority for classroom space for Wofford students at Converse is given to upperclass students. First-year students may not take courses at Converse.

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

**Course Numbering System**

Courses numbered in the 100s and 200s are primarily for first-year students and sophomores; courses numbered in the 300s and 400s are primarily for juniors and seniors.

In general, courses numbered in the 250s, 450s or 460s are research courses or directed study courses; those numbered in the 470s are independent study courses; and those numbered in the 280s, 290s, 480s or 490s are either selected or advanced topics courses. Honors courses, which may be developed for individual senior students, are numbered in the 500s.

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

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

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

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

At the end of each course description are three number in parentheses. The first two numbers indicate the number of hours spent each week in lecture and laboratory, respectively. The final digit indicates the total number of credit hours for the course.
Course and Program Descriptions

Accounting (ACCT), Business (BUS) and Finance (FIN)

LILLIAN E. GONZÁLEZ, Chair
BENJAMIN J. CARTWRIGHT, DIANE S. FARLEY, SHAWN M. FORBES, ANDREW
F. GREEN, JENNIFER B. JOHNSON, RYAN A. JOHNSON, RICKEY H. MADDEN,
MICHAEL L. MERRIMAN, JAMES EDWIN PROCTOR (Professor Emeritus), WM.
EDDIE RICHARDSON, PHILIP G. SWICEGOOD

The Department of Accounting, Business and Finance offers majors in
Accounting and Finance, and minors in Accounting, Business and Finance.
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.

The Department of Accounting, Business, and Finance participates with the
Department of Economics in offering the major in Business Economics and with
the Department of Computer Science in offering the Emphasis in Information
Management. These programs are described elsewhere in this chapter of the
Catalogue.

Students majoring in Accounting or Finance may not major in Business
Economics. The minor in Business is not available to students majoring in
Business Economics.

Proficiency Requirement:
Students majoring in Accounting or Finance, or minoring in Accounting, Busi-
ness or Finance will be expected to use computers for the following applications:
word processing, spreadsheet analysis, Internet access, email, and database
searches.

Students majoring or minoring in Accounting or Finance must earn a grade of C
or better in BOTH ACCT 211 and FIN 321.

Prerequisites for Majors in Accounting or Finance:
ECO 201, 202; MATH 140, and either 160 or 181. A minimum grade of C is
required in all prerequisites for majors in Accounting or Finance. ECO 201
and 202, usually taken in the sophomore year, are required by the Accounting
and Finance majors, but may be taken at any time prior to graduation. Specific
prerequisites for Accounting and Finance courses are noted in the Catalogue
course descriptions that follow.
Requirements for the Major in Accounting:
Completion of 39 hours as follows:

1. 33 hours from the following courses, all of which are required: ACCT 211, 341, 345, 351, 352, 412, and 425; BUS 331 and 338; ECO 372; and FIN 321;
2. Six hours from the following courses: ACCT 342, 411, 413, 426, 445 and selected ACCT 480 courses.

Requirements for the Major in Finance:
Completion of 33 hours as follows:

1. ACCT 211;
2. Six hours from the following courses: ACCT 341, 342, 345, 351, 352, 425, 426 and 445;
3. FIN 321;
4. 15 hours from any 400-level FIN course;
5. Six hours from the following courses: any BUS course and ECO 372.

Requirements for the Minor in Accounting
Prerequisite: MATH 140
Completion of 18 hours as follows:

1. ACCT 211 and FIN 321;
2. ACCT 341, 351, 352, and either 345 or 425.

Requirements for the Minor in Finance:
Prerequisite: MATH 140
Completion of 18 hours as follows:

1. ACCT 211 and FIN 321;
2. 12 hours from any 400-level Finance course

Requirements for the Minor in Business***:
Completion of 18 hours as follows:

1. ACCT 211 and FIN 321;
2. 12 hours from any Business courses (designated as BUS in the catalogue).

*** Business courses may NOT double count in both the Business minor and any other program of study. Students are required to take additional Business courses to total 12 hours that do not apply elsewhere.
Accounting (ACCT)

211. Accounting Principles
Introduction to the basic concepts and methodology of financial accounting with
emphasis on the analysis and recording of business data, and the preparation and use
of corporate financial statements. Students majoring or minoring in Accounting or
Finance must earn a grade of C or better. Offered each semester.

(3/0/3)

280. Selected Topics in Accounting
Selected topics in Accounting at the introductory or intermediate level. Offered on an
occasional basis.

(1-4/0/1-4)

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

(3/0/3)

342. Cost Accounting II
A continued study of current cost accounting issues. Topics include manufacturing
costs, cost accounting trends, and analysis and interpretation of cost accounting data.
Prerequisite: ACCT 341 with a grade of C or higher. Offered each semester.

(3/0/3)

345. 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: ACCT 211 with a grade of C or higher. Offered
each semester.

(3/0/3)

351. Intermediate Accounting I
In-depth study of financial accounting theory and practice primarily related to assets.
Prerequisite: ACCT 211 with a grade of C or higher. Offered each semester.

(3/0/3)

352. Intermediate Accounting II
In-depth study of financial accounting theory and practice primarily related to liabilities
and stockholders’ equity. Prerequisites: ACCT 351 with a grade of C or higher, FIN 321.
Offered spring semester.

(3/0/3)

411. Advanced Accounting
Study of accounting entities such as multi-national enterprises, partnerships, not-for-
profit and governmental organizations, and consolidated corporations. Prerequisite:
ACCT 351 with a grade of C or higher. Offered fall semester.

(3/0/3)

412. Auditing
Theory of auditing using generally accepted auditing standards. Additional emphasis on
practical applications of auditing techniques. Prerequisite: ACCT 351 with a grade of C
or higher. Offered each semester.

(3/0/3)
413. Auditing II
Continued study of the theory of auditing with an emphasis on the current auditing environment; the critical role that ethics, professional judgement, and knowledge of the client’s internal controls, business, and industry play in an effective audit; and the procedures and tools available to the auditor to perform an effective audit. Prerequisite: ACCT 412 with a grade of C or higher. Offered spring semester.
(3/0/3)

425. Income Tax Concepts and Decision Making
Theory and practice of federal income taxation of individuals and businesses with an emphasis on decision making. Prerequisite: ACCT 211 with a grade of C or higher. Offered each semester.
(3/0/3)

426. Tax Concepts II
In-depth study of federal taxation as it relates to corporations, estates, partnerships, and trusts. Prerequisite: ACCT 425 with a grade of C or higher. Offered spring semester.
(3/0/3)

445. Financial Statement Analysis
This course helps students understand financial statements from management, shareholder, and creditor perspectives. Students will learn how financial statements are organized, are used by managers to improve company performance, and are used by investors in valuing companies and in evaluating potential investments. Cross-listed with FIN 445. Prerequisite: FIN 321 with a C or higher. Offered each semester.
(3/0/3)

453. Income Tax Assistance
The Volunteer Income Tax Assistance (VITA) Program is conducted in partnership with the Internal Revenue Service and the United Way of the Piedmont. After passing a series of exams administered by the IRS, certified volunteers offer free tax help to low- to moderate-income individuals who are unable to prepare their own tax returns. Students will develop academic and social skills through valuable hands-on experience, and improve the economic status of VITA clients from within the Spartanburg community. Prerequisites: ACCT 425 and instructor permission. Offered Spring semester.
(1/0/1)

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

Business (BUS)

280. Selected Topics in Business
A study of selected topics in business at an intermediate level. Offered on an occasional basis.
(1-4/0/1-4)

331. Management
A study of management topics such as performance, worker productivity, social responsibilities, managerial skills, organizational theory, and strategy. Both historical and contemporary examples are used to illustrate important concepts. This course is writing intensive and also will require each student to make an oral presentation on an assigned management topic. Offered each semester.
(3/0/3)
338. Marketing
A study of basic marketing topics such as product, price, promotion and distribution strategies, and analysis of market information and buying behavior. Offered each semester.
(3/0/3)

339. Consumer Behavior
Concepts, methods and models used in understanding, explaining and predicting consumer motivation and behavior. Implications for influencing decisions are highlighted. Offered fall semester.
(3/0/3)

340. Marketing Research
A study of the application of the scientific method and analysis to marketing phenomena. Offered spring semester.
(3/0/3)

347. Entrepreneurship
An introduction to entrepreneurship, the marketing of innovations in products, services, and processes in all types of organizations — for-profit, not-for-profit, educational, religious, and military, among others. Although entrepreneurship often pertains to new organizations or start-ups, it can be promoted in existing organizations through a culture of "intrapreneurship." The key concepts to be covered in this course are entrepreneurial perspectives, idea generation, opportunities, business plans, venture funding, and launch of the new venture. The course will be communications-intensive through class discussions, writing assignments, and formal presentations. Offered annually.
(3/0/3)

348. Small Business Management
A practical course designed to familiarize the student with the application of economic and managerial techniques of small business. These techniques include entrepreneurship and start-up, location analysis, forms of ownership, franchising, valuation of existing businesses, financing alternatives, accounting practices, marketing and advertising methods, and inventory control. An important feature of the course is the creation of a business plan for an existing or potential business by students. This course is writing intensive and also will require each student to make an oral presentation on an assigned small business management topic. Offered annually.
(3/0/3)

350. Business and the Environment: The Sustainable Enterprise
Appropriate for all liberal arts majors, this course will explore how environmental issues, especially climate change, are not only serious societal challenges but are becoming major business and market issues. We will discuss how an active role by business is critical to addressing global environmental challenges and how creative enterprises are pursuing new business opportunities linked to environmental products and initiatives. Offered annually.
(3/0/3)

376. Collaborative Problem-Solving
Students are assigned to teams to solve actual organizational problems. Students are responsible for much of their scheduling, assignments, and follow-up. The instructor assists in team-building and oversees students’ projects. Each team presents its results at the end of the project. Offered on an occasional basis.
(3/0/3)
Leadership, Business & Beyond
Leadership can occur in nearly all areas of human activity – business, the military, government, church, science, politics, education and more. This course will include case studies from many fields, but focus on business in order to analyze the conditions under which leadership emerges. Its impact in various domains will be evaluated, compared and contrasted. Students will conduct research on leaders in business and other fields and share their results in written and oral presentations. Offered on an occasional basis. (3/0/3)

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

Finance (FIN)

Personal Finance
This course is about managing money on the personal, that is, individual or household, level. It is a broad introductory course covering banking, taxes, credit, insurance and investing. This course does not satisfy any major requirements for Accounting or Finance and does not satisfy any minor requirements (Accounting, Business, or Finance). Offered each semester. (3/0/3)

Selected Topics in Finance
This course can cover a variety of topics ordinarily requiring few, if any, prerequisites and does not fulfill any of the Finance major requirements. Offered on an occasional basis. (1-4/0/1-4)

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. Students majoring or minoring in Accounting or Finance must earn a grade of C or better. Prerequisite: ACCT 211 with a grade of C or better for Accounting and Finance majors (all other majors can satisfy the prerequisite with a grade of D or better), MATH 140. Offered each semester. (3/0/3)

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: FIN 321 with a grade of C or higher. Offered each semester. (3/0/3)

Bank Management
An introduction of the theory and practice of commercial bank management. It covers topics such as bank regulation, managing deposits and loans, credit evaluation, raising capital, and bank operations. Prerequisite: FIN 321 with a grade of C or higher. Offered each semester. (3/0/3)

Cases in Finance
A study of advanced topics in finance, particularly corporate finance, using the business case methodology. Prerequisite: FIN 321 with a grade of C or higher. Offered annually. (3/0/3)
430. Capital Budgeting
A study of methods used to discriminate among investments in long-term assets, assuming that limited resources are available. Applications relying on present value, statistics, and probability theory are used for long-lived assets, leases, and securities portfolios. Analyses are augmented by using an electronic spreadsheet. Prerequisite: FIN 321 with a grade of C or higher. Offered on an occasional basis. (3/0/3)

435. Real Estate Analysis
An introduction to real estate analyses emphasizing discounted cash flow methods, financing alternatives, tax implications, and uncertainty. Prerequisite: FIN 321 with a grade of C or higher. Offered each semester. (3/0/3)

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: FIN 321 with a grade of C or higher. Offered each semester. (3/0/3)

445. Financial Statement Analysis
This course helps students understand financial statements from management, shareholder, and creditor perspectives. Students will learn how financial statements are organized, are used by managers to improve company performance, and are used by investors in valuing companies and in evaluating potential investments. Cross-listed with ACCT 445. Prerequisite: FIN 321 with a grade of C or higher. Offered each semester. (3/0/3)

450. Corporate Financial Analysis
Students will learn how to apply financial theory to analyze and resolve simple and complex business issues. Students will be provided with descriptions of business situations in which they will identify the important issues, identify and analyze various options for resolving these issues, and present recommended solutions supported by quantitative and qualitative justifications. Often these analyses will include the development of financial models. Prerequisite: FIN 321 with a grade of C or higher; one 400-level finance (or accounting course or permission of the instructor). Offered spring semester. (3/0/3)

461. Applied Investment Research
In this course, students research and write an in-depth investment report on a public company selected by the CFA (Certified Financial Analysts) Institute. The students then present and defend their report to a panel of CFA judges in an intercollegiate competition in which graduate and undergraduate teams from colleges and universities in the region compete. The top-rated teams then compete in a regional final. Graded on a Pass/Fail basis. Prerequisite: Instructor Permission. Offered Spring semester. (1/0/1)

480. Advanced Topics in Finance
Topics and credits may vary from year to year. Prerequisite: FIN 321 with a grade of C or higher or permission of instructor. Offered on an occasional basis. (1-4/0/1-4)
African/African American Studies (AAAS)

KENNETH J. BANKS, GERALD A. GINOCCHIO, IBRAHIM HANIF,
JIM NEIGHBORS, KIMBERLY A. ROSTAN, Coordinators

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

The program in African/African American Studies is not a major. Courses applied toward requirements for African/African American Studies also may be counted for other programs, majors, or minors. Typically, Interim courses cannot be used to fulfill any requirements other than Interim. However, in special cases African/African American Studies may permit the use of an applicable Interim course if approved in advance by the program coordinators. Successful completion of the program will be noted on the transcript and on the program for commencement exercises.

Program Requirements:

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


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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 241</td>
<td>African Art: Gender, Power, and Life-Cycle Ritual</td>
</tr>
<tr>
<td>ENGL 320</td>
<td>African American Literature</td>
</tr>
<tr>
<td>ENGL 330</td>
<td>Black Arts Movement</td>
</tr>
<tr>
<td>ENGL 340</td>
<td>African Literature</td>
</tr>
<tr>
<td>ENGL 358</td>
<td>Literature and Human Rights</td>
</tr>
<tr>
<td>HIST 307</td>
<td>History of the American South to the Civil War</td>
</tr>
<tr>
<td>HIST 308</td>
<td>History of the American South since the Civil War</td>
</tr>
<tr>
<td>HIST 316</td>
<td>Topics in African-American History</td>
</tr>
<tr>
<td>PHIL 331</td>
<td>African Philosophy</td>
</tr>
<tr>
<td>SOC 240</td>
<td>Race and Ethnic Relations.</td>
</tr>
<tr>
<td>SOC 305</td>
<td>The Sociological Wisdom of Martin Luther King Jr.</td>
</tr>
<tr>
<td>SOC 306</td>
<td>The Sociological Lessons of the Life and Times of Malcolm X</td>
</tr>
<tr>
<td>SOC 307</td>
<td>W.E.B. DuBois and the Development of Black Sociology</td>
</tr>
</tbody>
</table>

Special topics courses offered at the 480- or 490-level through the departments of Art History, English, Government, History, Philosophy, Religion, Sociology and Theatre may apply to the program with prior approval by the coordinator.
3. The Senior Capstone Project.

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

KAREN H. GOODCHILD, Chair
DAVID S. EFURD, PETER L. SCHMUNK
KRISTOFER M. NEELY, Coordinator of Studio Art

The department offers a major and a minor in Art History as well as a major in Art History with a concentration in Studio Art.

The curriculum in Art History immerses students in the study of visual culture, especially works of painting, sculpture, and architecture, but also other media such as prints, textiles, and body adornment. Courses in Art History develop a mastery of the concepts and language particular to the analysis of images and architectural space. Art History is inherently cross-disciplinary and the task of understanding a work of art in its historical context requires an awareness of the politics, economics, literature and religion of that period. Students majoring in Art History will acquire skills in visual analysis, familiarity with different approaches to the interpretation of works of art, training in the techniques of research in the humanities, and the ability to write clearly and persuasively about art.

Courses in Studio Art allow students to explore the materials and techniques of diverse media, from drawing and painting to photography, print making, and installation art.

Art History Major:

Students intending to complete the major in Art History should first complete the introductory courses of ARTH 201, 202, and 220 before undertaking more advanced coursework. All majors should take Art Historiography (ARTH 411) the fall semester of their junior year or before and must perform satisfactorily (a score of 75 percent or better) on the Test of Art Historical Proficiency, which is administered as part of the course. Majors are encouraged to take the optional Senior Capstone course (ARTH 448) during the fall of their senior year, a class designed to provide students with the opportunity to pursue an advanced research project under the guidance of a member of the Art History faculty. Majors also are encouraged to devote a semester to study abroad, preferably in the spring of their junior year, and if possible, to complete an internship related to the field, either over the summer or during the academic year.

Art History Major with a Concentration in Studio Art:

Students majoring in Art History may choose to concentrate in Studio Art. The concentration in Studio Art requires students to successfully complete seven courses in Art History, four courses in Studio Art, and the Senior Capstone in Studio Art. In Art History, students should complete the required introductory courses, ARTH 201, 202, and 220, before enrolling in more advanced courses. Art Historiography (ARTH 411) should be successfully completed during the fall semester of the junior year, including a score of 75 percent or better on the Test of Art Historical Proficiency which is administered as part of the course. Four courses must come from Studio Art, with at least two of these at the 300-level or above. Finally, during the senior year, students must complete ARTS 448, the
Senior Capstone in Studio Art, which integrates art historical knowledge with creative studio artwork.

**Requirements for the Major:**
The Art History major requires 30 semester hours in addition to the satisfactory completion of the General Education requirement in Fine Arts, which may be taken in any Fine Art discipline, including Studio Art or Art History.

A. Three introductory courses, ARTH 201, 202 and 220
B. One Studio Art course selected from ARTS 250, 251, 252, 260 or 351
C. Two courses in Art Historical methods and analysis, ARTH 411 and either ARTH 412, 415, or PHIL 310.
D. Four additional Art History courses, three of which must be at the 300-level or above.

**Requirements for the Major in Art History with a Concentration in Studio Art:**
The Art History major with a concentration in Studio Art requires 36 semester hours in addition to the satisfactory completion of the General Education requirement in Fine Arts, which may be taken in any Fine Art discipline, including Studio Art or Art History.

A. Three introductory courses in Art History, ARTH 201, 202 and 220
B. Two courses in Art Historical methods and analysis, ARTH 411 and either ARTH 412, 415, or PHIL 310
C. Two electives in Art History, at the 300- or 400-level
D. Four courses in Studio Art, with at least two at the 300-level or above.
E. ARTS 448, Senior Capstone in Studio Art

**Requirements for the Minor:**
The Art History minor requires 18 semester hours in addition to the satisfactory completion of the General Education requirement in Fine Arts, which may be taken in any Fine Art discipline, including Studio Art or Art History.

A. Three introductory courses in Art History, ARTH 201, 202 and 220
B. Two Art History courses at the 300-level or above
C. One elective course in any ARTH or ARTS 250, 251, 252 or 351

**Courses used to fulfill the Fine Arts or Philosophy General Education requirement CANNOT also be applied to the Art History major, Concentration in Studio Art or the Art History minor.**
Art History (ARTH)

201, 202. Survey of the History of Western Art
An introductory survey of Western art and its major monuments, artists, techniques, styles, and themes. ARTH 201 encompasses the art of prehistory, the Ancient World, the Middle Ages, and the Renaissance; ARTH 202 surveys the art of the Baroque and the 18th, 19th and 20th centuries. (3/0/3) each course

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

220. Survey of Asian Art History
An introduction to the arts of Asia, including India, China, Japan, Korea, and Southeast Asia. This course addresses the distinctive styles, forms, and aesthetics of Asian art and their expression of Asian cultures and values. An emphasis will be placed upon indigenous traditions and transmissions of culture that motivated the creation of works of art. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation. (3/0/3)

225. Islamic Art
A survey of the art and architecture of Islamic cultures throughout the world. Emphasis in this course will be placed on understanding works of art within their social and religious contexts, including ritual use and/or cultural meaning, underlying aesthetic principles, and the social and political motivations shaping artistic production. Additional Issues addressed include the use of art to express political power and Western attitudes toward Islamic art and civilization Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/0/3)

241. African Art: Gender, Power, and Life-Cycle Ritual
A survey of the arts of sub-Saharan Africa. This course examines examples of sculpture, architecture, painting, pottery, textile art, and body adornment in their religious, political, and social contexts. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/0/3)

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

301. Ancient & Classical Art
A study of the major developments in ancient Greek and Roman art and architecture, including a consideration of the Aegean and Etruscan cultures that preceded them. This course places objects in their cultural context, with emphasis on the use of art as a tool for political propaganda. Prerequisite: 200-level ARTH course. (3/0/3)

302. Medieval Art
A study of the major developments in the visual arts during the Middle Ages, including the art of Constantinian Rome and Byzantium, the pre-Christian art of the North and its assimilation into the Christian tradition, the artistic expression of monasticism and pilgrimage, and the Gothic flowering of art in cathedral construction, sculpture, and manuscript illumination. Prerequisite: 200-level ARTH course. (3/0/3)
303. **Italian Renaissance Art**  
An examination of the arts of painting, sculpture, and architecture as practiced in Italy between 1300 and 1600, with emphasis on artistic techniques that were invented and/or perfected during this period. Topics discussed include humanism and the revival of antiquity, the changing social status of the artist, and the relation between the visual arts and literature. Prerequisite: 200-level ARTH course.  
(3/0/3)

304. **Baroque and Rococo Art**  
A study of the various individual, national, and period styles practiced during the 17th and 18th centuries, a period encompassing the artistic expression of absolute monarchy, Catholic encouragement vs. Protestant rejection of liturgical art, the foundation of academies of art, and the revelatory works of Bernini, Rubens, Velázquez, and Rembrandt. Prerequisite: 200-level ARTH course.  
(3/0/3)

305. **19th Century Art**  
A study of the principal styles and artists that distinguish the art produced just prior to and throughout the 19th century, seen against the background of significant cultural developments: political and industrial revolutions, the establishment of mass cultural venues such as the museum and the world’s fair, the influence of music on the visual arts, and the waning influence of the academies vs. the emergent concept of the avant-garde. Prerequisite: 200-level ARTH course.  
(3/0/3)

310. **20th Century Architecture**  
An exploration of the architecture of the 20th century and the various architects, styles and theories of design encompassed by the broad labels Modern and Post-Modern. These topics will be studied from a variety of perspectives – political, economic, social, technological and aesthetic – in an effort to understand how recent architecture reflects the circumstances that surround its making and what the architects of the time tried to achieve and to express with its creation. Prerequisite: 200-level ARTH course or instructor permission  
(3/0/3)

321. **Art of South Asia**  
A study of major developments in the visual arts of the Indian subcontinent from the proto-historic era through the 17th century. Topics discussed include the political, economic, social, and cultural conditions that shaped the direction of visual arts and architecture in South Asia. Fundamental to this course will be the meaning and symbolic content of the arts in relation to regional indigenous religious traditions, namely Hinduism, Buddhism, and Jainism. Prerequisite: 200-level ARTH course.  
Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.  
(3/0/3)

322. **Art of China**  
An examination of topics relating to the visual arts of China from its proto-historic river cultures to the contemporary era. This course traces the development of Chinese art in the fields of painting, sculpture, calligraphy, architecture, and ceramics. Of special interest are the functional aspects of art, whether for ritual, expressive, or propagandistic purposes, and the shifting roles of artist and patron in Chinese civilization. Prerequisite: 200-level ARTH course.  
Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.  
(3/0/3)

323. **Art of Japan**  
An examination of topics relating to the visual arts of Japan, ranging from pottery and clay technologies in the proto-historic era to developments in the manufacture of 19th century multicolored woodblock prints. Issues to be addressed include the impact of cultural interactions with continental Asia, the transmission of Buddhism and Buddhist
art to Japan, and the growth of indigenous aesthetics and artistic practices. Prerequisites: 200-level ARTH course. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

(3/0/3)

411. Art Historiography
An exploration of the theory and methodology of art history, intended to develop critical thinking skills, to further the student’s ability to write persuasively about art, to develop research and bibliographic skills, and to cultivate an awareness of some of the approaches employed by historians of art, including biography, connoisseurship, style criticism, iconology, and feminist criticism. Prerequisite: 200-level ARTH course.

(3/0/3)

412. Women in Italian Renaissance and Baroque Art
This seminar examines women as subjects, artists, viewers and patrons of art in the Renaissance and Baroque eras. Students will read, discuss, and write about a body of interconnected primary and secondary sources and develop the skill of evaluating scholarly arguments. Texts to be examined include works by Boccaccio, Petrarch, Leon Battista Alberti, Lorenzo de Medici, Baldassare Castiglione, and Giorgio Vasari. Prerequisite: 200-level ARTH course.

(3/0/3)

415. Empires and Antiquities: Art History and the Acquiring of the “Orient”
A seminar investigating the development of Asian and Islamic art history, with emphasis on the changing attitudes of Western culture and scholarship toward the arts of Asia and the Islamic world. Among major topics of the course are Orientalism, European colonialism, nationalism in the 19th and 20th centuries, post-colonialism, and issues surrounding the presentation and collecting of objects from Asia and the Islamic world. Prerequisite: 200-level ARTH course or instructor permission.

(3/0/3)

448. Senior Capstone in Art History
An optional capstone experience for senior majors and minors, facilitating the synthesis of knowledge and skills encountered across the major program and the completion of an extended research project. Taught in seminar format, it is strongly recommended for students intending to pursue graduate study. Open only to seniors majoring or minoring in Art History.

(3/0/3)

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

(1-3/0/1-3)

480. Advanced Topics in Art History
Offered periodically as announced. Recent topics have included “Vincent van Gogh” and “Rome: A City in History.” Advanced student standing required. Prerequisite: Permission of instructor.

(1-4/0/1-4)

Students majoring in Art History may take and apply one of the following Converse College courses toward the completion of their major degree requirements:

306. 20th Century Art before 1945
309. 20th Century Art after 1945
315. Women and Art
404. American Art
**Studio Art (ARTS)**

245. Introduction to Studio Art
A mixed media course for beginning artists or more experienced artists who wish to improve their technical expertise while broadening knowledge and appreciation of style in historical and cultural context. Design, drawing, painting, printmaking, and sculpture may be explored through lecture, critique, visual aids, and hands-on projects.

(3/0/3)

250. Two-Dimensional Design
This art foundations course introduces students to fundamental aspects of visual design and develops skills and knowledge applicable to drawing, painting, and advanced work in all media. The basic elements of art — including line, shape, value, color, texture, scale, perspective, pattern, and composition — are studied so that students acquire a conceptual language useful in creating and critiquing works of art.

(3/0/3)

251. Drawing
An introduction to the materials and techniques of drawing, including use of charcoal, conte crayon, gouache, and pastel. Problems particular to the representation of space and mass, the handling of negative space, the use of the elements of value and texture, the representation of drapery, and the depiction of the human figure and still-life subjects will be addressed.

(3/0/3)

252. Painting
An introduction to the materials and techniques of painting, with emphasis on color theory, pictorial organization, the representation of space and mass, and critical reflection on technical, formal, and conceptual issues. Students will paint works of art in the subject categories of still-life, landscape, portraiture, and abstraction.

(3/0/3)

255. Digital Photography
An introduction to the basic techniques of camera use and computer processing of images toward the aim of creating successful photographs. Attention will be given to historical styles of photography and the work of noted photographers as models. Students will explore the genres of portrait, object, documentary, and nature photography.

(3/0/3)

260. Three-Dimensional Design
An art foundations course which introduces students to fundamental aspects of 3-D design and develops skills and knowledge applicable to sculpture, ceramics, installation, and advanced work in all media. The basic elements of spatial design are taught along with an emphasis on our perceptions of mass and space in both natural and manufactured structures. Art projects and exercises are created and critiqued as students develop a conceptual language for how works of art exist in relationship to space.

(3/0/3)

280. Selected Topics in Studio Art
Selected topics in Studio Art at the introductory or intermediate level.

(1-4/0/1-4)
351. Figure Drawing
An introduction to the discipline of figure drawing for the intermediate-level artist. Drawing skills will be developed through close observation of the skeleton and the human figure, using the nude model. Studio problems to be addressed include the handling of line, value, and space, issues of proportion and perspective, and the use of various black-and-white media in the portrayal of the human figure. Prerequisite: 200-level ARTS course.
(3/0/3)

355. Advanced Digital Photography
An advanced course in photographic image-making, focusing on manual operation of camera functions, image composition and the elements of visual form, and the use of PhotoShop to optimize images in the digital darkroom. Each student must have a camera that will function in a manual operating mode. Prerequisites: One 200-level ARTS course.
(3/0/3)

357. Shaping Space: Environmental Art & Installation
Beginning with a study of the history of environmental art and installations, students in this studio art course will design, build and document (photographs, video, writing, etc.) original art intended to shape the experience of both interior and exterior spaces. Participants will be expected to participate actively in discussions about the implications of transforming public spaces, the social responsibility of the artists, and the role of art in the public domain. Natural, urban and interior sites will be used. Collaborations involving sound, music and staged actions will be encouraged. Prerequisites: One 200-level ARTS course.
(3/0/3)

356. Printmaking
An exploration of four techniques of (non-toxic) printmaking, including relief printing, collography, carborundum printing, and screen printing. Students will complete a small edition of prints for each process; a final project will combine two or more processes. Prerequisite: 200-level ARTS course.
(3/0/3)

448. Senior Capstone in Studio Art
Provides the opportunity for students to propose, create, and present a solo exhibition of original studio artwork. Designed for students completing the Studio Art concentration within the Art History major, this course culminates with the presentation of a body of work that synthesizes methods, techniques, and interests developed in Studio Art courses with material mastered in Art History course work. Prerequisite: Permission of instructor.
(3/0/3)

470. Independent Study, Studio Art
A study of a specific studio art topic under the direction of a faculty member in Studio Art. The readings, program of research, written work, and art making processes to be undertaken by the student will be determined in consultation with the instructor. Prerequisite: Permission of instructor.
(1-3/0/1-3)

480. Advanced Topics in Studio Art
The study of selected topics at the advanced level. Prerequisite: Permission of instructor.
(1-4/0/1-4)

**All Studio Art courses have additional fees for supplies.**
Biology (BIO)

ELLEN S. GOLDEY, Chair
STACEY R. HETTES, Vice Chair
STEFANIE H. BAKER, G.R. DAVIS JR., STACEY R. HETTES, TRACIE M. IVY,
DAVID I. KUSHER, JOHN F. MOELLER, ROBERT E. MOSS, DOUGLAS A.
RAYNER, GEORGE W. SHIFLET JR., CHARLES F. SMITH, NATALIE W. SPIVEY

Requirements for the Major:
37 semester hours as follows: BIO 150, 151, 212, and 214, plus six advanced
courses chosen in consultation with your Biology faculty adviser. At least three
of these advanced courses must be four-credit, laboratory courses (thus students
must successfully complete at least seven laboratory-based courses in Biology),
and three may be three-credit, non-lab courses. No student planning to major in
Biology should take advanced courses before completing 150, 151, 212 and 214.

As related work, eight hours of laboratory courses in another science are
required for the B.S. degree. We strongly recommend CHEM 123 and 124
for this requirement. Students who do not take BIO 151 as a prerequisite and
CHEM 123 as a prerequisite or corequisite to BIO 212 and 214 may find these
courses extremely challenging. CHEM 104 and PHY 104 do not contribute to
this requirement. We also recommend that biology majors take MATH 140
(statistics) as early as possible.

The completion of two comprehensive examinations is required for graduation.
In the spring semester of junior year, students take the first exam that is
composed of 200 multiple choice questions from all areas of Biology taken from
GREs, MCATs, DATs, along with custom questions, and each student has three
hours to complete the exam. In the spring semester of senior year, students
take the Biology Major Field Test (MFT). This test contains 150 questions (to be
completed in a two-hour block) and is taken by thousands of students around the
country. These assessments give students practice in taking standardized exams,
may be used to advise senior coursework, and provide the department insight
into students’ knowledge and application of biological concepts.

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

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

Students in the Teacher Education Program who are seeking to complete licensure
requirements to teach biology in secondary schools should refer to the Teacher
Education Handbook and consult with the chairs of the Departments of Biology and
Education to review the extent to which departmental and teacher preparation
requirements differ and to develop plans for meeting both.
104. Biology: Concepts and Method  
Study of topics selected to introduce students to basic concepts in biology and to the scientific method. Does not count toward a major in Biology or toward science requirements for the B.S. degree.  
(3/3/4)

150. Biological Inquiry  
Students in BIO 150 will advance their knowledge of biology (from the ecosystem level to the molecular level), learn and practice skills essential to biological inquiry, and integrate scientific ways of knowing into their development as liberally educated, engaged citizens. Individually and in teams, students will work with research organisms commonly used in the discipline, read the primary literature, and develop their observational, analytical and quantitative (especially statistical) skills. Students will also develop oral and written communication skills through informal discussions, oral presentations, and written reports of their experimental work, which will benefit from the peer-review process.  
(3/3/4)

151. Biological Development  
Students in BIO 151 will be introduced to the multi-dimensional nature of structure, function, and timing of development and evolution in plants and animals. Building upon skills from BIO 150, students will study the development of model organisms typically used in research. They will continue to develop the observational, analytical, and presentation skills necessary to be active participants in a scientific community. In addition, they will continue their development as liberally educated, engaged citizens.  
Prerequisite: BIO 150  
(3/3/4)

212. Introduction to Genetics and Molecular Biology  
Study of heredity and the roles of DNA and other macromolecules in the function of cells and organisms. This course will focus on inheritance at biochemical, organismal, and population levels. Prerequisite: BIO 151 or permission of instructor. The laboratory portion of this course includes classic genetic crosses using model organisms (e.g., fruit flies), molecular techniques to analyze DNA, and bioinformatic analysis of DNA sequences. Students will also analyze their own mitochondrial DNA to get information on their genetic lineage and design experiments to analyze mutant yeast strains and to study gene regulation in bacteria. Lab reports and research posters will be used to assess students’ understanding of the laboratory exercises.  
(3/3/4)

214. Cellular Biology  
Study of biochemical, metabolic, structural and functional aspects of cells and cellular systems. The lab consists of modules introducing quantitative and qualitative data collection techniques, open-ended research projects to test student-generated hypotheses, and written and/or oral scientific presentations.  
(3/3/4)

241. Introduction to Biostatistics  
General introduction to statistical procedures in the biological sciences. Topics include describing and displaying data, descriptive statistics, sampling distributions, experimental design, hypothesis testing, categorical data analysis, ANOVA, and linear regression analysis. Students will use the statistical software package JMP to analyze data from studies in ecology, evolutionary biology, medicine, and genetics. Prerequisites: BIO 150 and 151 and/or ENVS 203 or instructor permission.  
(3/0/3)

250. Introduction to Research  
Projects designed to introduce students to research and to critical reading of original research.  
(Variable credit up to four hours)
280. **Selected topics in Biology**  
Selected topics in Biology at the introductory or intermediate level. Courses with this designation are typically newly designed and are being explored for possible adoption as a regular addition to the curriculum.  
(Variable credit up to four hours)

310. **Seminar in Ecology & Evolutionary Biology**  
This seminar is designed to refine and extend student fluency (both verbal and written) in evolutionary and ecological topics and techniques through the dissection and discussion of research papers.  
(3/0/3)

311. **Seminar in Genetics/Genomics**  
Designed to refine and extend student fluency (both verbal and written) in current genetics and genomics topics and techniques through the critical reading and analysis of primary research articles. Prerequisites: BIO 150, 151, 212, and 214.  
(3/0/3)

313. **Plants & Ecosystems**  
Designed for students interested in plants and the environment. Study of the structure and function of vascular plants, with an emphasis on flowering plants. Also, an introduction to major ecological principles, especially species-species interactions, community ecology, and ecosystem ecology. Special emphasis on how plants benefit humans and on sustainability. Prerequisites: BIO 150, 151, 212 and 214.  
(3/3/4)

322. **Biology of the Vertebrates**  
This course explores the biology, natural history and diversity of vertebrates, and the evolution of form and function within this group.  
(3/0/3)

323. **Biology of the Vertebrates (with lab)**  
Identical to BIO 322 with a lab component that focuses on developing and conducting an original research project centered on vertebrate biology. Over the course of the semester, students will gain experience in preparing a primary literature review, producing a grant proposal, learn sound experimental design and data analysis, conduct an original research project, and prepare results for written and oral presentation.  
(3/3/4)

324. **Microbiology**  
Study of the biology of microorganisms, with emphasis on bacteria and viruses. Laboratory work includes techniques for handling, culturing and identifying bacteria, identification of unknown bacterial species and development of epidemiological models for the spread of infectious diseases.  
(3/3/4)

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

332. **Developmental Biology (with lab)**  
Identical to BIO 331 but has a laboratory component that focuses on a research project in which students explore the recent literature and practice the laboratory techniques used in this field.  
(3/3/4)
333. Nutrition
An integrated overview of nutrition to include the physiology of digestion and absorption, basic nutrients and their utilization, vitamins and minerals, additives, healthy diets and lifestyle, cultural and social influences on diet, weight control and lifecycle nutrition.
(3/0/3)

342. Human Physiology
Study of the concepts of physiology with emphasis on negative feedback mechanisms responsible for homeostasis in humans. In lab, physiological phenomena such as nerve conduction velocity, muscle properties, electrocardiograms, pulmonary function tests, and urinalysis are recorded and analyzed from live animals and human subjects. Case studies also are integrated into the laboratory experience. Prerequisite: BIO 214.
(3/3/4)

344. Mammalian Histology
Microscopic study of the cellular structure of tissues and organs. In lab, students examine prepared microscope slides while consulting their text-atlas before reviewing digital images of histological material. Learning in this course is greatly enhanced by student-organized group study outside the regularly schedule class meetings and lab sessions.
(3/3/4)

351. Research Methods & Communication, Neurobiology
Projects designed to engage students in original neurobiological research, in critical reading of published research, and in oral and written communication of research findings, leading to possible conference presentation and publication. Prerequisites: BIO 150, 151, 212 and 214.
(3/3/4)

352. Research in Evolutionary Biology (New Course)
Projects designed to engage students in research methods in evolutionary biology, in critical reading of the primary literature, and in oral and written communication of original research. Prerequisites: BIO 150, 151, 214, and 214.
(3/3/4)

360. Current Topics In Biology Seminar
An in-depth examination of selected topics, considered from biological, historical, philosophical and sociopolitical perspectives. Possible topics include: human embryonic stem cell research, AIDS, the environment, eugenics and human genetics, human experimentation, teaching evolution, emerging viruses, psychotropic drugs, world population, international public health, and biological warfare.
(3/0/3)

370. Field Biology
Introduction to the identification and natural history of arthropods, animals and selected groups of non-vascular “plants.” Lecture emphasis is on the identification of specimens using dichotomous keys and other print/web resources. During the laboratory time, students are typically in the field practicing the skills to identify organism by sight recognition.
(3/3/4)

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)
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 include the evolutionary origins of living mammals, review of the group’s phylogeny, and contemporary problems of mammal conservation.
(3/0/3)

382. Ecology
Scientific study of the interactions that determine the distribution and abundance of living organisms. Ecological principles are discussed at the level of the organism, the population, the community, and the ecosystem. Students explore the current research literature in ecology and complete a team-designed research project and report.
(3/3/4)

383. Ecotoxicology
Ecotoxicology examines the effect of environmental contaminants on individuals, populations, communities, and ecosystems. The course examines how governments influence toxicological issues facing the nation and world today and in the future.
(3/0/3)

385. Marine Biology
The course explores the physical and biological components of marine ecosystems with an emphasis on the diversity of organisms and their ecological adaptations to the sea. The course also examines issues that significantly impact the environmental and ecological stability of ocean communities.
(3/0/3)

386. Freshwater Biology
The course explores the physical attributes and biological communities of freshwater ecosystems. It also examines how and why many freshwater systems may be over-exploited and ill-used and the subsequent impact on our water resources. Lab includes travel to explore local/regional streams and lakes.
(3/3/4)

391. Animal Behavior
Students will explore the diverse science of animal behavior. Students will examine research studies and theories that attempt to answer the ultimate evolutionary causes of animal behavior, which unify the whole field of ethology. This exploration will extend to the internal mechanisms (such as genes and hormones) that influence the expression of behavior as animals respond to complex, environmental stimuli.
(3/0/3)

392. Animal Behavior (with lab)
Students will explore the diverse science of animal behavior. Students will examine research studies and theories that attempt to answer the ultimate evolutionary causes of animal behavior, which unify the whole field of ethology. This exploration will extend to the internal mechanisms (such as genes and hormones) that influence the expression of behavior as animals respond to complex, environmental stimuli. Students also will apply the methods of ethology in field and laboratory conditions and conduct research projects leading to possible conference presentation and publication.
(3/3/4)

399. Evolution
Introduction to the facts and theories of biological evolution. Topics include an historical overview, the evidence for evolution, adaptation and natural selection, the evolution of diversity, the fossil record, extinction, evo-devo, genomics, and evolutionary genetics.
(3/0/3)
421. Human Genetics
Study of the principles of genetics, using the human as the primary organism. New methods of studying genes in humans will be highlighted throughout the course. The course includes numerous case studies and students will read and discuss recent scientific literature.
(3/0/3)

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

424. Immunology (with lab)
Identical to BIO 423 with a laboratory component through which students practice the research techniques used in this field.
(3/3/4)

433. Cellular Biochemistry
Study of the mechanisms of life on the cellular level. Topics may include cell metabolism, enzyme mechanisms and regulation, cell-cell communication, and errors of metabolism. Special attention will be focused on applications of biochemistry to health and disease.
(3/0/3)

436. Molecular Biology & Genomics
Study of the mechanisms of life on the molecular level. Topics include gene cloning, the study of the mechanisms of life on the molecular level, as well as the use of large computer databases of DNA sequence data to study those mechanisms. In the laboratory, students will use modern technologies including Western Blot, PCR, and DNA sequencing. The laboratory will also include bioinformatics tools to analyze DNA. Prerequisite: CHEM 203.
(3/3/4)

440. Comparative and Human Anatomy
A system-by-system approach to understanding vertebrate anatomy and evolution. Human anatomy is studied in detail and students explore the anatomy of representative vertebrates with a focus on evolutionary and developmental origins of structures. Laboratory and classroom activities include model construction, extensive dissection, and comparative morphology of extant species. Students also explore current research in this field.
(3/3/4)

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

446. Neurobiology (with lab)
Identical to BIO 445 but has a laboratory component. The lab includes cellular and physiological studies using fly larvae as a model system, comparative anatomical studies using sheep brain as a model, and student generated hypothesis testing in the areas of sensation and perception, learning, and/or cognition. Students also explore complimentary research in this field, and assessments include written and oral presentations of their work.
(3/3/4)

450. Research
Original research in an area of student’s interest. Prerequisite: BIO 250
(Variable credit up to four hours)
480. **Advanced Topics in Biology**
Courses with this designation consider topics of special interest, special need, or special content.
(Variable credit up to four hours)

491. **Human Disease**
A survey of all of the broad disease categories: genetic and congenital abnormalities, inflammatory/autoimmune diseases, environmentally linked diseases, forensic pathology, infectious disease, and neoplasia/cancer. Discussion of case studies will be used to reinforce disease concepts.
(3/3/4)

493. **Case Studies in Public Health**
Using a case study format and self-directed learning, students in this course will consider important local, national, and international public health issues. Community or campus service projects may be incorporated.
(3/0/3)

495. **Case Studies in Biomedicine**
Study of the biology of human disease through patient-oriented problem solving and self-directed learning under the guidance of a mentoring physician. Discussions of readings on medically related topics (e.g., art of diagnosis, impact of technology on medicine, mortality and medicine) and a patient-interview exercise complement the case studies sessions.
(3/0/3)

497. **Case Studies in Environmental Issues**
The course challenges students to consider environmental issues that confront us locally, nationally and globally. A case study format will be used to provide students with a practical approach to environmental problems.
(3/0/3)

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

JAMEICA B. HILL, Chair
CALEB A. ARRINGTON, CHARLES G. BASS, HEIDI E. BOSTIC, TAMMY L. COOPER, RAMIN RADFAR, BRYAN G. SPLAWN, T. CHRISTOPHER WAIDNER, DAVID M. WHISNANT

In order to allow flexibility in the major and to provide for differing professional goals, the Department of Chemistry offers two major tracks. The Pre-Professional Chemistry Track of 37 semester hours is for students who plan to do graduate work leading to the M.S. or Ph.D. degree in chemistry or who plan to become industrial chemists. It is designed to conform to the criteria recommended by the American Chemical Society for undergraduate professional education in chemistry. The Liberal Arts Chemistry Track of 33 semester hours in chemistry and four in biology (other than Biology 104) provides more flexibility in selecting courses within the major and in taking elective courses in other departments. It is designed to give a sound foundation in chemistry for students pursuing medically related careers.

Students majoring in chemistry may obtain an Emphasis in Computational Science. The interdisciplinary field of Computational Science applies Computer Science and Mathematics to Chemistry and the other sciences. For requirements, see the Catalogue section on Computational Science.

Prerequisites for the Major:
CHEM 123 and 124

Corequisites for the Major:
PHY 121 and 122, or 141 and 142; MATH 181, 182.

Requirements for the Major:
Participation in departmental seminars in junior and senior years.

Additional Requirements for the Pre-Professional Track:
Chemistry 314 and 314L; 323 and 323L; eight credit hours of 400-level courses, 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 are strongly advised to take MATH 210.

Additional Requirements for the Liberal Arts Track:
CHEM 309 and 309L; 308 and 308L, or 314 and 314L, or 323 and 323L; four credit hours of 400-level courses; and one four-hour biology course (other than BIO 104). Pre-medical and pre-dental students must take at least three biology courses to meet admission requirements of most professional schools.
104. Chemistry: Concepts and Method
A study of topics selected to introduce students to basic concepts in chemistry and to the scientific method. Does not count toward a major in chemistry or toward science requirements for the B.S. degree.
(3/3/4)

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

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

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

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

214L. Introductory Analytical Chemistry Lab
((0/3/1)

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

280. Selected Topics in Chemistry
Group or individual study of selected topics in chemistry at an intermediate level. Intended for non-chemists as well as students majoring in chemistry. Specific topics vary with student interest and are announced one semester in advance.
(Variable credit in class or lab up to four hours)

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

308L. Biotechnology Lab
The lab exercises in this course have been selected to provide practical experience in biochemical processes and their application to industrial chemistry, microbiology, and use of microorganisms for biological synthesis.
(0/3/1)
309. Biochemistry
A rigorous introduction to modern biochemistry with an emphasis on the molecular basis of cellular structure and biological function. A thorough treatment of physico-chemical properties of informational macromolecules is employed to provide a sound basis for the study of bioenergetics and metabolic organization. Prerequisite: CHEM 204. Corequisite: CHEM 309L.
(3/0/3)

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

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

313L. Physical Chemistry I Laboratory
This course provides a laboratory study of chemical kinetics using both modern experimental techniques and computer-aided calculations and simulations. Along with understanding the measurements of chemical reaction rates from both theoretical and experimental perspectives, the course focuses on methods for the statistical treatment of experimental data. Prerequisites: CHEM 214, PHY 121 and 122, or 141 and 142; MATH 181, 182. Corequisite: CHEM 313.
(0/3/1)

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: CHEM 214, PHY 121 and 122, or 141 and 142; MATH 181, 182.
(3/0/3)

314L. Physical Chemistry II Laboratory
This laboratory engages in an experimental study of selected aspects of physical chemistry, with emphasis on experimentation relevant to the field of quantum chemistry. Topics in the course include laser operation, optical spectroscopy, and quantum computational methods. Prerequisites: CHEM 214, PHY 121 and 122, or 141 and 142; MATH 181 and 182. Corequisite: CHEM 314.
(0/3/1)

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.
(3/0/3)

323L. Inorganic Chemistry Lab
Synthesis and characterization of organometallic, coordination, bioorganic, and solid state compounds. This laboratory component includes inert atmosphere techniques, vibrational spectroscopy, NMR spectroscopy, and electrochemistry. Corequisite: CHEM 323.
(0/3/1)
360. Chemical Information and Seminar
Both an introduction to the retrieval of information from on-line databases in chemistry and a seminar course discussing current topics in chemistry through the examination of the primary literature of chemistry in combination with seminars presented by outside speakers and students enrolled in the course. 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 and to also learn how to make effective computer-assisted presentations. This course is graded pass/fail. Prerequisite: CHEM 204.
(1/0/1)

361. Chemistry Seminar I
A seminar course discussing current topics in chemistry through the examination of the primary literature of chemistry in combination with seminars presented by outside speakers and students enrolled in the course. This course is designed to be taken in the junior or senior year after the completion of General Chemistry, Organic Chemistry, and while enrolled in upper level chemistry courses. Prerequisite: CHEM 123, 124, 203, and 204. Corequisite: CHEM 360.
(1/0/1)

411. Instrumental Analysis
A study of the theories employed in analytical instrumentation. The application of instruments for methods in absorption and emission spectroscopy, gas chromatography, mass spectroscopy, radioisotopes, electrometric measurements, and separations will be emphasized. Prerequisite: CHEM 314.
(3/0/3)

411L. Instrumental Analysis Laboratory
Application of instrumental procedures for specific determinations. Includes gas chromatography, mass spectroscopy, UV-Vis spectroscopy, IR spectroscopy, electrometric measurements, and thermal analysis. Prerequisite: CHEM 314. Corequisite: CHEM 411.
(0/3/1)

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: CHEM 204.
(3/0/3)

421L. Advanced Organic Chemistry Laboratory
This course is designed to provide the student with a thorough introduction to the experimental techniques utilized by practicing chemists in the synthesis, isolation, and characterization of organic compounds. Prerequisite: CHEM 204.
(0/3/1)

422. Organic Spectroscopy
Designed for students who wish to pursue a graduate degree in chemistry. The topics will focus on spectroscopic techniques and interpretation that are used in the field of organic chemistry in research and development as well as manufacturing. Prerequisite: CHEM 204.
(2/0/2)

450. Senior Research
Guided original research in the field of a student’s interest. Introduction to basic principles of library and laboratory research leading to a solution of the problem and a written report. A student may earn a maximum of four semester hours in CHEM 450. Prerequisites: Permission of instructor and department chair.
(0/6/2)
480. **Advanced Topics in Chemistry**
   Group or individual study of special topics in chemistry at an advanced level. Topics vary with student interest, but are selected from an advanced area of analytical, organic, inorganic, physical, or biochemistry, and are announced one semester in advance.
   Prerequisites: Introductory course in area of study and permission of instructor.
   (Variable credit in class or lab up to four hours)

**Honors Courses, In-Course Honors, and Research**
Students majoring in Chemistry are encouraged to participate in the honors programs and research opportunities available in the department. For further information see CHEM 250 and CHEM 450 in the course descriptions above and the section on Honors Courses and In-Course Honors in this *Catalogue*, or consult the department chair.
Chinese (CHIN)

LI QING KINNISON., Coordinator

For a complete listing of major requirements, courses and faculty, please see Modern Languages, Literatures & Cultures.
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, Computer Science, Environmental Studies, 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 Department of Computer Science. Completion of the Emphasis is noted on the student transcript.

Prerequisite for the Emphasis:
MATH 181

Requirements for the Emphasis:
COSC/MATH 201, COSC 235 with a grade of C or higher, COSC 350 with a grade of C or higher, and one of the following: COSC 370, COSC 365 or Bioinformatics (see descriptions of these courses in the Catalogue section on Computer Science, which follows); completion of a major in Biology, Chemistry, Computer Science, Environmental Studies, Mathematics, Physics, or Psychology; and completion of the requirements for the B.S. degree. Computer Science majors also are required to take eight semester hours of a laboratory science at the 200+ level beyond the requirements for a B.S. A student pursuing the Emphasis must complete an internship, approved in advance by the coordinator, involving computing in the sciences. Before the internship, the student must complete at least two of the required Computer Science courses and submit a resume. Interning full time for 10 weeks, the student is expected to work well and have good attendance. After the internship, the student must submit a final report, present a talk on campus about the work, and have a positive evaluation from the internship supervisor. The coordinator of the Emphasis on Computational Science must approve all materials submitted at the end of the internship.
Computer Science (COSC)

DAVID A. SYKES, Chair
ANGELA B. SHIFLET, JOSEPH D. SLOAN, DANIEL W. WELCH

The department offers a major and a minor in Computer Science. Coursework is designed to help students acquire the knowledge, experience, and skills to use a computer as an effective tool for problem solving in many areas. Students completing the major in Computer Science may qualify for either the B.A. degree or the B.S. degree, depending upon how they meet the college’s natural science requirement.

The department also offers an Emphasis in Computational Science for students pursuing a B.S. in Biology, Chemistry, Computer Science, Environmental Studies, Mathematics, Physics or Psychology (see Catalogue section on Computational Science) and an Emphasis in Information Management for students majoring in Accounting, Business Economics, Economics or Finance (see Catalogue section on Information Management).

Requirements for the Major:

Computer Science: COSC 235 with a grade of C or higher, 350 with a grade of C or higher, 351, 410, PHY 203, and six credit hours of Computer Science coursework at the 300- and/or 400- levels.

Mathematics: MATH 181, 182, 220, 235; COSC 340 or MATH 431; and at least one of MATH 140, 201, 320, 330, 421, or COSC 201.

Philosophy: PHIL 210, 213, 215, or 218.

Requirements for the Minor:
The minor requires completion of six 3- or 4-hour courses as follows: COSC 235 and 350 each with grades of C or higher; either MATH 235 or a Computer Science course numbered 300 or higher; and three additional Computer Science courses, at least one of which must be numbered 300 or higher. (COSC 101 may not be used to meet these requirements. PHY 203 may be used to meet these requirements.)

101. Introduction to Computers
An introduction to uses of computers in a variety of application areas.
(3/0/3)

115. Introduction to Web Authoring
An introduction to effective communications using Web technologies. No programming background is required. This course focuses on the technologies and tools to construct interesting and effective websites, including HTML, CSS and JavaScript.
(3/0/3)

116. Animation with Alice
Students learn to create 3D computer animations using Alice programming. The Alice programming language makes it easy to produce an animation for telling a story, playing a game, or developing a video to share on the Web. In Alice, 3D objects populate a virtual world, and students develop fundamental programs to move the objects.
(3/0/3)
150. Scientific Investigations Using Computation
With improved computational abilities and the explosion of the amount of scientific data, practicing scientists now routinely implement computation to test hypotheses and guide their research. Thus, joining theory and experiment, computation is the third major paradigm of science. Students in this course will explore important science concepts and using computation tools implement the scientific method to gain a better understanding of the natural world.
(3/3/4)

201. Modeling and Simulation for the Sciences
An introduction to modeling and simulation as part of the interdisciplinary field of computational science. Large, open-ended scientific problems often require the algorithms and techniques of discrete and continuous computational modeling and Monte Carlo simulation. Students learn fundamental concepts and implementation of algorithms in various scientific programming environments. Throughout, applications in the sciences are emphasized. Cross-listed as MATH 201. Prerequisites: MATH 181 or permission of instructor.
(3/0/3)

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)

270. Independent Study in Computer Science
Independent study of selected topics in Computer Science at an intermediate level. It is intended for students who do not plan to major in Computer Science as well as for those who do. Specific topics vary from semester to semester. Prerequisite: Permission of the instructor.
(1-3/0/1-3)

280. Selected Topics in Computer Science
Selected topics in Computer Science at an intermediate level. It is intended for students who do not plan to major in Computer Science as well as for those who do. Specific topics vary from semester to semester. Prerequisite: Permission of the instructor.
(1-4/0-3/1-4)

310. Computer Graphics
An introduction to computer graphics. Particular emphasis is placed on the algorithms used to produce 2D and 3D graphics. Topics include graphics devices, graphics primitives, drawing tools, vectors, transformations, 3D viewing, polygonal meshes, lighting, and shading models. Prerequisites: MATH 181 and C or higher in COSC 235.
(3/0/3)

315. Computer Networks
An introduction to computer networks including network architecture, communication protocols, algorithms, and the current state of technology used to implement computer networks. Prerequisites: PHY 203 and C or higher in COSC 235.
(3/0/3)

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 COSC 235 and in PHY 203, or C or higher in COSC 350.
(3/0/3)
330. Introduction to Databases
A study of data models, including relational, object-oriented, hierarchical, and network models. Topics include the theory of normal forms, database design, query languages, and implementation of databases. Prerequisite: C or higher in COSC 235.
(3/0/3)

335. Advanced Web Programming
An advanced study of the design and programming of Web applications. Topics include commercial websites; programming in languages, such as HTML, JavaScript, ASP, PHP and SQL; using Web application frameworks, programming Web interfaces to databases; Web design concepts; and computer security. Prerequisite: C or higher in COSC 330 or 350.
(3/0/3)

340. Theory of Computation
A study of formal models of computation such as finite state automata, push-down automata, and Turing machines, along with the corresponding elements of formal languages. These models are used to provide a mathematical basis for the study of computability and to provide an introduction to the formal theory behind compiler construction. Prerequisites: MATH 181, MATH 235, and a C or higher in COSC 350.
(3/0/3)

350. Data Structures
An introduction to the formal study of data structures, such as arrays, stacks, queues, lists, and trees, along with algorithm design and analysis of efficiency. Prerequisite: C or higher in COSC 235.
(3/0/3)

351. Advanced Data Structures
Advanced data structures, advanced object-oriented programming concepts, and advanced program design principles. Prerequisites: MATH 235 and C or higher in COSC 350.
(3/0/3)

360. Operating Systems
A study of fundamental concepts that are applicable to a variety of operating systems. Such concepts include processes and threads, process coordination and synchronization, scheduling, physical and virtual memory organization, device management, file systems, security and protection, communications and networking. Prerequisite: C or higher in COSC 350.
(3/0/3)

365. High Performance Computing
An introduction to the concepts, tools, languages, and algorithms for solving problems on massively parallel and distributed computers. Advanced computer architectures; performance and optimization; and the design, analysis, and implementation of applications in parallel are studied. Prerequisite: C or higher in COSC 350
(3/0/3)

370. Computational Science: Data and Visualization
An introduction to data and visualization, part of the interdisciplinary field of computational science. The course contains a brief introduction to the network environment and the UNIX operating system. Because large Web-accessible databases are prevalent for storing scientific information, the course covers the concepts and development of distributed relational databases. Effective visualization of data helps scientists extract information and communicate results. Students will learn fundamental concepts, tools, and algorithms of computer graphics and scientific visualization in three dimensions. Throughout, applications in the sciences are emphasized. Prerequisite: C or higher in COSC 235.
(3/0/3)
410. Software Engineering
A study of software engineering through a project-oriented approach. The emphasis is on the specification, organization, implementation, testing, and documentation of software. Students work in groups on various software projects. Prerequisite: C or higher in COSC 350.
(3/0/3)

420. Compilers
An exploration of the design and construction of compilers to implement modern programming languages with a focus on procedural and object-oriented programming languages. Students implement a compiler for a small object-oriented programming language. Topics include scanning, parsing, semantic analysis, and code generation as well as garbage collection and optimization. Prerequisites: C or higher in COSC 350 and PHY 203.
(3/0/3)

435. Cryptology
An introduction to cryptology and modern applications. Students will study various historical and modern ciphers and implement select schemes using mathematical software. Cross-listed with MATH 435. Prerequisites: MATH 220 and either MATH 235 or 260.
(3/0/3)

460. Computer and Network Security
An introduction to computer security in a networked environment. Topics will include ethical and social issues; type of attacks on computers and defenses; physical security and systems administration; authentication, access controls, and biometrics; encryption and network security; and the underlying formalisms and technologies relating to security. Prerequisite: COSC 350.
(3/0/3)

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.
(1-4/0/1-4)

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.
(1-3/0-3/1-4)
The Creative Writing courses listed below are open, with permission of instructor, to any student. They also may be used to fulfill certain requirements for the major in English, the Creative Writing concentration in the English major, and the minor in Creative Writing. For requirements of these programs and for descriptions of the courses listed below, see the section on English in this chapter of the Catalogue.

The Creative Writing courses are as follows:

- ENGL 371 Short Story Workshop
- ENGL 372 Advanced Short Story Workshop
- ENGL 373 Poetry Workshop
- ENGL 374 Advanced Poetry Workshop
- ENGL 375 The Art of the Personal Essay
- ENGL 376 Playwriting Workshop
- ENGL 377 Advanced Playwriting Workshop
- ENGL 378 Novella Workshop
- ENGL 379 Screenwriting Workshop
Two separate major programs are offered: Economics and Business Economics. For either major, students have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the college’s natural science requirement). Students may major in both Economics and Accounting, or in both Economics and Finance. Students may not major in both Business Economics and Economics, or Finance, or Accounting.

Any student who has twice failed a course listed as an Economics/Business Economics major prerequisite may appeal to be exempted from that prerequisite. The student must request before the end of the drop-add period of the subsequent semester that the faculty of the Department of Economics review the appeal. The department faculty’s decision is final.

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

Prerequisites for the Major in Economics or Business Economics:
MATH 140, either MATH 160 or 181

Requirements for the Major in Economics:
31 semester hours as follows: ECO 201 and 202 each with grades of C- or higher; ECO 301; one course from ECO 302 or 322; ECO 450; and 15 additional hours in Economics, six hours of which must be in writing intensive courses.

Students majoring in Economics who seek to complete licensure requirements to teach social studies in secondary schools should refer to the Teacher Education Handbook and consult with the chairs of the Departments of Economics and Education to plan for the related work they must do in history, geography, government, and sociology.

Requirements for the Minor in Economics:
15 semester hours as follows: ECO 201 and 202 each with grades of C- or higher; ECO 322; and two additional courses at the 300- or 400- level in Economics. The minor in Economics is not available to students majoring in Business Economics.

Requirements for the Major in Business Economics:
37 semester hours as follows: ECO 201 and 202 each with grades of C-minus or higher; ECO 301; one course from ECO 302 or 322; ECO 372, and 450; ACCT 211 and 341; FIN 321; one course chosen from BUS 331, 338, 348, or 350; two additional courses in Economics, one of which must be writing intensive.
201. **Principles of Microeconomics**  
An introduction to the economic way of thinking and a study of market processes.  
(3/0/3)

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

208. **Selected topics in Economics**  
Selected topics in Economics at the introductory or intermediate level.  
(1-4/0/1-4)

301. **Microeconomic Theory**  
An intermediate-level course in the economic analysis of market processes. Prerequisites: MATH 160 or 181, and C-minus or higher in ECO 201.  
(3/0/3)

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 both ECO 201 and 202.  
(3/0/3)

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 both ECO 201 and 202. *Writing intensive.*  
(3/0/3)

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 both ECO 201 and 202.  
(3/0/3)

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. *Writing intensive.* Prerequisite: C-minus or higher in ECO 201.  
(3/0/3)

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 ECO 201.  
(3/0/3)

334. **Economics of Property Rights**  
A study of private property rights, communal property, and open access resources from both an economic and legal perspective. *Writing intensive.* Prerequisite: C-minus or higher in ECO 201, or permission of instructors.  
(3/0/3)

336. **Economics of Native Americans**  
A study of how American Indian institutions were shaped by their culture, traditions, environment and changes in technology. Prerequisite: C-minus or higher in ECO 201. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*  
(3/0/3)
338. **Water: Law, Economics & Policy**  
A study of the various political, legal and social institutions involved in mediating conflicting desires for water resources. *Writing intensive.*  
(3/0/3)

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

342. **Economics of Public Policy**  
Application of economic principles to determine the trade-offs, the direct and indirect effects, and the consequences — both intended and unintended — of public policies. Prerequisite: C-minus or higher in ECO 201.  
(3/0/3)

344. **Education & Inequality: A Socio-Economic Perspective**  
A study of income inequality in the United States, the economics of education, and the relationship between the education and income distribution. *Writing intensive.* Prerequisite: ECO 201.  
(3/0/3)

345. **Economics of Crime**  
An overview of how economic theory can be applied to analyze the dynamics of criminal activities. Students will learn how to use economics to examine the costs of crime, the behavior of criminals and potential criminals, the markets for criminal behavior and the goods and services that are produced in them, organized crime v. disorganized crime, and the public policies aimed at dealing with crime. Current issues that will be discussed include: the death penalty, gun control, and the legalization of criminal activities such as drug use, prostitution and gambling. Prerequisite: ECO 201.  
(3/0/3)

350. **Behavioral Economics**  
A theoretical and empirical analysis of the connection between economics and other behavioral sciences, usually with the use of laboratory and field experiments. The course is divided into two parts: 1) Individual Decision-Making, and 2) Behavioral Game Theory. Applications range from analysis of self-controls problems to the consequences of social preferences and cognitive limitations. Prerequisite: C-minus or higher in ECO 201.  
(3/0/3)

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

374. **Due Process**  
A study of the legal concept of due process and how it has changed views of fairness in everyday life. Using the historical/legal background of due process the student will apply those concepts to other situations and systems. *Writing intensive.* Prerequisite: ECO 372 or permission of instructor.  
(3/0/3)
401. International Economics
Studies the impact of specialization and exchange on human well-being; evaluates the winners and losers when the U.S. raises or reduces its tariffs; examines the broader sociopolitical debate over globalization, especially the conflicting perspectives on the effects of international trade on child labor and the fabric of so-called “Third-World” cultures. Offered in the spring of odd-numbered years. Prerequisites: B-minus or higher in ECO 301.
(3/0/3)

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

412. Public Finance
A theoretical and institutional analysis of government expenditure, taxation, and debt, including economic analysis of government decision making and the distributional effects of alternative tax and subsidy techniques. Writing intensive. Prerequisite: ECO 301.
(3/0/3)

421. Economics of Regulation
Economic tools are used to study the formation and impact of federal, state, and local regulation, including rules on industrial structure, prices, labor, consumer products, health, and the environment. Writing intensive. Prerequisite: ECO 301.
(3/0/3)

422. Game Theory
Game Theory is an analytical tool to model strategic interactions that is widely used in economics, political science, biology, sociology, and psychology. The course is intended to provide an introduction to the main concepts and techniques of the field, and use them to investigate relevant economic phenomena, such as bargaining, auctions, the “prisoner’s dilemma,” the “tragedy of the commons,” tacit collusion, competition among firms, and strategic interactions in labor, credit, and product markets. Prerequisite: MATH 160 or 181.
(3/0/3)

424. Advanced Game Theory
This advanced class is intended to provide a more rigorous introduction to the main concepts and techniques of the field. These techniques will be used to investigate relevant social phenomena, such as evolutionary games, auction theory, the "prisoner's dilemma," the "tragedy of the commons," tacit collusion, competition among firms, and strategic interactions in labor, credit and product markets. The most important classes of games will be analyzed (zero-sum games, cooperation problems, coordination games, bayesian games, signaling games, etc.), as well as the most important solution concepts (rationalizability, nash equilibrium in pure and mixed strategies, bayesian nash equilibrium, and evolutionary stable strategies). This course also will introduce students to the main techniques of game-theoretic mathematical modeling. Cross-listed with MATH 424. Prerequisite: MATH 210
(3/0/3)

432. Managerial Economics
The application of economic analysis to the management problems of coordination, motivation, and incentives within organizations. Prerequisites: ECO 301 and MATH 160 or 181.
(3/0/3)
439. Mathematical Economics
A thoroughly interdisciplinary approach to mathematics and economics. Measures such as logarithms, derivatives, and integrals will be employed to interpret trends of phenomena such as consumer welfare, social costs, inflation, etc. The formulation of qualitative explanations (concise and simplified) of quantitative outcomes is the overarching objective of this course. Prerequisites: C or higher in MATH 160 or 181. (3/0/3)

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

441. Comparative Economic Systems
Contrasts the nature and characteristics of a free-market economy against the centrally-orchestrated mechanisms of managed economies such as socialism/communism, fascism, and the so-called “crony mercantilism” that prevails in most of modern-day Africa, Latin America, and the Middle East. Writing intensive. Prerequisite: C- or higher in ECO 201. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/0/3)

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

470. Independent Study in Advanced Economics
Study of a specific topic in economics under the direction of a departmental faculty member. The readings, program of research, and written work to be undertaken by the student will be determined in consultation with the instructor. Prerequisites: Junior or senior standing and permission of the instructor. (Variable credit up to 3 hours)

480. Advanced Topics in Economics
Topics may vary from year to year. Prerequisites: C-minus or higher in ECO 201 or 202. (1-4/0/1-4)
The Department of Education offers courses required for students who wish to prepare for licensure as teachers in grades 9-12 in biology, chemistry, English, mathematics, social studies (history, government, economics, psychology, and sociology) and K-12 in Spanish and French. Candidates preparing to teach at this level should complete a major in the discipline they will teach. In addition, the Teacher Education Program requires the following professional education coursework: EDUC 200, 220, 320, 330, 340, 420, 430, and 440. For further information, consult the Catalogue section on the Teacher Education Program and the Teacher Education Handbook, or contact the chair of the Department of Education.

200. Foundations of Education
A study of the purposes, background, and organization of education in the United States. The development of the American education system is traced from its beginnings to the present day with emphasis placed on major developments influencing the school in modern society. Students engage in school observations and tutorial work while acquiring fundamental knowledge essential to preparing for a career in education. To be taken in the sophomore year. Prerequisite to all other courses in Education. Offered every semester. (3/0/3)

210. Curriculum Classics & American Educational Policy
This elective course enables students to make meaningful and relevant connections between the big picture of American history and the impact that history has had on the development of American educational institutions and the curriculum and course offerings required of citizens who have been enabled to live in and contribute to our democratic way of life. Particular emphasis is given to the classic literature in American education and curriculum from the ideas and writings of the founders to contemporary trends and issues in American education. (3/0/3)

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

230. Foundations & Methods of Leadership
Students will develop skill and understanding regarding the theories of leadership and coaching in team sports at the high school and/or collegiate level. Course content includes the study of: the principles of team sport coaching styles, philosophical views of coaching, development of effective strategies that promote positive team behaviors, physical training, and public relations as well as current trends in the field of coaching. (3/0/3)
280. Selected Topics in Education
Selected topics in Education at the introductory or intermediate levels.
(Variable credit in class or practicum up to four hours)

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

330. Educational Psychology
This course provides students with insights into the teaching-learning process. It is an overview of major behavioral, cognitive and humanistic theories and issues and themes of educational psychology for the teacher to enhance and better facilitate learning in the classroom. Prerequisite: EDUC 200 or permission of instructor. Offered fall semester.
(3/0/3)

340. The Teaching of Reading
Theories, methods, and materials for teaching and enhancing reading and study skills at the secondary level. Course content includes (1) a survey of techniques, strategies, and materials which facilitate secondary students’ reading and study skills in content area classrooms; and (2) an introduction to the fundamental knowledge and skills needed to help students through remediation or assistance to build self-esteem and confidence in various reading/study activities. Attention is focused on understanding reading difficulties experienced by high school students and the development of prescriptive instructional activities. A 10-hour field experience is included. Prerequisites: Admission to the Teacher Education Program and successful completion of EDUC 200, 220, 320, 330.
(3/0/3)

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

421. Instructional Methods for Foreign Languages
Teacher candidates will develop an understanding of national and state foreign language standards and instructional methods, including technology for K-12 classrooms. The course emphasizes contextualized language instruction and offers teacher candidates the opportunity to refine their philosophy of education and foreign language advocacy, assisting their students in building self-esteem and confidence. This course has a required field experience of 15 semester hours. Prerequisites: Admission to the Teacher Education Program and successful completion of EDUC 200, 220, 320, 330, 340. Offered as needed.
(3/0/3)
430. **Senior Seminar and Field Experience**
This course is designed to facilitate the transition of teacher candidates into the capstone experience of clinical practice. A required 100-hour field experience and on-campus seminars reinforces theoretical content with practical experiences. Prerequisites: Admission to the Teacher Education Program and successful completion of Education 200, 220, 320, 330, 340, and 420. Offered as the candidate’s senior Interim project. (4/0/4)

440. **Clinical Practice**
Full-time observation, participation, and directed teaching in public schools for one semester (60 full school days) under the supervision of public school personnel, the Education faculty, and faculty from the student’s teaching area. Weekly seminars. Usually taken in the spring semester of the senior year. Prerequisites: Admission to the Teacher Education Program and successful completion of EDUC 200, 220, 320, 330, 340, 420, and 430. (12 semester hours; six if not taken for credits toward graduation)

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

DENO P. TRAKAS, Chair

The Department of English offers a major in English. The major can be completed with or without a Concentration in Creative Writing. In addition, the department offers a minor in English and a minor in Creative Writing. The minor in Creative Writing is available only to students who are not completing the major in English.

Prerequisites and Corequisites for the Major in English:
ENGL 201 and two of the following: ENGL 202, 203, 204 or 205. At least one of the five courses must be completed before any 300- or 400-level courses may be attempted, except by permission of the chair.

Requirements for the Major in English:
For the English Major, students must successfully complete ENGL 260, preferably in the sophomore year, and nine advanced courses (27 semester hours), including at least one course from each of the six categories below:

A. British Literature to 1660: ENGL 301, 302, 303, 304, 305, 306, 307, 310

B. British Literature after 1660: ENGL 308, 309, 311, 312, 316, 331, 332, 333, 334

C. American Literature: ENGL 318, 319, 320, 321, 322, 323, 324, 326, 327, 328, 329, 330, 347, 361, 362

D. Comparative and World Literatures: ENGL 325, 335, 336, 337, 338, 339, 340, 351, 358, 359, 360

E. Language and Theory: ENGL 341, 342, 343, 344, 345, 346, 352, 354


The three remaining courses (nine semester hours) may be completed in any category. ENGL 470, Independent Study, may be counted toward the major only once.

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

Students who intend to do graduate work in English are advised to acquire a reading knowledge of French, German or Spanish.
Requirements for the Major in English with a Concentration in Creative Writing:
Students majoring in English may choose to concentrate in Creative Writing. For the concentration in Creative Writing, students must successfully complete English 260 and nine advanced courses, four of which (12 semester hours) must come from the Creative Writing sequence (ENGL 371-379). Two of the Creative Writing courses must be in the same genre (fiction, poetry or playwriting). The remaining five courses must include one course from each of the categories A-E.

Prerequisites and Corequisites for Minor in English:
ENGL 201, and two of the following: English 202, 203, 204, or 205. At least one of the five courses must be completed before any 300- or 400- level courses may be attempted, except by permission of the chair.

Requirements for Minor in English:
Five advanced courses (15 semester hours); each from a different category.

Prerequisite and Corequisites for Minor in Creative Writing:
One English course at the 200- level.

Requirements for Minor in Creative Writing:
For the minor in Creative Writing, students must successfully complete at least four courses in Creative Writing, two of which must be in the same genre; and at least two literature courses, one of which must be in contemporary poetry, fiction, or drama.

101. College English
An introduction to basic composition, including a review of mechanics, sentence patterns and basic usage, in order to master writing expository prose across the curriculum.
(3/0/3)

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

200. Introduction to Literary Study
A study of the genres of fiction, poetry and drama designed to develop the student’s ability to read literature with sensitivity and understanding and with a sense of literary tradition. Emphasis is on close reading of works from a variety of critical perspectives. Prerequisites: HUM 101 and ENGL 102.
(3/0/3)

201. English Literature to 1800
A study of works representative of the major writers and periods from the Middle Ages through the 18th century, with emphasis on critical understanding of these works and on the influences that produced them. Prerequisites: HUM 101 and ENGL 102.
(3/0/3)
202. English Literature Since 1800
A study of works representative of the major writers and periods from the Romantic movement to the present, with emphasis on critical understanding of these works and on the influences that produced them. Prerequisites: HUM 101 and ENGL 102. (3/0/3)

203. Survey of American Literature
A study of works representative of major American writers from the Colonial Period to the present, with emphasis on critical understanding of these works and on the influences that produced them. Prerequisites: HUM 101 and ENGL 102. (3/0/3)

204. Survey of World Literature
A study of literary texts such as short stories, poems, and a few select novels from locales around the globe spanning Asia, South Asia, South America, Africa, Caribbean, the Middle East, and Europe. Authors will range from the prize-winning world figures of Salman Rushdie and Anita Desai to writers who are less known internationally but equally important in their national literary histories. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Prerequisites: HUM 101 and ENGL 102. (3/0/3)

205. Introduction to the Study of Film
An introduction to the study of film as a technology, industry, cultural artifact, and art form. Students will learn how to analyze visual texts, employing formal elements, such as editing, camerawork, and sound, and exploring the different ways these techniques have been employed by filmmakers in Hollywood and across the globe. Prerequisites: HUM 101 and ENGL 102. (3/0/3)

260. Introduction to English Studies
An introduction to the methods and methodologies of English studies, including an exploration of genre, the type and variety of research methods used, and the specific theoretical work utilized by the discipline. This course is designed specifically for students planning to major in English. Prerequisites: HUM 101 and ENGL 102. (3/0/3)

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

Prerequisite for Advanced Courses: The successful completion of at least one 200-level English course is a prerequisite for all 300-level or 400-level courses, except by permission of the chair.

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

302. Chaucer
A study of Chaucer’s major poetry, with some attention to medieval language and culture. Category A. (3/0/3)
303. Early English Drama and Lyric
A study of Early English drama (excluding Shakespeare) and lyric poetry including authors such as Donne, Jonson, Marlowe and Webster. Category A.
(3/0/3)

304. Spenser, Milton and the Renaissance Epic
A study of three great epics of the English Renaissance: Spenser’s Faerie Queen, Milton’s Paradise Lost, and Milton’s Paradise Regained. Category A.
(3/0/3)

305. Shakespeare’s Comedies and Histories
A study of Shakespeare’s comedies and histories. Category A.
(3/0/3)

306. Shakespeare’s Tragedies and Romances
A study of Shakespeare’s tragedies and romances. Category A.
(3/0/3)

307. 17th Century English Literature
A study of important works of poetry, prose, and criticism from the period. Chief among the authors studied will be Milton, Ben Jonson, Bacon, Donne, Herbert, Vaughan, and Marvell. Category A.
(3/0/3)

308. Restoration and 18th Century British Drama
A study of a variety of plays written and performed in Britain between 1660 and 1800 with particular emphasis placed on comedies. Dramatists studied are likely to include George Etherege, John Dryden, Aphra Behn, Susanna Centlivre, Oliver Goldsmith, and Elizabeth Inchbald. Category B.
(3/0/3)

309. Restoration and 18th Century Prose & Poetry
A study of important works from the literature of the period, selected from satire (poetry and prose), essays, lyrics, biographies, and drama. The chief authors studied will be Dryden, Swift, Pope, Gray, Johnson, Behn, Congreve, Fielding, and Gay. Category B.
(3/0/3)

310. Arthurian Literature
A study of Arthurian literature written in the British Isles between 500 and 1800 CE, including works by Geoffrey of Monmouth, Layamon, Marie De France, Spenser, Johnson and Fielding. Category A.
(3/0/3)

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

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

316. Contemporary British Literature
A study of British literature after World War II, including poetry, fiction, and drama, with emphasis on the cultural and historical context. Category B.
(3/0/3)
318. Early American Popular Novels
A study of popular, often best-selling, American novels of the early national and antebellum periods. Students will read works by Susanna Rowson, James Fenimore Cooper, Herman Melville, George Thompson, Maria Cummins, and Harriet Beecher Stowe as well as historical essays and literary criticism. Category C.
(3/0/3)

319. Native American Literature
A study of the works of Native American writers of poetry, drama, fiction and nonfiction prose. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Category C.
(3/0/3)

320. African American Literature
A study of African American writing from the twentieth century. Questions of origins, conceptual models, and the constitution of African American culture will be addressed. Readings will stress the diversity and multiplicity of African American literature. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Category C.
(3/0/3)

321. American Literature Pre-Civil War
American literature up to the Civil War. Category C.
(3/0/3)

322. American Literature Post Civil War
American literature from the Civil War to World War II. Category C.
(3/0/3)

323. Southern Literature
A study of major Southern authors primarily of the 20th century. Category C.
(3/0/3)

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

325. Modern Drama
A study of the work of late 19th to mid-20th century European and American dramatists. Authors include Ibsen, Chekhov, Strindberg, Pirandello, Brecht, Beckett, O’Neill, Miller and Williams. Cross-listed with THEA 325. Category D.
(3/0/3)

326. Contemporary American Fiction
American fiction after World War II. Category C.
(3/0/3)

327. Contemporary American Poetry
American poetry after World War II. Category C.
(3/0/3)
328. Contemporary Drama
A study of major contemporary drama (1970 to present). Authors considered include Foreman, Churchill, Rabe, Kushner, Zimmerman and others. Cross-listed with THEA 328. Category C.
(3/0/3)

329. Postmodern American Literature
A study of representative works written in America since 1945, including poetry, fiction and drama, with emphasis on themes, motifs, and conventions of what is called postmodern, as well as the cultural and historical context of each work. Category C.
(3/0/3)

330. Black Arts Movement
A study of the close ties between art and politics in the Black Arts and Black Power movements of the mid- to late 1960s. Writings taken from African American literature include poetry, fiction, plays, manifestoes, and performance pieces that came out of the Black Arts Movement. Readings supplemented with films, FBI documents, and popular news magazines. Category C.
(3/0/3)

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

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

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

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

335. The European Picaresque Novel
A study of European novels in the picaresque tradition. Representative works will be drawn from various periods (the 16th through the 20th centuries) and nations (Spain, Germany, Britain, France, and Russia) and will be read in translation where necessary. Category D.
(3/0/3)

336. Early European Masterpieces
A study of selected masterpieces from the European tradition, including such writers as Homer, Rabelais, Dante, and Cervantes. Category D.
(3/0/3)

337. Later European Masterpieces
A study of selected masterpieces from the European tradition, including such writers as Moliere, Goethe, Ibsen, Flaubert, and Dostoyevsky. Category D.
(3/0/3)
338. Early Women Writers
A study of women writers of poetry, drama, fiction, and non-fiction prose from Antiquity through the Renaissance, including the works of writers such as Sappho, Hildegarde von Bingen, Marie de France, Gaspara Stampa, and Aphra Benn. Category D.
(3/0/3)

339. Race, Gender & Empire
A study of world literature (from Africa, India, Sri Lanka, South America, and the Middle East) as well as the shifting debates about postcoloniality and imperialism. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Category D.
(3/0/3)

340. African Literature
An exploration of African writers from the 20th and 21st centuries, including Wole Soyinka, Zakes Mda, and Zoe Wiccombe. The course will explore several common thematic strands in African Literature, including colonialism and African nationalisms, the relationship between gender/race and nation, the politics of food, AIDS, and language innovation. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation. Category D.
(3/0/3)

341. Literary Theory
A survey of criticism and theory, introducing students to various methods of reading and evaluating literary texts. Category E.
(3/0/3)

342. Contemporary English Grammar and Usage
A study of predominant theories of English grammar and issues related to the English language. In addition to theories of grammar, topics will include language varieties, dialects, orality, and literacy. Category E.
(3/0/3)

343. History of the English Language
A study of the origins and development of the English language emphasizing both structural and social linguistics. In addition to studying the history and sources of change in the English language, this course will consider changes taking place within contemporary English. Category E.
(3/0/3)

344. Adolescent Literature
Principles for selection of works of literature appropriate for study at various levels in secondary schools; methods of teaching such works, including use of various media; and analytical discussion of specific works from major genres. Category E.
(3/0/3)

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

346. American Political Rhetoric
A survey of the history of political rhetoric in the United States and a study of the methodology of rhetorical analysis, including its application to past and, especially, current political debates. Category E.
(3/0/3)
347. Medicine & Literature
An examination of the rich literature surrounding the issues of health care and the medical profession. Issues of illness, health, medical science, violence and the body are examined through literary and cultural texts. Cross-listed with HUM 240. Category C. (3/0/3)

351. The Art of Film
An introduction to the theory, technique, history, and criticism of film with screenings of major works. Cross-listed with THEA 351. Category D. (3/0/3)

352. Sexuality in Film
What is sexuality? Is it a feeling, gender, practice, activity, behavior, orientation, or way of life? Why is sexuality so difficult to pin down, and at the same time, how has it come to signify something that is central to our sense of self? In this interdisciplinary course, we will explore theories of sexuality in relation to cinematic representations and consider how film theorists have responded to questions of gender and sexuality. This course also will serve as a broad introduction to the study of film. Category E. (3/0/3)

354. Cinema & Surveillance
A study of films that explore practices of watching and being watched. Students will learn how to analyze narrative films, relate theories of spectatorship within the discipline of film studies to recent scholarship on surveillance (re: national security, civil liberties, ethics, privacy, and social control), and examine how the act of seeing might be a construction of self, desire, power, and the other. Category E. (3/0/3)

355. Film Directing
This film workshop will give students the tools to transform a written text or script to the screen. Students will learn how to tell a story visually, focusing specifically on the director’s work with the script, the staging of actors, and the use of the camera as narrator. This course also serves as a general introduction to the elements of film language, grammar and style. Category F. (3/0/3)

358. Literature & Human Rights
An introduction to literary representations of collective atrocity and human rights campaigns — from genocide to environmental disasters. Course readings will have a global context, spanning Poland, Rwanda, South Africa, Argentina, Sudan, Chile, Cambodia, Dominican Republic and Sri Lanka. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Category D. (3/0/3)

359. Selected Topics in World Literature
An introduction to world literature from Africa, Asia, the Caribbean, and South America. Students will read short stories and novels from major voices in world literature which may include: Ngugi Wa Thiong’o, Jorge Luis Borges, Arundhati Roy, Salman Rushdie, and Gabriel Garcia Marquez. The course will be structured around a specific theme and may focus on aspects such as short stories, “southerness,” visual images in literature, etc. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Category D. (3/0/3)

360. Greek and Roman Drama
Selected Greek and Roman comedies and tragedies will be read in translation. The course will concentrate on the thematic, philosophical, and religious aspects of ancient drama. Cross-listed with THEA 360. Category D. (3/0/3)
361. African American Drama
Focuses on the creation of African American identity on the American stage from the early 19th century through the present. Students will read Baraka, Kennedy, Wilson, Parks, Hughes, etc. as well as engage with issues of race, literature, performance, and authorship in class discussion, written work and oral presentations. Cross-listed with THEA 361. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation. Category C. (3/0/3)

362. American Theatre and Drama
The theatrical history of the United States is older than the nation itself. From Robert Hunter’s satire Androboros (1714), the earliest printed American play, and Thomas Godfrey’s tragedy The Prince of Parthia (1765), the first American play professionally performed on an American stage, to George Aiken’s stage adaptation of Uncle Tom’s Cabin, one of the most popular works of its period in both America and Europe, pre-20th century American drama is a complex and compelling topic. This class will address ideas and issues of nationhood, the frontier, American identity, race and race relations, and popular and high culture. Cross-listed with THEA 362. Category C. (3/0/3)

470. Independent Study
Directed independent study in an area of student interest. Projects should be approved by the instructor by midterm of the semester prior to the semester in which the work is to be undertaken. After approval of the topic, the student is expected to engage in general bibliographical study, to participate in conferences with the instructor, to report on reading, and to write papers as directed by the instructor. Only one independent study may be counted toward the major. Prerequisites: junior or senior standing, permission of the instructor, and departmental approval. (1-3/0/1-3)

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

Creative Writing

371. Short Story Workshop
A creative writing course focusing on the writing of short stories. Students read and critique manuscripts in class and meet with instructor for individual conferences. Category F. (3/0/3)

372. Advanced Short Story Workshop
An advanced course in creative writing in which each student will write original short stories. Prerequisite: ENGL 371. Category F. (3/0/3)

373. Poetry Workshop
A creative writing course focusing on the writing of poetry. Students read and critique manuscripts in class and meet with instructor for individual conferences. Category F. (3/0/3)

374. Advanced Poetry Workshop
An advanced course in creative writing, culminating in the publication of poetry chapbooks. Prerequisite: ENGL 373. Category F. (3/0/3)
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. Category F.
   (3/0/3)

376. Playwriting Workshop
   A course in creative writing focusing on plays. Cross-listed with THEA 376. Category F.
   (3/0/3)

377. Advanced Playwriting Workshop
   An advanced course in creative writing in which each student will write an original play. Prerequisite: ENGL 376. Category F.
   (3/0/3)

378. Novella Workshop
   An advanced course in creative writing in which each student will write an original novella. Prerequisite: ENGL 371 or 372. Category F.
   (3/0/3)

379. Screenwriting Workshop
   In this course, students will learn the basic principles of visual storytelling: dramatic conflict, action, structure, plot, character, and dialogue. They will read texts about screenwriting, view narrative feature films, pitch a story idea to the class, develop a scene-by-scene outline of their stories, and write, workshop, and revise the first and second acts of their screenplays. Category F.
   (3/0/3)

Communication Studies

A major in Communication Studies is not available at Wofford, but the courses offered provide background, training, and experience in communication skills and disciplines which are among those most essential in professional life, community service, and personal development.

290. Selected Topics in Communication Studies
   Selected topics in Communication Studies at the introductory or intermediate level.
   (1-4/0/1-4)

381, 382, 383. Communication, Team Dynamics, Conflict Management
   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. Category F.
   (3/0/1) each course

384. Writing for the Mass Media
   An introduction to writing for print journalism, broadcast media, and online settings. Category F.
   (3/0/3)

385. Composition and Rhetoric
   An advanced composition course in which students study a wide variety of essays from different disciplines and write for a variety of purposes. Category F.
   (3/0/3)
386. Editing and Publishing
An exploration of theories of editing through biography and memoir; a practical examination of magazine and publishing job titles and responsibilities; and hands-on conception and production of an actual magazine of the Arts and Public Affairs, to be published at semester’s end. Category F.
(3/0/3)

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. Category F.
(3/0/3)

388. Public Speaking
A course in preparing and delivering various types of speeches. Category F.
(3/0/3)

389. Introduction to Public Relations
An introduction to strategic planning for public relations as well as the mechanics of preparing basic public relations materials. Category F.
(3/0/3)

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

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

KAYE SAWYER SAVAGE, Chair  
TERRY A. FERGUSON, JOHN E. LANE

Environmental Studies (ENVS) is an interdisciplinary major in which students may earn a B.A. or B.S. degree depending on how the General Education natural science requirement is satisfied.

A student must complete the seven core Environmental Studies requirements (below), select and fulfill the requirements for a B.A. or B.S. track and complete an individualized focus of ENVS study for a total of 29-40 semester hours depending on the student’s track and ENVS focus.

**Prerequisites for the Major:**

Bachelor of Arts Track: None

Bachelor of Science Track:  COSC 201, MATH 201 or ENVS 240

**Requirements for the Major:**

Successful completion of seven ENVS core requirements (ENVS 101, 201, 202, 203, 348, 449 and 450) and an ENVS focus. The ENVS focus consists of three courses chosen on an individual basis from an approved list of courses emphasizing environmental problems or issues. The ENVS focus must be approved by the interdepartmental ENVS oversight committee, therefore ENVS students must work in close consultation with their academic adviser and the ENVS adviser. Two of the three focus courses should be at the 300-level.

**Requirements for the Minor:**

For the minor in Environmental Studies students must successfully complete ENVS 101, 201, 202, 203, and 450 for a total of 17 semester hours.

**ENVS Focus Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ARTS 357</td>
<td>Shaping Space: Environmental Art &amp; Installation</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Plants and Ecosystems</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Biology of the Vertebrates</td>
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<tr>
<td>BIO 370</td>
<td>Field Biology</td>
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<td>BIO 372</td>
<td>Field Botany</td>
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<tr>
<td>BIO 374</td>
<td>Living Mammals of the World</td>
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<td>BIO 382</td>
<td>Ecology</td>
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<td>BIO 383</td>
<td>Ecotoxicology</td>
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<td>BIO 385</td>
<td>Marine Biology</td>
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<td>BIO 386</td>
<td>Freshwater Biology</td>
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<tr>
<td>BIO 399</td>
<td>Evolution</td>
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<td>BIO 497</td>
<td>Environmental Case Studies</td>
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<tr>
<td>BUS 350</td>
<td>Business and the Environment</td>
</tr>
<tr>
<td>ECO 333</td>
<td>Environmental Economics</td>
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<tr>
<td>ECO 334</td>
<td>Economics of Property Rights</td>
</tr>
<tr>
<td>ECO 336</td>
<td>Economics of Native Americans</td>
</tr>
<tr>
<td>ECO 338</td>
<td>Water: Law, Economics and Policy</td>
</tr>
</tbody>
</table>
Environmental Studies

101. Introductory Seminar in Environmental Studies
This foundational seminar introduces students to interdisciplinary approaches in contemporary environmental issues. The seminar considers key environmental issues, bringing cultural, scientific, historical, political, social, and economic perspectives to bear on each. The course is arranged thematically, with units on topics such as tropical deforestation, global warming, energy use, and resource depletion. This course also will investigate local environmental issues, study relevant scientific findings, explore the interactions of human communities with non-human nature, and probe the ecological, cultural, and ethical implications of these interactions.
(3/3/4)

150. Introduction to Earth System Science
Students will develop knowledge of Earth system components — atmosphere, hydrosphere, lithosphere, biosphere, and exosphere — with emphasis on their connections and interactions. They will use and integrate approaches of disciplinary sciences and mathematics to investigate physical and behavioral properties of Earth system components, as well as considering the human and social context (anthroposphere) in which environmental problems develop as the system is stressed. Students will develop skills in observation, investigation, analysis, team interaction and communication through field and laboratory experiences.
(3/3/4)

151. Analyzing & Modeling Earth Systems
Building on knowledge of Earth systems acquired in ENVS 150, students will continue to focus on how different earth systems (lithosphere, hydrosphere, atmosphere, biosphere) interact to create the environments in which we live and the ways people affect and are affected by these environmental systems. This course will explore four
contemporary environmental issues: peak oil and the viability and sustainability of alternative energy solutions; surface water pollution and protection; causes and effects of climate change; and overpopulation and the limits to growth. Students also will complete a team-based research project. Prerequisite: ENVS 150.

(3/3/4)

201. Introduction to Environmental Social Science
Environmental Social Science is an interdisciplinary and cross-cultural investigation into the impact of society on the environment and the environment’s impact on society. The class will be organized around case studies from Asia, Oceania, Africa, Europe and the Americas. It will look at local, national and international environmental issues ranging from the ecological toll of regional industries and agricultural practices to the environmental costs of economic globalization, from water pollution and soil depletion in communities to global warming.

(3/0/3)

202. Introduction to Environmental Humanities
This course is an introduction to the interdisciplinary study of environmental issues in the humanities, including philosophy, art history, literature, film, history and religion. Through the study of the ways in which the environment is represented in literature, art, and film, we will attempt to understand the central role that human environmental perceptions have played and continue to play in creation of both sustainable and unsustainable relations with nature.

(3/0/3)

203. Introduction to Environmental Science
This course is an introduction to the application of the scientific method to the study of the environment. It focuses on the interdependence of ecological systems, the sources of energy and cycles of resources in a variety of environments, and the forces affecting environmental change.

(3/1/4)

240. Quantitative Environmental Methods & Models
Students will develop quantitative and environmental literacy by analyzing real-world environmental situations and problems with the use of mathematics and statistics accessible to students with an intermediate algebra background. Students will learn how to use dynamic systems and geographical information systems to model and understand natural and social processes relevant to environmental issues and policy decisions. Prerequisite: ENVS 101.

(3/3/4)

280. Selected Topics in Environmental Studies
Selected topics in Environmental Studies at the introductory or intermediate level. (Variable credit up to four hours)

326. Introduction to Environmental and Nature Writing
This course will serve as an introduction to the canon of American environmental/nature writing and will also develop in beginning students the practice of reflective writing. The course will introduce a familiarity with common themes, motifs, and characteristics of the genre. Readings will include short excerpts and a detailed study of a book-length work of environmental/nature writing. Prerequisite: ENVS 101 or permission of instructor.

(3/0/3)

327. Major Themes in Environmental Writing
This course examines major themes/metaphors (such as ecology, holiness, food chains etc.) in full texts from the important texts in the tradition of environmental writing.
332. Hydrology & Water Resources
A survey of water resource sciences including introductions to surface water (hydrology), ground water (hydrogeology), aquatic chemistry, and fresh water ecology. Use of quantitative models to describe and predict surface and ground water flow. Field and laboratory investigation of water distribution and quality.
(3/3/4)

333. Environmental Geology
The application of geological principles to understanding and solving problems associated with environment. Major environmental problems are associated with humankind’s relationships with mineral and energy resources, water resources and geologic hazards. Laboratories will focus on small-scale research projects and field investigations.
(3/3/4)

336. Climate Change
Climate change examines the past, present, and future from an earth systems perspective. The scientific evidence of climate change will be examined along with dynamic models of climate systems. Scientific predictions of climate change will also be examined in addition to social, political, and economic perspectives on global warming.
(3/3/4)

348. Developing the Capstone Proposal
A seminar course required of all Environmental Studies majors in either the fall or spring term of their junior year. Bi-weekly meetings will guide students through the process of exploring, focusing and defining their individual area of concentration and developing a detailed capstone proposal. The proposal will be for their capstone project to be conducted in ENVS 449. Proposal development will be a group process involving critical discussion and peer review. By the end of the seminar, each student will have a finished proposal.
(1/0/1)

449. Environmental Studies Senior Capstone Project
This course will require students to complete a substantial project in Environmental Studies. Prerequisite: C or higher in ENVS 348.
(3/0/3)

450. Environmental Studies Senior Seminar
The final course required for majors and minors will focus on a particular environmental problem or topic. Guest speakers will address facets of the assigned problem or topic over the course of the semester. The seminar will meet for discussion on days when speakers are not scheduled. Prerequisites: Completion of all other ENVS program requirements.
(3/0/3)

480. Advanced Topics in Environmental Studies
Selected topics in Environmental Studies at an advanced level.
(Variable credit up to four hours)

Geology

201. Introduction to Geography
A study of the fundamental concepts of geography and of how the natural environment (where people live) affects how people live. (3/0/3)

280. Selected Topics in the Geosciences
Selected topics in the Geosciences at the introductory or intermediate level. (Variable credit in class or lab up to four hours)

480. Advanced Topics in the Geosciences
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. (Variable credit in class or lab up to four hours)
French (FREN)

CAROLINE A. MARK, Coordinator

For a complete listing of major requirements, courses and faculty, please see Modern Languages, Literatures & Cultures.
Gender Studies (GSP)

BEATE BRUNOW, SALLY A. HITCHMOUGH, Coordinators

The program in Gender Studies offers students an integrated approach to the study of gender in human culture. Drawing on courses in such areas as Art History, English, Foreign Languages, History, Philosophy, Psychology, and Sociology, the program encourages students to pursue interests across several disciplines. It culminates in an independent capstone project designed to integrate learning from two areas of study.

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

Program Requirements:

15 hours (five three-hour courses) as follows:

1. One theory course: Either ENGL 345 (Gender Theory and Literature), HIST 389 (Topics in Modern Intellectual History) or PHIL 303 (Feminist Philosophy).
2. Three more courses from the following list (with not more than two, including the theory course, from the same department).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ARTH 241</td>
<td>African Art: Gender, Power, and Life Cycle Ritual</td>
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<tr>
<td>ARTH 412</td>
<td>Women in Renaissance and Baroque Art</td>
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<tr>
<td>CHIN 299</td>
<td>The Image of Women in Chinese Literature</td>
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<tr>
<td>ENGL 338</td>
<td>Early Women Writers</td>
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<tr>
<td>ENGL 339</td>
<td>Race, Gender and Empire</td>
</tr>
<tr>
<td>ENGL 345</td>
<td>Literature and Gender Theory</td>
</tr>
<tr>
<td>ENGL 352</td>
<td>Sexuality and Film</td>
</tr>
<tr>
<td>FREN 412</td>
<td>French Novel (with instructor permission)</td>
</tr>
<tr>
<td>HIST 319</td>
<td>History of American Women</td>
</tr>
<tr>
<td>HIST 385</td>
<td>Women in European History</td>
</tr>
<tr>
<td>HIST 389</td>
<td>Topics in Modern Intellectual History</td>
</tr>
<tr>
<td>PHIL 216</td>
<td>Social and Political Philosophy</td>
</tr>
<tr>
<td>PHIL 303</td>
<td>Feminist Philosophy</td>
</tr>
<tr>
<td>PSY 260</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>SOC 250</td>
<td>Sex and Gender Across Cultures</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Sex, Gender, and the Family</td>
</tr>
<tr>
<td>SPAN 308</td>
<td>Modern Writers of the Hispanic World (with approval of coordinators)</td>
</tr>
</tbody>
</table>

Special or advanced topics courses in Art History, English, Foreign Languages, History, Philosophy, Psychology, Religion or Sociology approved by the coordinators.
3. Senior Capstone Project

448. Capstone Project: Gender Studies

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

(0/0/3)
German (GER)

KIRSTEN KRICK-AIGNER, Coordinator

For a complete listing of major requirements, courses and faculty, please see Modern Languages, Literatures & Cultures.
Government (GOV)

WILLIAM E. DEMARS, Chair
J. DAVID ALVIS, JOHN FARRENKOPF, ROBERT C. JEFFREY

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.

Requirements for the Major:
There are normally no prerequisites for Government courses. However, Government 202 and 203 must be completed, with a grade of C or higher in each course, before a student may be accepted to major in Government. 24 semester hours are required beyond GOV 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 GOV 202;
- Six semester hours in Division B (International Relations and Comparative Government) beyond GOV 203;
- Six semester hours in Division C (Political Theory); and
- Six additional hours from any Division.

Students majoring in Government who are seeking to complete licensure requirements to teach social studies in secondary schools should refer to the Teacher Education Handbook and consult with the chairs of the departments of Government and Education 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 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 Department of Government, and the concentration will be recognized on their official college transcripts.

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, D.C., at a Wofford approved program 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 adviser).

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 adviser) that arose from the experience abroad (see GOV 447). (Specific arrangements to be approved by major adviser.)

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 GOV 391, 392, 435, 436, 437, 440, and 495), and also a senior directed study course in political theory (GOV 450).

Requirements for the Minor:
GOV 202 and 203, and an additional 12 hours of 300- or 400- level GOV 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)

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)

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.
   (1-3/0/1-3)

Division A: American Government

250. Leadership & Globalization in South Carolina
   In this course students will learn how South Carolina is shaped by its global connections of culture, work and politics, and how leaders in all these fields attempt to shape those forces and with what results. Students will integrate a wide range of encounters with leaders, experiences, readings, teachings, films and student projects. Corequisite: HUM 250.
   (3/0/3)

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)

331. The American Presidency
   An examination of the sources of and constraints on Presidential authority, of the roles of the President in the United States and the world, and of the organization of the office and its advisory institutions and its relations with Congress and the Judiciary.
   (3/0/3)
332. American Political Parties
A comparison of the theory of political parties with their reality in the American experience. The course analyzes the history, structure, functions, psychology, voting behavior, composition and dynamics of American political parities.
(3/0/3)

333. Southern Politics
An examination of the political culture, historical background, and current trends in the politics of the American South.
(3/0/3)

340. Public Administration
Provides a working knowledge of the history, theories and practice of public administration in the United States at the national, state and local levels, and an introduction to careers in public management.
(3/0/3)

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)

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

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)

480. Advanced 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)

(See also 425. America and the Politics of the Global Economy in Division B.)

**Division B: International Relations and Comparative Government**

360. European Politics
A study of the politics of selected European states in historical perspective. Other topics in European politics may also be covered.
(3/0/3)

361. Middle East Politics
A study of the contemporary politics of the Middle East, including domestic politics, foreign relations, the role of oil, the origins and impact of terrorism, and the dramatic encounter of cultures in the region. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)

362. China: Politics, Economy and Foreign Relations
A survey of the rise of modern China as a major power, with particular emphasis on its politics, economy, and foreign relations.
(3/0/3)
363. African Politics
Explores the internal and international politics of sub-Saharan Africa within its rich cultural, economic, humanitarian, and historical contexts, and also addresses special issues such as failed states, humanitarian intervention, HIV/AIDS and other health issues, and demographic trends specific to Africa. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.
(3/0/3)

381. The Bomb: Nuclear Weapons Past, Present and Future
A survey of the development, deployment, spread and control of nuclear weapons worldwide, and an examination of the contemporary debate on their significance, potential uses, and the means for restraining their further proliferation.
(3/0/3)

382. 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)

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)

421. 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)

422. Empire
A survey of the history, politics, and interaction of various modern empires in world politics. In addition, an inquiry into the debate about America as an empire.
(3/0/3)

423. NGOs in World Politics
An exploration of the changing roles and influence of non-governmental organizations (NGOs) in world politics, with case studies including human rights, hunger relief, environmentalism, population control, women’s rights, democratization, peacemaking, and inter-religious dialogue.
(3/0/3)

424. Politics of the United Nations
A study of the evolution of the United Nations, its activities and impact, its use and misuse by member states and other actors, how both the world and the United States need the UN, and the potential for UN adaptation to change.
(3/0/3)

425. America and the Politics of the Global Economy
This course provides a survey of the politics of the global economy with emphasis on historical developments, concepts, theoretical perspectives, institutions, and contemporary topics. Substantial emphasis is placed upon America’s role in the global economy, through other economic powers, including the European Union, China, Japan, and India, are also examined. This course may count toward Division A: American Government.
(3/0/3)
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)

490. **Advanced 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)

**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)

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)

435. **Contemporary Political Thought**  
A study of the most important political questions and movements of thought shaping the post-modern age through the reading of texts chosen by the instructor.  
(3/0/3)

436. **Statesmanship of Winston Churchill**  
A study of statesmanship through the career of Winston S. Churchill.  
(3/0/3)

437. **Politics and Literature**  
The teachings of the greatest poets about politics.  
(3/0/3)

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

(See also 440. American Political Thought in Division A.)
**History (HIST)**

TIMOTHY J. SCHMITZ, Chair
KENNETH J. BANKS, MARK S. BYRNES, KATHRYN H. MILNE, TRACY J. REVELS, ANNE B. RODRICK, CLAYTON J. WHISNANT

**Prerequisites for the Major:**
Two of the following: HIST 100, 101, 102.

**Requirements for the Major:**
A major consists of 27 semester hours.

Students majoring in history must complete HIST 260, preferably in the spring semester of the second year. Students must also fulfill the department’s distribution requirements:

(a) at least nine semester hours in American history (but only one course in the 201-202 American history survey sequence may be counted toward the American history distribution requirement), 305, 307, 308, 309, 310, 311, 314, 316, 317, 318, 319, 320, 325;
(b) at least three semester hours in global history (291, 292, 293, 294, 296, 297);
(c) at least three semester hours in early European history (330, 331, 332, 333, 334, 340, 341, 350, 351, 360, 383);
(d) at least three semester hours in modern European history (370, 371, 378, 379, 380, 381, 382, 384, 385, 386, 387, 388, 389);
(e) at least three elective semester hours (any course from the areas of American, global, early European, and modern European not otherwise used to meet the distribution requirements; and
(f) at least three semester hours from HIST 460 or 465 (courses taught by the Lewis P. Jones Visiting Professor).

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

**Prerequisites for the Minor:**
Two of the following: HIST 100, 101, 102.

**Requirements for the Minor:**
At least three hours in American history at the 290-level and above, at least three semester hours in European history (early or modern), and an additional six semester hours at the 290-level and above.
100. **Ancient and Medieval History**  
A basic survey of Western Civilization from Antiquity to the Italian Renaissance.  
(3/0/3)

101. **History of Early Modern Western Civilization to 1815**  
A basic survey of Western Civilization from the Italian Renaissance to 1815.  
(3/0/3)

102. **History of Modern Western Civilization Since 1815**  
A basic survey of Western Civilization since 1815.  
(3/0/3)

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)

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

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)

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

291. **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. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*  
(3/0/3)

292. **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. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*  
(3/0/3)

293. **History of the Peoples of Sub-Saharan Africa**  
A survey of African history from pre-history to present. Themes include the role of the environment; interactions of ethno-linguistic groups; African Diaspora; the impact of Islam and European imperialism on African peoples; and decolonization and state formation in the 20th century. *Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.*  
(3/0/3)

294. **History of Slavery and Slave Societies**  
An introduction to the slave trades, varieties of enslavement, and major slave societies around the globe from the Ancient Mediterranean to the persistence of human trafficking into the 21st century. *Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.*  
(3/0/3)
296. **Colonial Latin American History**
A study of the pre-Columbian and colonial eras of Latin American history examining the economic, political, and social aspects of colonial life, looking in particular at the adaptation of Spanish and Native American institutions to the new colonial reality. Study also includes the formation of ethnic and national identities between the 16th century conquest and the independence movements of the early 19th century. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)

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

305. **History of South Carolina**
Selected topics in the history of South Carolina from the colonial period to modern times.
(3/0/3)

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

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

309. **Colonial North America**
Examines the interaction of Native, European, and African peoples and cultures; the competition for empire between European powers in North America; and the internal social, economic, and religious development of British-American colonial society.
(3/0/3)

310. **Era of the American Revolution, 1763-1800**
The course emphasizes the social and intellectual dimensions of the Revolutionary era, from initial economic and political conflicts within the Empire, to the War for Independence and its impact in the Atlantic World, and the creation of a federal Constitution and a viable republic.
(3/0/3)

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

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

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

318. American Legal History
Introduction to landmark cases in American legal history and their social implications. Topics include heritage of English law, free speech, the Constitution and the Supreme Court, slavery and civil rights, gender and identity, the law and scientific enquiry, and terrorism.
(3/0/3)

319. History of American Women
An exploration of the experience of women in their public and private roles throughout American history.
(3/0/3)

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)

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)

330. Rome in the Late Republic
The Late Roman Republic is one of the most culturally rich and well documented periods of the ancient world. This course focuses on political history, from early social upheaval, through the civil wars, political divisions and wrangling, to the ascension of the first Roman emperor. We will study first-hand accounts from this period such as letters, court speeches, and campaign narratives, in order to address the question, why did the Roman Republic fall?

331. Periclean Athens
This class examines Athens in the age of Pericles, from the end of the Persian Wars in 479 to the death of Socrates in 399. It focuses particularly on the pentecontaetia, the fifty years of Athenian peace and hegemony, in which Athens’ ambitious foreign policy turned her into an Empire, while at home the Athenians refined their burgeoning democracy and enjoyed the arts. Students will gain an appreciation of Athens’ history and culture, reading the historical narratives of the period but also various tragedies, political comedies, and philosophy. In the final weeks students will follow the Athenians through the Peloponnesian war to their defeat, subsequent tyrannical oligarchy, and finally their decision to try and execute the philosopher Socrates.
(3/0/3)
332. The Early History of Rome
This course tracks Rome’s early history from its origins in the 8th century to the end of the Middle Republic in 133 BCE. Students will discuss topics such as the foundation of the city of Rome, the semi-mythological history of the early period, and the Punic Wars, while learning to weigh diverse bodies of evidence such as epigraphy and material culture in order to engage with the cultural, religious, and military landscape of the Republic.
(3/0/3)

333. The World of Alexander the Great
An examination of the life and times of Alexander the Great, beginning with the conquests of Philip II, Alexander’s father, and ending with the study of the Hellenistic world that Alexander left in the hands of his successors. We will examine Alexander’s campaign; including battles, tactics logistics, personal friendships and free-speaking Macedonian military culture, and address the vexed question of Alexander’s “greatness”: Why he is a hero to some, and an irresponsible hedonist to others?
(3/0/3)

334. The Roman Empire
An exploration of the history of the Roman Empire from the ascension of Augustus to the fall of the Empire in the West. Students will engage with issues such as the process of “Romanization” brought about by Rome’s expansion, whether she had or maintained a grand strategy, and the culture of Rome, including marginalized groups such as women and slaves
(3/0/3)

340. The Early and High Middle Ages (400-1200)
This course begins with the decline of the Rome, the “barbarian invasions” and the early medieval period. It then turns to the Christianization of Western Europe and examines the Carolingian empire, Islamic Spain, Viking expansion, and the Norman conquest of England before concluding with a study of the culture and politics of the High Middle Ages and 12th century Renaissance.
(3/0/3)

341. The Late Middle Ages and Renaissance (1100-1500)
An examination of life just before and during 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)

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

351. Witchcraft and Magic in Early Modern Europe
A study of the intellectual and cultural origins of the European Witch Hunt of the 16th century. The course will focus on changing views of witchcraft and folk belief during the 16th century and examine how attitudes toward witchcraft continued to change throughout the early modern period in the context of the Reformation, Catholic Reformation and Enlightenment.
(3/0/3)
360. **Europe from Louis XIV to the French Revolution (1600-1800)**
Focusing chiefly on France, a study of European society between 1600 and 1799, with emphasis on social and political developments, in particular the rise of absolute monarchy and the modern state. In addition, study includes the so-called Scientific Revolution and the intellectual culture of the Enlightenment, as well as the economic, social, and political crises that preceded the French Revolution. The end of the course focuses on the French Revolution itself.

(3/0/3)

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)

371. **Europe in the Age of Anxieties, 1850-1914**
A survey of the pressing cultural and social issues of Europe after the end of the revolutionary period covered in History 370. Major themes include the effects of Darwinian science, the growth of empire, changes in gender roles, and the rise of mass culture.

(3/0/3)

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)

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)

380. **Selected Topics in History**
Selected problems, periods or trends for intensive study and reading. Prerequisite: Permission of instructor.

(1-4/0/1-4)

381. **World War, Fascism, and Modernism: Western Europe, 1914-1945**
A survey of the crucial events that defined the 20th century for Europe and the rest of the world. This course examines the origins and effects of World War I, the nature of fascism as it developed in Italy and Germany, and the different meanings of modernism and modernity as it developed in this period. It then turns to the “crisis of democracy” that emerged with the Great Depression that eventually yielded another world war along with the Holocaust.

(3/0/3)

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)
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)

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)

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)

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)

387. *History of Medicine*  
A survey of the major changes and developments in Western medicine and health care leading up to the present day, focusing on both their social and scientific contexts.  
(3/0/3)

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

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

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

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

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 reading, and to produce papers as directed by the instructor. Prerequisites: Junior or senior standing, approval of the department faculty, and permission of instructor.  
(1/0/3)
475. Independent Study in European or non-Western History
Same as History 470, except in a European or non-Western field.
(1/0/3)

480. Seminar in United States History
A seminar on selected problems, periods or trends for extensive reading, discussion and writing in seminar format.
(1-4/0/1-4)

490. Advanced Seminar in European and non-Western History
Same as History 480, except in a European or non-Western field. Prerequisite: Permission of instructor.
(1-4/0/1-4)

Latin (LATN)

101. Beginning Latin
An introduction to the language of ancient Rome. Students will build basic skills in Latin vocabulary, grammar and syntax, along with a beginning knowledge of ancient Roman history and culture. Students will acquire basic skills in parsing, translating, and interpreting Latin sentences and paragraphs.
(3/0/3)

201. Latin Prose
Provides an introduction to the continuous reading of Latin prose authors (Cornelius Nepos, Cicero) in combination with a thorough review of Latin grammar. Students will become familiar with the language and style of the selected authors and be able to read previously unseen passages of their work. Prerequisites: LATN 101.
(3/0/3)
**Humanities (HUM)**

ANNE B. RODRICK, *Coordinator*

There are several opportunities for students to conduct interdisciplinary study in the Humanities: (1) All first-year students are required to take a seminar introducing them to college-level study in humanities. While not strictly interdisciplinary, the seminars are taught by faculty members from the various humanities departments at the college. (2) Advanced courses are offered by faculty who have interdisciplinary interests and training. (3) An interdisciplinary major is provided by the selection and integration of work in several departments.

The Humanities major is intended for students with specific interests which cut across the existing majors offered in humanities disciplines: Art History, English, Foreign Languages, History, Philosophy, Religion and Theatre. It offers students who have this interest the opportunity to design their major, but it also requires of these students extra initiative to do so. Students considering this major should understand that it is not intended for those who simply have a broad interest in the humanities; such students should major in one of the humanities departments and take electives in the others.

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

**Prerequisites for the Major:**
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.

**Requirements for the Major:**
Eight 300- or 400-level courses (24 semester hours) from at least three different humanities departments specifically approved by the Humanities major coordinator. Other courses may be used to fulfill this requirement if they have a strong humanities component (for example, certain courses in Environmental Studies) and if there is prior approval from the program coordinator. The major also requires HUM 470, a three-hour independent study. HUM 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 HUM 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 first-year students.
(3/0/3)

240. Medicine & Literature
This course provides an examination of the rich literature surrounding the issues of health care and the medical profession. Issues of illness, health, medical science, violence, and the body are examined through literary and cultural texts. Cross-listed with ENGL 347.
(3/0/3)

250. Globalization & Change in the American South
An interdisciplinary course which engages students with the American South in its current and historically analogous global linkages. These links generate rapid change, frustrating stasis, and profound human drama. Prominent themes will include migration (in and out, white and black and other), work, land, politics, war, and culture. Students will integrate a wide range of encounters, experiences, readings, teachings, films and student projects. Corequisite: GOV 250.
(3/0/3)

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

350. Junior Humanities Seminar: Civic Engagement in Practice
This junior level seminar helps students explore and understand their relationships with the communities — local, national and global — in which they live. Students will learn about the many types of civic engagement and change; develop skills in understanding and acting upon the multiple complex messages of change and engagement in today’s world; and gain a fuller understanding of participatory democracy and civic literacy through a variety of class projects. Prerequisite: Permission of instructor.
(3/0/3)

470. Independent Study
A study of some specific topic which integrates and focuses course work a student has done in the humanities major. Normally it is directed by the committee which guided the student’s major. Open only to seniors majoring in Humanities. Offered every year.
(3/0/3)

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.
(6/1/3)

480. Advanced 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 first-year students. Topics and prerequisites vary.
(1-4/0-1/4)
495. Wofford College Presidential Seminar

This seminar was conceived as both a capstone experience in the liberal arts and in recognition of graduating seniors distinguished for their academic achievement and their contributions to the college community. Participants, nominated by their departments and selected by Wofford’s president, become part of a semester-long colloquium involving not only themselves and that of two moderators, but various Wofford faculty members, alumni, and friends of the college are invited to join individual sessions.

(4/0/3)
Information Management

DAVID A. SYKES, 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. The program is administered by the Department of Computer Science. Completion of the Emphasis is noted on the student transcript.

Requirements for the Emphasis:
Completion of a major in Accounting, Business Economics, Economics or Finance; 12 semester hours of Computer Science as follows: COSC 235 with a grade of C or higher, 350 with a grade of C or higher, either 330 or 335, and 410. The student also must complete an internship, approved in advance by the coordinator, involving computing and business. Before the internship, the student must complete at least two of the required Computer Science courses and prepare a resume. Interning full time for 10 weeks, the student is expected to work well and have excellent attendance. After the internship, the student must submit a final report, present a talk on campus about their work, and receive a positive evaluation from the internship supervisor. The coordinator of the Emphasis in Information Management must approve all materials submitted at the end of the internship.
Intercultural Studies (ICS)

ANA MARÍA J. WISEMAN, Coordinator

Courses appropriate to the major in Intercultural Studies are available as elective opportunities throughout the Wofford curriculum. These courses may be not only established courses available through participating departments, but also special topics courses and cross-listed courses. In addition, the Intercultural Studies major offers students the opportunity to develop interdepartmental majors in the general area of international/intercultural studies. The major 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 prepare and develop a curriculum with the coordinator before the beginning of the junior year. The major requires completion of 33 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.

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 departments.

Major Requirements:
33 semester hours at the advanced level (300 and 400) from appropriate departments or from International Programs specifically approved by the major coordinator. The student may include one methods course numbered at the 200 level from an appropriate discipline if relevant. The major also requires a capstone experience, which may be completed by participating in an existing capstone course in an appropriate discipline, or by completing a three-hour independent study. The capstone experience should be taken during the senior year (normally in the spring semester) and should integrate work from the various departments.

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

470. Independent Study
A study of a specific topic which integrates and focuses course work a student has done in the intercultural studies major.
(3/0/3)

475. Presidential Scholarship
Selected by the president of the college, the recipient(s), known as the Presidential International Scholar, is/are expected to plan a program of research and experience in the developing world. This special opportunity is intended to expose students to diverse world cultures and some of the problems which define the contemporary world. Instructor permission required.
(1-15/0/1-15)
480. Advanced Topics in Intercultural Studies
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 faculty and subject to the approval of the coordinator. Not open to first-year students. Topics and prerequisites vary.
(1-4/0-1/4)
Internships (INTR)

JENNIFER A. DILLENGER, Coordinator

Students seeking to register for the INTR 301 or 401 course must first meet with the course coordinator. To join the course, students must submit a written letter detailing their work placement, objectives, dates and hours. This letter should include contact information for the student's site supervisor and be printed on company letterhead. At the end of the internship, a second letter must be submitted confirming the student's successful completion of all internship requirements. At that point, a grade will be entered by the course coordinator.

301. Internship – Apprentice Program
This class enables students to earn credit for an internship experience. Students will be expected to secure their own internships and complete a minimum of 40 hours of work. This course is for internships prior to junior year and offered in the Fall, Spring and Summer terms. Prerequisite: Instructor permission.
(1/0/1)

401. Internship – Apprentice Program
This class enables students to earn credit for an internship experience. Students will be expected to secure their own internships and complete a minimum of 40 hours of work. This course is for internships prior to senior year and offered in the Fall, Spring and Summer terms. Prerequisite: Instructor permission.
(1/0/1)
Latin (LATN)

For a complete listing of courses, see History.
Latin American and Caribbean Studies (LACS)

CAMILLE L. BETHEA, 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 in Latin American and Caribbean Studies is not a major. Courses applied toward requirement for Latin American and Caribbean Studies also may be counted for other programs, majors or minors. Students who fulfill the area studies requirements will receive a 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 also must complete one course taught in French, Portuguese 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, Sociology or courses pertaining to the region taken at other institutions or on study abroad programs. (6 or 8 hours).

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 conducted in English. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/3/4)

321. Seminar on the Americas II
An interdisciplinary seminar focusing on the historical, political, social, and cultural interrelationships of the nations in our hemisphere. It concentrates on Latin American women, revolution, problems of sovereignty, and the Latin American and Caribbean presence in the United States. The course is conducted in English and may be taken independently of 320. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/3/4)

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 topic of the region from an interdisciplinary perspective. Students will meet regularly with the program coordinator as they conduct their research, and prior to their final public presentation of their project. Prerequisites: LACS 320 and 321.
(3/0/3)
Mathematics (MATH)

CHARLOTTE A. KNOTTS-ZIDES, Chair
ANNE J. CATLLA, MATTHEW E. CATHEY, SHARON E. HUTTON, TED R.
MONROE, ANGELA B. SHIFLET, JOSEPH A. SPIVEY, THOMAS J. WRIGHT

The department offers a major in Mathematics, a major in Mathematics with a Concentration in Applied Mathematics, a major in Mathematics with a Concentration in Pure Mathematics, and a minor in Mathematics. Students completing the major in Mathematics may qualify for the B.A. degree or the B.S. degree, depending upon how they meet the college’s requirement in the natural sciences. The department prepares students for mathematics related careers, including teacher education, and for graduate studies in mathematics.

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

Requirements for the Mathematics Major:

Corequisite for Major (three semester hours):
COSC 235

Core requirements (15 semester hours)
- MATH 181-182
- MATH 210
- MATH 220
- MATH 260

Electives (18 semester hours)
A student must complete six MATH courses numbered 200 or higher. At least three of these must be numbered 400 or higher.

Requirements for the Mathematics Major with a Concentration in Applied Mathematics:

Corequisite for major (three semester hours)
COSC 235

Core requirements (21 semester hours)
- MATH 181-182
- MATH 201 or 320
- MATH 210
- MATH 220
- MATH 240
- MATH 260

Upper level electives (nine semester hours)
Three of the following: MATH 330, 421, 422, 424, 431, 435, 441, 445, or other courses numbered 400 or higher and approved by the coordinator of the major.
Electives (six semester hours)
Two courses selected from MATH courses numbered 200 or higher.

Research (zero-three semester hours)
With prior approval of the coordinator of the major, each student must complete a summer research project, a semester of independent research, or an honors course.

Area of application (six-12 semester hours)
Each student must choose an area of application and complete two or three courses approved by the coordinator of the major in that area. Possible areas include: Accounting, Finance, Biology, Chemistry, Computer Science, Economics, Environmental Studies, Philosophy, Physics and Psychology.

The total number of semester hours in the major is 36-39. The total does not include the hours for the corequisite and the area of application.

Requirements for the Mathematics Major with a Concentration in Pure Mathematics:

Corequisite for major (three semester hours)
COSC 235

Core requirements (15 semester hours)
MATH 181-182
MATH 210
MATH 220
MATH 260

Upper level block (nine semester hours)
Three of the following: MATH 431, 432, 441, 442.

Upper level elective (three semester hours)
One of the following: MATH 410, 415, 432, 439, 442, 448 or other courses numbered 400 or higher and approved by the coordinator of the major.

Electives (nine semester hours)
Two applied mathematics courses from the following: MATH 201, 212, 235, 240, 320, 330, 421, 422, 435, 442, 448, or other courses approved by the coordinator of the major. One pure mathematics course from the following: MATH 310, 410, 415, 432, 439, 442, 448 or other course approved by the coordinator of the major.

Research (zero-three semester hours)
With prior approval by the coordinator of the major, each student must complete a summer research project, a semester of independent study, or an honors course.

The total number of semester hours in the major is 36-39. This total does not include the corequisite.

Requirements for the Mathematics Major for Students in the Teacher Education Program

Students in the Teacher Education Program who are seeking to complete licensure requirements to teach mathematics should refer to the Teacher Education
Handbook and consult with the chairs of the Departments of Mathematics and Education to develop plans for meeting all requirements.

Corequisite for major (three semester hours)
COSC 235

Core requirements (27 semester hours)
MATH 140
MATH 181
MATH 182
MATH 220
MATH 235
MATH 260
MATH 310
MATH 410
MATH 431

Electives (six semester hours)
One course from the following: MATH 210, 240 or 320
One additional MATH course numbered 200 or higher

Requirements for the Minor:

MATH 181, 182 and four additional MATH courses numbered above 200.

120. Appreciation of Mathematics
An exploration of topics which illustrate the power and beauty of mathematics, with a focus on the role mathematics has played in the development of Western culture. Topics differ by instructor but may include: Fibonacci numbers, mathematical logic, credit card security, or the butterfly effect. This course is designed for students who are not required to take statistics or calculus as part of their studies.
(3/0/3)

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

160. Calculus for the Social Sciences
A graphical, numerical and symbolic introduction to the theory and applications of derivatives and integrals of algebraic, exponential, and logarithmic functions, with an emphasis on applications in the social sciences. Note: A student may not receive credit for both MATH 160 and MATH 181.
(3/0/3)

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. Note: A student may not receive credit for both MATH 160 and MATH 181.
(3/0/3)
182. Calculus 2
A graphical, numerical, and symbolic study of the theory, techniques, and applications of integration, and an introduction to infinite series and/or differential equations. Prerequisite: MATH 181 or permission of instructor.
(3/0/3)

201 Modeling and Simulation for the Sciences
A course in scientific programming, part of the interdisciplinary field of computational science. Large, open-ended, scientific problems often require the algorithms and techniques of discrete and continuous computational modeling and Monte Carlo simulation. Students learn fundamental concepts and implementation of algorithms in various scientific programming environments. Throughout, applications in the sciences are emphasized. Cross-listed as COSC 201. Prerequisites: MATH 181 or permission of instructor.
(3/0/3)

210. Multivariable Calculus
A study of the geometry of three-dimensional space and the calculus of functions of several variables. Prerequisite: MATH 182.
(3/0/3)

212. Vector Calculus
A study of vectors and the calculus of vector fields, highlighting applications relevant to engineering such as fluid dynamics and electrostatics. Prerequisite: MATH 182.
(3/0/3)

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

235. Discrete Mathematical Models
An introduction to some of the important models, techniques, and modes of reasoning of non-calculus mathematics. Emphasis on graph theory and combinatorics. Applications to computing, statistics, operations research, and the physical and behavioral sciences. Prerequisite: MATH 182.
(3/0/3)

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

250. Introduction to Technical Writing
An introduction to technical writing in mathematics and the sciences with the markup language LaTeX, which is used to typeset mathematical and scientific papers, especially those with significant symbolic content.
(1/0/1)

260. Introduction to Mathematical Proof
An introduction to rigorous mathematical argument with an emphasis on the writing of clear, concise mathematical proofs. Topics will include logic, sets, relations, functions, and mathematical induction. Additional topics may be chosen by the instructor. Prerequisite: MATH 182.
(3/0/3)
280. **Selected Topics in Mathematics**  
Selected topics in mathematics at the introductory or intermediate level.  
(1-4/0/1-4)

310. **History of Mathematics**  
A survey of the history and development of mathematics from antiquity to the twentieth century. Prerequisite: Math 260.  
(3/0/3)

320. **Mathematical Modeling**  
The study of problem-solving strategies to solve open-ended, real-world problems. Prerequisite: MATH 210, 220, or 240.  
(3/0/3)

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: MATH 220 and computer programming ability.  
(3/0/3)

410. **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. Prerequisite: MATH 260.  
(3/0/3)

415. **Topology**  
An introduction to topological spaces. Topics will include examples of topological spaces, standard constructions of topological spaces, continuous maps, topological properties, homotopies, homeomorphisms, and simplicial complexes. Prerequisite: MATH 260.  
(3/0/3)

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: MATH 210 and 260.  
(3/0/3) each course

424. **Advanced Game Theory**  
This advanced class is intended to provide a more rigorous introduction to the main concepts and techniques of the field. These techniques will be used to investigate relevant social phenomena, such as evolutionary games, auction theory, the "prisoner's dilemma," the "tragedy of the commons," tacit collusion, competition among firms, and strategic interactions in labor, credit, and product markets. The most important classes of games will be analyzed (zero-sum games, cooperation problems, coordination games, bayesian games, signaling games, etc.), as well as the most important solution concepts (rationalizability, nash equilibrium in pure and mixed strategies, bayesian nash equilibrium, and evolutionarily stable strategies). This course also will introduce students to the main techniques of game-theoretic mathematical modeling. Cross-listed with ECO 424. Prerequisite: MATH 210.  
(3/0/3)

431-432. **Abstract Algebra**  
The axiomatic development of abstract algebraic systems, including groups, rings, integral domains, fields, and vector spaces. Prerequisite: MATH 220 and 260.  
(3/0/3) each course
435. Cryptology
An introduction to cryptology and modern applications. Students will study various historical and modern ciphers and implement select schemes using mathematical software. Cross-listed with COSC 435. Prerequisites: MATH 220 and either MATH 235 or 260.
(3/0/3)

439. Elementary Number Theory
A study of the oldest branch of mathematics, this course focuses on mathematical properties of the integers and prime numbers. Topics include divisibility, congruences, diophantine equations, arithmetic functions, primitive roots, and quadratic residues. Prerequisite: MATH 260.
(3/0/3)

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: MATH 210 and 260.
(3/0/3) each course

445. Advanced Differential Equations
This course is a continuation of a first course on differential equations. It will extend previous concepts to higher dimensions and include a geometric perspective. Topics will include linear systems of equations, bifurcations, chaos theory, and partial differential equations. Prerequisite: MATH 240.
(3/0/3)

448. Functions of a Complex Variable
An introduction to the analysis of functions of a complex variable. Topics will include differentiation, contour integration, power series, Laurent series, and applications. Prerequisite: MATH 260.
(3/0/3)

470. Independent Study in Mathematics
Independent study of selected topics in Mathematics at an advanced level. Specific topics vary from semester to semester. Prerequisite: Permission of instructor.
(Variable Credit, 1-3 Hours)

480. Advanced 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.
(1-4/0/1-4)
Medical Humanities (MHUM)

CHARLES D. KAY, ROBERT E. MOSS, Coordinators

The program is Medical Humanities offers students an integrated and interdisciplinary approach to the study of health care in today’s societies. Drawing on courses in such areas as Anthropology, Biology, Economics, History, Philosophy and Psychology, the program encourages students to examine the nature of medicine and the important issues of health care in today’s world from a variety of disciplinary and cultural perspectives. It culminates in an independent capstone project designed to integrate learning from diverse areas of study.

The program in Medical Humanities is not a major. Courses applied toward requirements for this program may also be counted toward requirements that will satisfy other programs, majors, or minors. Successful completion of the program will be noted on the transcript and on the program for commencement exercises.

Program Requirements:
1. One course: PHIL 210 BioMedical Ethics
2. One related science course:
   - BIO 360 Current Topics in Biology
   - BIO 491 Human Disease
   - BIO 493 Case Studies in Public Health
   - BIO 495 Case Studies in Biomedicine
   - PSY 220 Abnormal Psychology
   - PSY 260 Health Psychology
   - PSY 370 Behavioral Medicine
3. Two courses from the following:
   - ECON 340 Economics of Medical Care
   - HIST 387 History of Medicine
   - ENG 347/ Medicine and Literature
   - HUM 240 Philosophy of Medicine
   - REL 425 The Problem of Evil
   - SOC 312 Medical Anthropology
   Special or advanced topics courses in other departments as approved by the coordinators.
4. Senior Capstone Project
   448. Capstone Project: Medical Humanities
   Designed by the student, the Capstone Project combines an understanding of Medical Humanities with interdisciplinary study in two disciplines of the student’s choice. Often the project will take the form of a traditional research paper (20-30 pages), but works of fiction or drama, field studies, multi-media presentations, or other formats are acceptable, subject to the coordinators’ approval. Projects other than research papers must be accompanied by a bibliography of sources and a 5-10 page statement explaining goals, results, and research methods. Students will defend their final project before a committee of three faculty members, consisting normally of two teaching courses in the Medical Humanities program and one outside reader; these defenses will be open to the Wofford community. Prerequisite: Permission of the coordinators.
Military Science (MILS)

MAJ MICHAEL BORGEL, Chair
MSG JOHN GOFORTH, MAJ WILLIAM STRICKLEN, CPT ROSA L. EDGINGTON,
MAJ JAMIE ULMER

Military Science offers a Basic Program and an Advanced Program. Satisfactory completion of four courses in the Basic Program may qualify the student for selection for the Advanced Program. (Satisfactory completion of a four-week leadership training course 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.) Students desiring a commission as a Second Lieutenant in the United States Army must meet all requirements of fitness for military service. They must complete all requirements for graduation as well as the requirements of the Advanced Program, including designated courses in history, computer science, and mathematics approved by the chair. Also required is successful completion of the leadership and development and assessment course during the summer after the junior year.

Advanced Program students and students on ROTC scholarship will participate in a weekly leadership laboratory and physical fitness training. 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 may include rappelling, marksmanship, white water rafting, escape and evasion, paint-ball wars, and endurance competitions.

Basic Program

The Basic Program is open to students who have general interest in Military Science, and is required of students who hold ROTC Scholarships. For the general student, there is no military obligation associated with the Basic Program courses. All Military Leadership courses are offered with a lab. The lab is optional at for the general student at 100- and 200-level courses, but a required part of the curriculum at the 300- and 400-level.

101. Military Leadership I
A basic orientation to ROTC and the U.S. Army. Course topics include leadership, the role and structure of the Army, military customs and courtesies, basic marksmanship, and map reading. Leadership laboratory is required for ROTC scholarship recipients. Open to first-year students with permission of instructor.
(1/0/1)

102. Military Leadership I
A continuation of Military Science 101. Course topics include leadership, map reading, land navigation, and development of skills needed to work effectively as members of a team. Leadership laboratory is required for ROTC scholarship recipients. Open to first-year students with permission of instructor.
(1/0/1)
201. Military Leadership II
The study of the importance of character in leadership, leadership behaviors and attributes, basic survival skills, basic individual soldier skills, and land navigation. Leadership laboratory is required for ROTC scholarship recipients. Open to sophomores with permission of instructor.

(2/0/2)

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. Leadership laboratory is required for ROTC scholarship recipients. Open to sophomores with permission of instructor.

(2/0/2)

220. Survey of Military History
A comprehensive and detailed study of the role played by the armed forces of the United States in American society through the origin and development of U.S. military institutions, traditions, practices and, in particular, the development of professionalism in American forces. The course traces the involvement of American forces in armed conflicts from the colonial period through the modern day and is taught by both veterans and career military officers and will trace how the development of our armed forces influenced society and it evolution as well.

(3/0/3)

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)

302. Military Leadership III
Development of basic military skills for National Advanced Leadership camp at Fort Lewis, Washington. Instruction includes offensive and defensive squad tactics, operations orders, and military briefings. One weekend leadership laboratory is required in addition to the weekly labs. Prerequisites: Junior class standing and admission to Advanced Program.

(3/3/3)

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)

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)
Modern Languages, Literatures and Cultures (MLLC)

DENNIS M. WISEMAN, Chair
KIRSTEN A. KRICK-AIGNER, Vice Chair
JOHN C. AKERS, LAURA H. BARBAS RHODEN, CAMILLE L. BETHEA, BEATE BRUNOW, BEGOÑA CABALLERO-GARCIA, LI QING KINNISON, CAROLINE A. MARK, BRITTON W. NEWMAN, PATRICIA G. NURIEL, CATHERINE L. SCHMITZ, JUDITH ILIANA VILLANUEVA, ANA MARÍA J. WISEMAN, YONGFANG ZHANG

The Department of Modern Languages, Literatures and Cultures offers majors in Chinese, French, German and Spanish. The department also offers a minor in Chinese Studies and in German Studies.

Students in the Teacher Education Program who are seeking to complete licensure requirements to teach French or Spanish should refer to the Teacher Education Handbook and consult with the chairs of the Departments of Modern Languages and Education to review the extent to which departmental and teacher preparation requirements differ and to develop plans for meeting both.

Special Considerations:
Students who enroll in and complete a 300-level foreign language course with a grade of C or better may be awarded credit for 201 and 202 provided they have not previously earned any lower division credit in that language.

Students who earned/received credit for a 200-level or 300-level foreign language course may not take or repeat a course at a lower level in the same language and receive credit or grade-points for it (except that courses 201 and 202 may be taken in any order).

Students who earned/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.

Prerequisites for Major in Chinese, French, German or Spanish:
Completion of 102 (or the equivalent) course of the language selected for the major. Language courses taken at the 100-level do not apply toward credit hours/requirements within the major.

Requirements for Major in Chinese, French, German or Spanish:

**Chinese:** LI QING KINNISON, Coordinator
The Chinese Major consists of 33 semester hours for the Culture Track and 35 semester hours for the Language Track. In order to earn a major in Chinese, stu-
All students must complete the required courses, either the culture track or language track, and the study abroad requirement. Students who complete CHIN 101 and 102 as first-year students are strongly encouraged to pursue the Language Track. Students majoring in Chinese are required to complete a semester of study abroad in China. In rare instances, exceptions to this policy may be granted, at the sole discretion of the faculty of the program, through a waiver process administered by the coordinator of the Chinese program and in consultation with the department chair.

**Required Courses, both tracks (18 semester hours)**
CHIN 201, CHIN 202, CHIN 301 (in which a student must earn a grade of C or higher in order to continue in the major), and CHIN 302.

**Additional Courses:**

**Chinese Culture Track (15 semester hours):**

- Nine semester hours of Chinese culture courses: CHIN 304, CHIN 306 and CHIN 307.
- Six semester hours of electives chosen from: ARTH 220, 321, 322; GOV 362; HIST 392; PHIL 333, 335; REL 356, 357; SOC 313; or other courses (as approved by the program coordinator) whose principal focus is Chinese or East Asian culture, history, religion, politics, philosophy, art history, etc.

**Chinese Language Track (17 semester hours):**

- Eight semester hours of language courses at the advanced level: CHIN 401, CHIN 402.
- Nine semester hours of electives: CHIN 304, CHIN 306, CHIN 307; or other courses (as approved by the program coordinator) whose principal focus is Chinese or East Asian culture, history, religion, politics, philosophy, art history, etc.

**French:** CAROLINE A. MARK, *Coordinator*
The French major consists of 24 semester hours in French, including FREN 201; FREN 202; FREN 303 (in which the student must earn a grade of C or higher in order to continue in the major); FREN 304 or FREN 306; FREN 308; two 400-level courses in French (at least one of which must be in literature); and one elective at the 300- or 400-level. Students majoring in French are required to complete a semester of study abroad in a country where the French language is spoken. In rare instances, exceptions to this policy may be granted, at the sole discretion of the faculty of the program, through a waiver process administered by the coordinator of the French program and in consultation with the department chair.

**German:** KIRSTEN A. KRICK-AIGNER, *Coordinator*
The German major consists of 24 semester hours in German, including GER 201; GER 202; GER 303 (in which the student must earn a grade of C or higher in order to continue in the major); GER 304 or GER 306; GER 308; two 400-level courses in German (at least one of which must be in literature); and one elective at the 300- or 400-level. Students majoring in German are required to complete a semester of study abroad in a country where the German language is spoken. In rare instances, exceptions to this policy may be granted, at the sole
discretion of the faculty of the program, through a waiver process administered by the coordinator of the German program and in consultation with the department chair.

**Spanish:** DENNIS M. WISEMAN, *Coordinator*
The Spanish Major consists of 24 semester hours in Spanish, including SPAN 201; SPAN 202; SPAN 303 (in which the student must earn a grade of C or higher in order to continue in the major); SPAN 305 or SPAN 307; SPAN 308; two 400-level courses in Spanish (at least one of which must be in literature); and one elective at the 300- or 400-level. Students majoring in Spanish are required to complete a semester of study abroad in a country where the Spanish language is spoken. In rare instances, exceptions to this policy may be granted, at the sole discretion of the faculty of the program, through a waiver process administered by the coordinator of the Spanish program and in consultation with the department chair.

**Requirements for Minor in Chinese Studies**

LI QING KINNISON, *Coordinator*
The curriculum for the Minor in Chinese Studies consists of 19 semester hours: successful completion of CHIN 201 and 202, and three additional courses chosen from ARTH 220, 321, 322; CHIN 304, 306, 307; GOV 362; HIST 392; PHIL 333, 335; REL 356, 357; SOC 313; or other courses (as approved by the program coordinator) whose principal focus is Chinese or East Asian culture, history, religion, politics, philosophy, art history, etc. Students choosing the Minor in Chinese Studies are encouraged to complete a semester of study abroad in China.

**Requirements for Minor in German Studies**

KIRSTEN A. KRICK-AIGNER, *Coordinator*
The curriculum for the Minor in German Studies consists of GER 201 and GER 202 (or the equivalent), at least two courses in German numbered 300-level or higher, and two courses related to German-speaking culture chosen from PHIL 353, 355, 356; REL 323; HIST 380, 370, 388; or GOV 360, 421, 422; or other courses (as approved by the program coordinator) whose principal focus on German-speaking culture. Students also may include an appropriate special topics or senior seminar course emphasizing German-speaking culture. Any courses taken to meet the requirements of the Minor in German Studies may also count toward requirements in programs other than German Studies. In consultation with and with the approval of the Minor coordinator, the Minor in German Studies candidate is required to participate in an extended study, travel, or work-abroad experience.

**Modern Languages, Literatures and Cultures (MLLC)**

223. **Modern Languages Seminar in Global Perspectives: Different Identities, Common Destinies**
A 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: CHIN 101 or 201; FREN, GER, or SPAN 201. Corequisite: concurrent enrollment in CHIN 102 or 202; or FREN, GER or SPAN 202. Enrollment open to other students by permission of seminar instructors only. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. 
(3/0/3)

**Chinese (CHIN)**

**101, 102. Beginning Active Chinese**
These beginning level Chinese courses are intended to enable students to develop good pronunciation in speaking Mandarin Chinese (putonghua or guoyu), to exchange information in simple but accurate Chinese on some basic topics (greetings, personal introductions, personal daily activities), to have a good command of some basic radicals as well as some commonly used Chinese characters. Also, Beginning Active Chinese hopes to cultivate students’ interest in Chinese language and culture and lay a solid foundation for further study in Chinese. 
(5/1/5)

**201, 202. Low Intermediate Chinese, Intermediate Chinese**
These intermediate level Chinese courses are to enhance command of the basic structures and vocabulary, to increase ability to communicate in Chinese both in speaking and writing, and to further develop interest in the Chinese language and culture. Intermediate Active Chinese hopes to cultivate students’ interest in Chinese language and culture and lay a solid foundation for further study in Chinese. Prerequisite: Chinese 102 or the equivalent. 
(5/1/5)

**241, 242. Language and Culture via Cable TV**
Students may use appropriate programming available via the Wofford Cable Network as a language and culture classroom, electing the amount of viewing time they wish to undertake in a given semester: three viewing hours per week (241 = one semester hour), six viewing hours per week (242 = two semester 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 four semester hours. Prerequisite: Chinese 201 or permission of instructor. 
(1/3-6/1 or 2)

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

**301. High Intermediate Chinese**
High Intermediate Chinese encourages students to increase their sophistication in reading and writing in Chinese in more formal styles. Conducted primarily in Chinese. Study materials include texts, web sources, and Chinese language television. Prerequisite: Chinese 202 or the equivalent. 
(4/1/4)

**302. Low Advanced Chinese**
Low Advanced Chinese encourages students to continue to increase their sophistication in reading and writing in Chinese in more formal styles. Conducted primarily in Chinese. Study materials include texts, web sources, and Chinese language television. Prerequisite: Chinese 301 or the equivalent. 
(4/1/4)
304. Chinese Culture Through Film
Through careful study of cinematic text as mirror, students will learn to identify, understand, and analyze historical, social, political, and economic issues that have shaped China from its imperial period and into the 21st century. Topics include the family and tradition, the individual and society, past and present, man and nature, the change of cultural and social values, and woman’s evolving role in society. All films have English subtitles. Conducted in English. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)

306. Intercultural Communication Between East and West
This course intends to help students understand the basic concepts and ideologies of the three major religions and philosophies in South East Asia, particularly in China, i.e. Confucianism, Daoism and Chinese Buddhism. Students will explore the close ties between these religions and philosophies as reflected in language and communication styles, and begin to understand different concepts of the “self” (independent and relational) and “face” in collectivism and individualism. Students will learn to anticipate, analyze and explain some of the causes of misunderstanding or miscommunication among the peoples from the West and East. Conducted in English. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/1/3)

307. Modern China: 1850-Present
This course is intended to help students understand China’s evolution from its imperial past into a modern present by examining the impact of the Opium War and other popular revolts of the late 19th and early 20th centuries, the social and cultural conflicts between western civilization and traditional Confucianism after 1911, and the rise of diverse political movements after the creation of the People’s Republic of China in 1949. Conducted in English. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)

401. Advanced Chinese I
In this course, students will increase their sophistication in reading and writing in Chinese in more formal styles. The course will be conducted primarily in Chinese. Study materials include texts, web sources, and television. Students will learn basic techniques of written translation. Conducted primarily in Chinese. Prerequisite: Chinese 302 or the equivalent.
(4/1/4)

402. Advanced Chinese II
In this course, students will increase their sophistication in reading and writing in Chinese in more formal styles. Study materials include texts, web sources, and television. Students will learn basic techniques of written translation. Conducted primarily in Chinese. Prerequisite: Chinese 401 or the equivalent.
(4/1/4)

412. Chinese Literature in Translation
Students will read and learn to analyze from a cross-cultural perspective selected masterpieces of Chinese prose, poetry, and drama. Students will learn to appreciate the literary value of the selected works and to understand the historical, social, and cultural contexts of these works. The course is conducted in English and the focus of the course may vary (e.g. a particular period, a genre, or special topics) each time it is offered. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)
480. **Advanced Topics in Chinese**  
The study of selected topics at the advanced level in Chinese culture. Conducted primarily in Chinese.  
(1-4/0/1-4)

**French** (FREN)

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. Students are introduced to the connections between culture, language and other disciplines.  
(3/1/3) each course

200. **Communication and Culture**  
This course is intended to consolidate the student’s control of basic grammar structures and to continue to develop the four skills of reading, writing, listening and speaking. Communication skills are emphasized through extensive use of French in class with a particular focus on all francophone cultures through the study of art, literature, music and language. Conducted in French. Prerequisite: Students who have had two years of high school French.  
(3/0/3)

201, 202. **Intermediate Active French**  
An intensive review of the language, with emphasis on development of listening comprehension and speaking skills in authentic cultural contexts, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication is stressed in class. Prerequisite: FREN 102 or the equivalent.  
(3/0/3) each course

241, 242. **Language and Culture via Cable TV**  
Students may use appropriate programming available via the Wofford Cable Network as a language and culture classroom, electing the amount of viewing time they wish to undertake in a given semester: three viewing hours per week (241 = one semester hour), six viewing hours per week (242 = two semester 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 four credit hours. Prerequisite: FREN 201 or permission of instructor.  
(1/3-6/1 or 2)

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

303. **Advanced French**  
Refinement of reading, writing, listening, and speaking skills aimed at moving the student toward advanced proficiency in French. The course stresses improvement in the student’s ease and richness of expression, as well as increased awareness of levels of discourse and written expression of French as it is currently used. Strong emphasis on written and oral expression, and cross-cultural experiences. Conducted in French. Prerequisite: FREN 202 or the equivalent.  
(3/1/3)
304. The French World: France
Students will acquire a broad-based knowledge of cultural issues of France with particular emphasis on the making of a French identity through its history, geography, social and political system, and through current events. Students will gain knowledge of majors aspects and issues of French social and political life today while stressing the differences with their own American culture. Conducted in French. Prerequisite: FREN 303 or permission of instructor.
(3/3/4)

306. The French World: Africa, Europe, the Americas
An exploration of French-speaking areas of the world beyond the métropole, in selected nations or regions of Europe (Belgium, Switzerland), Africa (the Maghreb, West Africa), and the Americas (the Caribbean, Quebec). Focus is on the social and cultural institutions of non-French francophones and their concerns as expressed in a foreign idiom. Conducted in French. Prerequisite: FREN 303 or permission of instructor. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/3/4)

308. Introduction to French Literature
An introduction to French literature. The student learns reading techniques that illuminate the content of a text through an appreciation of style, syntax and rhetorical device. Diverse literary genres are studied, including works of prose (fiction and non-fiction), poetry, theatre, and film. At the same time, emphasis is placed on the historical, social and cultural contexts of the chosen works. Students are introduced to the French craft of the “explication de texte” and will learn to build and defend a literary argument. Conducted in French. Prerequisite: FREN 303 or permission of instructor.
(3/0/3)

380. Modern Languages Drama Workshop
Participation in modern language drama productions. Conducted in French. Prerequisite: Permission of instructor.
(3/0/3)

412. The French Novel
Readings from selected texts representative of 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 and will move toward advanced level proficiency (ACTFL guidelines) in the four language skills. Conducted in French. Prerequisite: FREN 308 or permission of instructor.
(3/0/3)

413. French Poetry
Study of a variety of texts selected from representative poetic movements from the late Medieval period through the 20th century. Emphasis is placed on poetry as a social and historical document and close attention is also paid to the evolution of poetic structure and technique. Students will move toward advanced level proficiency (ACTFL guidelines) in the four language skills. Conducted in French. Prerequisite: FREN 308 or permission of instructor.
(3/0/3)

414. French Non-Fiction
A careful reading of selected major essays, journalistic articles and reviews, biographies and autobiographies, and other non-fictional texts by writers in French. The course focuses on important themes and perspectives of influential French authors — contemporary and historical — as well as on the basic elements and strategies of their prose styles. Students will move toward advanced level proficiency (ACTFL guidelines) in the four language skills. Conducted in French. Prerequisite: FREN 308 or permission of instructor.
(3/0/3)
415. **The French Theatre**
A careful reading of representative texts of the French theatre designed to acquaint the student with the different genres of theatre and to teach the student to read critically. Students will move toward advanced level proficiency (ACTFL) in the four language skills. Conducted in French. Prerequisite: FREN 308 or permission of instructor. (3/0/3)

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 contrastive analysis of literary and cinematic fictions; the cinematic depiction of social and cultural realities (film as cultural mirror; film as propaganda); the historical development of a national film industry; and the director as auteur. Students will move towards Advanced level proficiency (ACTFL) in the four language skills. Conducted in French. Prerequisite: FREN 308 or permission of instructor. (3/3/4)

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. Special emphasis will be placed on developing strategies to solve linguistic and cultural problems encountered by non-native speakers of French translating into and out of French. Conducted in French and English. Prerequisite: FREN 303 or permission of instructor. (3/0/3)

441. **Advanced Grammar and Composition**
This course is designed according to the ACTFL Revised Proficiency Guidelines to help students improve their control of French grammar in order to improve their composition and grammatical skills in French of different genres. Various listening and speaking activities will support the focus on grammar and writing skills. By the end of this course, students should be able to write in relatively sophisticated and accurate French on complex topics, to converse about these same topics, and to read authentic texts written in French with increasing ease. Conducted in French. Prerequisite: FREN 303 or permission of instructor. (3/0/3)

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: FREN 303 or permission of instructor. (3/1/3)

443. **French Phonetics**
An introduction to the International Phonetic Alphabet and its application to problems of correct phonetic utterance. Students will distinguish major contrastive features of the sounds of French and English, and address the particular challenges that American native speakers face when learning to pronounce French. They also will learn to recognize and transcribe with accuracy the major speech variations that exist among native speakers and will produce speech that can be understood without difficulty by native interlocutors. Conducted in French and English. Prerequisite: FREN 303 or permission of instructor. (3/3/4)
480. **Advanced Topics in French**  
The study of selected topics at the advanced level in French.  
(Variable credit in class or lab up to four hours)

**German (GER)**

101, 102. **Beginning Active German**  
A comprehensive introduction to the four skills of the language: speaking, aural comprehension, reading, writing. Structure and communication skills are emphasized through extensive use of German in the classroom.  
(3/1/3) each course

201, 202. **Intermediate Active German**  
An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication is stressed in class. Prerequisite: GER 102 or the equivalent.  
(3/0/3) each course

241, 242. **Language and Culture via Cable TV**  
Students may use appropriate programming available via the Wofford Cable Network as a language and culture classroom, electing the amount of viewing time they wish to undertake in a given semester: three viewing hours per week (241 = one semester hour), six viewing hours per week (242 = two semester 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 four credit hours. Prerequisite: GER 201 or permission of instructor.  
(1/3-6/1 or 2)

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

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

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

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 also will be discussed. Conducted in German. Prerequisite: GER 303 or permission of instructor.  
(3/0/3)
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: GER 303 or permission of instructor.
(3/0/3)

380. Modern Languages Drama Workshop
Participation in modern language drama productions. Prerequisite: Permission of instructor.
(3/0/3)

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. Conducted in German. Prerequisite: GER 308 or permission of instructor.
(3/0/3)

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: GER 308 or permission of instructor.
(3/0/3)

403. German Expressionism
An interdisciplinary study of Expressionist literature, art and culture that takes into account the political and historical relevance of its revolutionary time period. Using prose, drama and poetry, as well as representative films of this period, the course explores the importance of these works as documents of turn-of-the-century European culture, the dawn of modernism, industrialism and urbanization, as well as the political and social realities of pre-war, World War I and “Weimar” Germany. Conducted in German. Prerequisite: GER 308 or permission of instructor.
(3/0/3)

404. German Contemporary Film Seminar
A study of German-speaking film as an art form. Using a representative sample of films as “texts,” the course considers narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the contrastive analysis of literary and cinematic fictions, the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda), the historical development of a national film industry, and the director as auteur. Conducted in German. Prerequisite: GER 308 or permission of instructor.
(3/3/4)

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: GER 308 or permission of instructor.
(3/0/3)
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: GER 308 or permission of instructor. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)

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

Portuguese (PORT)

304. Accelerated Portuguese: Language & Culture I
This course is an accelerated introductory course for students with a sound knowledge of Spanish, French and other Romance languages. The course is designed to introduce students to the Portuguese language and Brazilian culture. Students will reach an intermediate level (according to ACTFL guidelines); that is, develop the ability to communicate satisfactorily in Portuguese in everyday practical situations, acquire the skills to meet a number of practical writing needs, and understand the main ideas of texts such as newspaper articles, short stories, and other readings meant for wide audiences. Students also will learn about Brazilian culture through the use of language, readings, music, films, and other authentic materials.
(3/1/3)

305. Accelerated Portuguese: Language & Culture II
Designed to build speaking and oral comprehension skills using language, texts and a variety of media. The course is intended to allow students to pursue their language proficiency objectives while broadening their understanding of Brazilian and Lusophone cultures. Prerequisite: PORT 304
(3/0/3)

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

Spanish (SPAN)

101, 102. Beginning Active Spanish
A comprehensive introduction to the four skills of the language: speaking, aural comprehension, reading, writing. Structure and communication skills are emphasized through extensive use of Spanish in the classroom.
(3/1/3) each course

200. Communication and Culture
This course aims to consolidate the student’s control of the basic grammar of the language and to continue development of the four skills. Communication skills are emphasized through extensive use of Spanish in the classroom, focusing particularly on the many facets of Hispanic culture, through the study of art, literature, music, etc. Prerequisites: Students who have had two years of high school Spanish.
(3/0/3)

201, 202. Intermediate Active Spanish
An intensive review of the language, with emphasis on development of strong oral skills through interdisciplinary, media-based cultural studies; refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral
communication is stressed in class. Prerequisite: SPAN 102 or the equivalent. (3/0/3) each course

241, 242. Language and Culture via Cable TV
Students may use appropriate programming available via the Wofford Cable Network as a language and culture classroom, electing the amount of viewing time they wish to undertake in a given semester: three viewing hours per week (241 = one semester hour), six viewing hours per week (242 = two semester 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 four credit hours. Prerequisite: SPAN 201 or permission of instructor. (1/3-6/1 or 2)

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

303. Advanced Spanish
Refinement of reading, writing, listening, and speaking skills aimed at moving the student toward advanced proficiency in Spanish. The course stresses vocabulary acquisition and grammatical accuracy in narration, description, and analysis of cultural realities of the Hispanic world, both international and local. Includes community-based learning in the local community. Conducted in Spanish. Prerequisite: SPAN 202 or the equivalent. (3/1/3)

305. The Hispanic World: Spanish America
An introduction to Spanish-American historical and cultural realities from pre-Columbian times to the present. The curriculum includes a historical survey and draws on literature and cinema to explore issues related to politics, ethnicity, gender, class, and religion in the Hispanic world. Conducted in Spanish. Prerequisite: SPAN 303 or permission of instructor. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/3/4)

307. The Hispanic World: Spain
An introduction to the culture of Spain, with emphasis on physical and human geography, historical development, and contemporary Spanish society. Conducted in Spanish. Prerequisite: SPAN 303 or permission of instructor. (3/3/4)

308. Modern Writers of the Hispanic World
An introductory literature and advanced language course driven by perspectives in critical theory. Texts include poetry, prose, and drama or film, from the end of the 19th century to the present, by major Spanish-American and Spanish authors. Short critical essays provide practice in clear expository writing. Conducted in Spanish. Prerequisite: SPAN 303 or permission of instructor. (3/0/3)

309. Building Linguistic and Cultural Competence Through Oral Texts
This course is designed to build speaking and oral comprehension skills using oral “texts” relative to the contemporary cultures of the countries in which Wofford’s major study abroad programs are located (Spain, Argentina, Chile, Mexico, Dominican Republic). Conducted in Spanish. Prerequisite: SPAN 303 or permission of instructor(s). Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. (3/0/3)

311. Leadership & Social Change in the Hispanic World
This seminar focuses on the leaders and organizations that effect positive change in the Hispanic world. Through the study of a variety of texts, students examine cultural,
historical, political, and sociological dimensions of both challenges and solutions to social problems in the Hispanic world. Students also study historical and contemporary examples of transformational leaders and organizations in three sectors (public, private, non-governmental/non-profit), and the emerging sector of for-benefit and venture philanthropy programs. Conducted in Spanish. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation. Prerequisite: SPAN 303.

(3/0/3)

380. Modern Languages Drama Workshop
Participation in modern language drama productions. Conducted in Spanish. Prerequisite: Permission of instructor.
(3/0/3)

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: SPAN 308 or permission of instructor.
(3/0/3)

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: SPAN 308 or permission of instructor.
(3/0/3)

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

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

416. Interdisciplinary Iberoamerican Cultural Studies
This course applies an interdisciplinary framework to a topic of cultural significance in the Hispanic world. The course focuses on the fundamental theoretical and methodological tools needed to analyze cultural texts in which specific issues in Iberoamerican culture are expressed. Topics studied vary from year to year. Conducted in Spanish. Prerequisite: SPAN 308 or permission of instructor.
(3/0/3)

418. Spanish and Spanish-American Theater
This course is designed to build linguistic, cultural and historical understanding of the theater of Spain and/or Latin America through the study of major plays. The course focuses on the fundamental theoretical and methodological tools needed to analyze theater as both written discourse and performance art. Prerequisite: SPAN 308 or permission of instructor.
(3/0/3)
421. Spanish and Spanish-American Film Seminar
A study of Hispanic film as an art form. Using a representative sample of films as “texts,”
the course considers narrative processes, representational modalities, and the language
of film (cinematographic techniques and devices). Other topics of consideration may
include the cinematic depiction of social and cultural realities (film as cultural mirror,
film as propaganda); the historical development of a national film industry; and the
director as auteur. Conducted in Spanish. Prerequisite: SPAN 308 or permission of
instructor.
(3/3/4)

440. El arte de la traducción/The Craft of Translation
A practical approach to the problems and techniques of Spanish/English and English/
Spanish translation. A variety of texts in both languages are used as an introduction to
the translator’s art and craft. These texts are chosen specifically to emphasize important
issues of advanced Spanish grammar and stylistics as well as points of contrast between
the two languages which must be mastered by the accomplished translator. Such diverse
problems as proverbs, jokes, and the idiosyncratic jargons of business, journalism, law,
and politics are sampled. Conducted in Spanish and English. Prerequisite: SPAN 303 or
permission of instructor.
(3/0/3)

441. Practical and Creative Writing in Spanish
A practical approach to writing in Spanish. The course samples a wide variety of writing
projects, such as personal letters and diaries, business letters and memos, newspaper
and magazine articles, commercial advertisements, recipes, instructions, letters of
recommendation, and the traditional genres of autobiography, short story, essay,
and poetry. Course work concentrates on the development of clarity of expression,
lexical precision, structural accuracy, and graceful, persuasive, and appropriate styles.
Conducted in Spanish. Prerequisite: SPAN 303 or permission of instructor.
(3/0/3)

442. Oral Proficiency: Conversing and Interpreting in Spanish
A practical approach to speaking Spanish. Using a wide variety of spoken samples for
listening practice and role-play tasks for speaking practice, the course examines the
functions and contexts of oral proficiency levels from intermediate to superior abilities.
The course also considers techniques of oral assessment and the nature of professional
interpreting as a career. Conducted in Spanish. Prerequisite: SPAN 303 or permission of
instructor.
(3/1/3)

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

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

W. GARY MCCRAW, **Coordinator**  
EUN-SUN LEE, CHRISTI L. SELLARS

The music program offers courses in music and offers performance opportunities. The program in Music is not a major.

Applied Music courses (100, 101, 102, 103, 150, 151, 260 and 301) may be repeated but the maximum number of hours that may be earned to apply toward graduation is eight (whether in the same course or in a combination of these courses) and the maximum in 260 is two.

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 after audition.  
(0/3/1)

101. **Wofford Singers**  
The study and performance of selected choral literature for mixed voices from the Renaissance to the contemporary period. Requirements may include performance at convocations throughout the semester, a family weekend concert, a Christmas concert, and a spring concert. Prerequisite: Permission of director after audition.  
(0/3/1)

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 after audition.  
(0/3/1)

103. **Group Classical Guitar**  
The study and performance of selected guitar music from the Renaissance to the contemporary period. Requirements may include performance at the end of the semester, either as soloist or in ensemble. Prerequisite: Permission of instructor.  
(0/3/1)

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 after audition.  
(0/3/1)

151. **String Ensemble**  
The study and performance of selected string literature from the Renaissance to the contemporary period. Requirements include several performances on campus and in the community.  
(0/3/1)

201. **The Understanding of Music**  
An introduction to the art of perceptive listening through a general survey of music from the Middle Ages to the present time.  
(3/0/3)
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)

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)

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 online research will focus on the development of the guitar in particular cultural settings. Does not fulfill General Education requirement.
(3/0/3)

260. 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 260. Prerequisite: Permission of instructor.
(0/1/1)

285. Jazz Ensemble
The study and performance of selected jazz ensemble literature with emphasis in the styles of blues, swing, Latin, rock, jazz fusion and improvisation. Requirements include performances at campus/community events and participation in the Wofford College Athletic Band (commonly known as Pep Band). Students not enrolled in Jazz Ensemble may be allowed to participate in the Athletic Band without course credit. Prerequisite: Permission of director.
(0/4/1)

301. Chamber Singers
Chamber Singers integrates advanced elements of choral music through analysis, rehearsal and ensemble performance. The repertory ranges from Medieval Carols and secular pieces to contemporary settings of liturgical and secular music.
(0/3/1)

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

302. Instrumental Chamber Music
Provides weekly rehearsals and instruction for small ensembles. Ensembles can be duos, trios, quartets, etc., based on the student’s availability and schedule. This is an advanced course for instrumentalists who wish to continue their playing at a more challenging level. Prerequisite: Instructor Permission.
(1/1/1)

480. Advanced Topics in Music
Selected topics in music at the advanced level.
(1-4/0/1-4)
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. A student who fulfills the program requirements will receive a certificate and the program will be noted on the student’s transcript. Students interested in completing the program in Neuroscience should contact the program coordinator for guidance in scheduling the completion of the necessary requirements.

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

**Research/Experimental Methods:**
BIO 351, CHEM 250 or PSY151

**Biology Requirements:**
BIO 214; BIO 342

**Neuroscience Requirements:**
NEUS 321; NEUS 322; NEUS 447 or 448

**Psychology Requirements:**
PSY 310; PSY 330 and 330L

**Approved Electives:**
Three of the following courses: BIO 392, BIO 446, PSY 300, PSY 315, PSY 335, PSY 351

251. **Introduction to Research I**
Research experience is an integral skill required in the field of neuroscience. This course provides an opportunity for students to become engaged in neuroscience-based research projects early in their undergraduate education. Students should contact the program coordinator or individual neuroscience faculty to make course arrangements.
(Variable credit up to 3 hours)

252. **Introduction to Research II**
Research experience is an integral skill required in the field of neuroscience. This course provides an opportunity for students to become engaged in neuroscience-based research projects early in their undergraduate education. Students should contact the program coordinator or individual neuroscience faculty to make course arrangements.
(Variable credit up to 3 hours)
Academic Year
2013-2014

321. **Neuroscience Seminar I**
An interdisciplinary seminar discussing current topics in neuroscience through the examination of literature at the molecular neurobiology, neuroanatomy, neurophysiology, and behavioral levels. This course is designed to be taken in the junior or senior year after the majority of program in Neuroscience requirements have been completed.

(1/0/1)

322. **Neuroscience Seminar II**
An interdisciplinary seminar discussing current topics in neuroscience through the examination of literature at the molecular neurobiology, neuroanatomy, neurophysiology, and behavioral levels. This course is designed to be taken in the junior or senior year after the majority of program in Neuroscience requirements have been completed.

(1/0/1)

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

(0/4/4)

448. **Neuroscience Research Capstone II**
This course is designed to permit students to learn a research technique and obtain training in the use of scientific methodology in the field of neuroscience under conditions where awarding course credit is inappropriate. Such conditions include research conducted as part of a paid stipend, 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.

(0/0/0)
19th Century Studies (NCS)

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 19th century from a variety of cultural and historical perspectives. For the purpose of this program, the period under study dates from 1785 to 1918. 19th 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 19th 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 19th Century Studies may be counted toward both.

Program Requirements:

HIST 380  Europe in the Age of Anxieties, 1850-1914

ENGL 470 or HIST 470  Independent Study
The independent study, undertaken in the senior year, of an interdisciplinary topic approved by the student’s adviser. (Also counts toward the major.)

One of the following:

ENGL 311  The English Romantic Period
ENGL 312  The Victorian Period

One of the following:

ENGL 331  The Early English Novel
ENGL 332  The Later English Novel
ENGL 337  European Masterpieces

One of the following:

HIST 370  Europe in the Age of Revolutions, 1789-1850
HIST 384  Modern Britain

One of the following:

ENGL 318  Early American Popular Novels
HIST 201  History of the United States, 1607-1865
HIST 202  History of the United States since 1865
HIST 305  History of South Carolina
HIST 307  The American South to the Civil War
HIST 308  The American South since the Civil War
HIST 311  Selected Topics in American Social History

Two from any of the above or the following:

ARTH 305  19th Century Art
Special Topics Seminars
Other courses approved by the coordinators
Philosophy (PHIL)

CHRISTINE S. DINKINS, Chair
JAMES T. BEDNAR, JEREMY E. HENKEL, CHARLES D. KAY, STEPHEN A. MICHELMAN, NANCY M. WILLIAMS

Requirements for the Major:
The major requires 10 courses. 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. One course in logic and/or reasoning (206 or 321).
B. One course in ethical theory (311 or 312).
C. One course in Metaphysics or Epistemology (347 or 348).
D. Three courses in History of Philosophy chosen from 351, 352, 353, 354, 355, 356, 357.
E. Senior Directed Study (450) or Senior Honors Project in Philosophy (500)

**REL 327 may be counted as an elective in completion of the Philosophy major.**

Requirements for the Minor:
The minor requires six courses. At least four of these courses must be at the 300-level or above.

Philosophy Courses Meeting Requirements in Other Programs:
Any course in philosophy may be used to satisfy the General Education requirement in Philosophy. In addition, several courses in the department are either required or optional ways to satisfy requirements in other majors or programs. These courses include: 210, 213, 215, 216, 223, 225, 244, 303, 310, 315, 331, 333, 335, 340, 342, 353 and 355. Please refer to the description of each course for further information.

Introductory Courses:

201. World Philosophy
An exploration of philosophical issues as they have been dealt with from a variety of non-Western philosophical traditions. Readings may include important texts from the Confucian, Daoist, Buddhist (South Asian and East Asian), Muslim, and Indian Brahmanical philosophical traditions, as well as the traditions of indigenous African and American peoples. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)

203. Problems of Philosophy
An exploration of philosophy through analysis and discussion of selected philosophical texts and problems. Sample topics include the relation of mind and body, free will and determinism, moral relativism and moral truth, and the nature of knowledge and belief. Emphasis is placed on oral and written communication skills. Restrictions: Open only to first-year students and sophomores during the regular semesters; open to all students in the summer sessions.
(3/0/3)
205. Philosophy of Food
An exploration of how food relates to major areas of philosophical inquiry, including metaphysics, epistemology, aesthetics, ethics, and political theory. Topics include the nature of food, food as art, biotechnology (GMOs), the ethics of eating animals, consumer rights and food safety, food as (cultural) identity, and the politics of world hunger.
(3/0/3)

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.
(3/0/3)

210. Bio-Medical Ethics
An introduction to ethics through a study of its applications in the area of health care. The course includes a survey of the major ethical theories and focuses on a selection of important problem areas such as euthanasia, reproductive technologies, human experimentation, and the justice of health care distribution. This course may count toward the requirements for the Medical Humanities Program.
(3/0/3)

213. Ethics and Business
An introduction to ethics through discussion and analysis of major ethical systems, theories of social and economic justice, and specific case studies in the area of business.
(3/0/3)

215. Environmental Ethics
An exploration of the challenges presented by the ethical analysis of environmental issues. The course explores both the theoretical and practical aspects of these issues. This course may count toward the requirements in Environmental Studies.
(3/0/3)

216. Social and Political Philosophy
An introduction to some of the most influential theories of Western social and political thought. Topics include the nature and legitimacy of political authority and democracy, the role of morality in society, the duties and responsibilities of citizens, and the challenges of diversity and inclusion. Multicultural and feminist perspectives are components of the course. This course may count toward the requirements for the Gender Studies Program.
(3/0/3)

218. Computers, Ethics and Society
An introduction to ethics in relation to computers, cyberspace, and the digital era. Through the detailed analysis of selected case studies, the course will explore the questions raised by computer technologies and their impact on business, scientific research, and society.
(3/0/3)

220. Philosophy and Film
A study of the language and aesthetics of film including the ways in which film may be used to investigate significant philosophical questions — especially in comparison to more traditional media.
(3/0/3)

222. Human Nature
An examination of selected classical and modern conceptions of the human being. Aristotle, Darwin, sociobiology, and our relation to other animals are among topics explored. This course may count toward the requirements in Environmental Studies.
(3/0/3)
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. This course may count toward the requirements in Environmental Studies.
(3/0/3)

225. Science and Religion
An examination of the nature of science and religion and their historical and contemporary relationships. The course will explore a selection of traditional problem areas such as evolution, cosmology, ethics, and education. This course may count toward requirements for the Religion major. This course may count toward the requirements in Environmental Studies.
(3/0/3)

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

Seminars:

301. Philosophy of Law
An introduction to basic issues in the philosophy of law, such as methods of legal reasoning, the relation between legal norms and moral values, and the scope and foundations of rights. Seminal concepts of concern to law are discussed, including liberty, justice and punishment. Readings include classical and contemporary essays in jurisprudence, studies of specific US and international cases, and selected Supreme Court decisions.
(3/0/3)

303. Feminist Philosophy
A study of contemporary feminist thought with an emphasis on the variety of responses to women's lived experiences. Topics may include gender socialization, the nature of (gender) oppression, sexuality and sexual violence against women, popular culture and self-image, abortion, and pornography. This course may count toward the theory requirement of the Gender Studies Program.
(3/0/3)

304. Philosophy through Literature
A discussion and analysis of classical and contemporary philosophical issues as they are presented in selected works of literature, with attention to the question of how philosophical ideas are conveyed through this alternative medium. Topics include: political philosophy; responsibility, free will, and determinism; the nature and purpose of humanity; and the meaning of life.
(3/0/3)

310. Philosophy of Art
An examination of philosophical issues concerning the creation and appreciation of works of art. Examples for study will be drawn from painting, sculpture, music and other visual, literary and dramatic arts. Topics may include art and morality, the definition of the concept of art, the nature of artistic value, the expression of emotion in art, and the relation between art and truth. This course may satisfy a requirement for the Art History major.
(3/0/3)
311. Principles of Ethics
A study of the major systems of ethics that have shaped Western thought, including but not limited to utilitarianism, deontology, virtue and feminist ethics. Emphasis is on the critical examination and reevaluation of those systems in light of contemporary social developments.
(3/0/3)

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

315. Philosophy of Love, Sex & Friendship
A seminar on the nature and morality of love, sex, and friendship and their social meanings. Topics to be discussed may include the nature of love, sexual identity, prostitution, pornography, and the nature of friendship. Emphasis is on the study of how gender norms inform our understanding of the controversies surrounding these topics. This course may count toward the theory requirement of the Gender Studies Program.
(3/0/3)

321. Symbolic Logic
An introduction to the techniques of modern symbolic logic with an emphasis on ordinary language applications. Topics include categorical logic, statement logic, and predicate logic. Additional topics vary and may include modal, deontic and non-classical logics.
(3/0/3)

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 thought from recent developments in Western philosophy on the same questions. This course may count toward the requirements for program in African, African-American Studies. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)

333. Chinese Philosophy
An in-depth study of the notions of personhood, human nature, moral responsibility, and social justice as they are developed in the major traditions of classical Chinese thought. Readings may include texts from the Confucian, Daoist, Neo-Confucian, and Buddhist traditions. Knowledge of Chinese language is not required for this course. This course may count toward requirements in Chinese and Chinese Studies programs. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)

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. This course may count toward the requirements for the major in Chinese. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)

340. Philosophy of Medicine
A study of the practice of medicine through an examination of its fundamental concepts and values such as the nature of health and disease, the phenomenology of illness, the goals of medical practice, and the roles of individual autonomy and communal interest. This course may count toward the requirements for the Medical Humanities Program.
(3/0/3)
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 different ideas of God within the Western tradition. This course may count toward requirements for the major in Religion.
(3/0/3)

345. Philosophy of Language
An exploration of major themes in the philosophy of language, especially as they have developed in the 20th and 21st centuries. Topics may include the nature of language; meaning and reference; metaphor and other non-literal uses of language; and the philosophical implications of contemporary research in linguistics and cognitive psychology.
(3/0/3)

347. Epistemology
An introduction to central topics in epistemology including the nature, sources, and structure of scientific, moral, and religious belief, justification, and knowledge as well as skeptical challenges to their legitimacy.
(3/0/3)

348. Metaphysics.
An introduction to concepts and issues in metaphysics, such as the mind-body problem and the nature of the basic entities that constitute the universe. The course includes a consideration of differing positions on these issues and gives students the opportunity to develop, articulate, and defend their own positions.
(3/0/3)

351. Ancient Western Philosophy
An exploration of ancient Western philosophical thought. Topics include the nature, purpose, and best life of persons; justice; the nature and order of the physical world; and the nature of truth. Emphasis is on discussion of primary texts drawn from pre-Socratic fragments and from the works of Plato, Aristotle, and select Hellenistic and Roman philosophers.
(3/0/3)

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)

353. 19th Century European Philosophy
A survey of the development of 19th century philosophy beginning with Immanuel Kant. The course examines Kant’s legacy in subsequent thinkers such as G.W. F. Hegel, Karl Marx, Søren Kierkegaard, and John Stuart Mill. Issues for discussion include the role of human cognition in constituting reality, the rational basis of faith, the nature of individual liberty, and socio-economic determinants of belief. This course may count toward the requirements of the German Studies Minor.
(3/0/3)

354. Existentialism
A survey of ideas and authors in the existentialist tradition. The course examines core ideas of existential philosophy such as freedom, authenticity, anxiety, absurdity, and awareness of death as developed by thinkers like Kierkegaard, Nietzsche, Jaspers, Marcel, Heidegger, Sartre and Beauvoir. Selected films and literary works may supplement written texts.
(3/0/3)
355. **Phenomenology**  
An exploration of the phenomenological movement in philosophy focused on thinkers such as Husserl, Heidegger, Arendt, Merleau-Ponty and Gadamer. The course examines core ideas of phenomenology such as intentionality, embodiment, the life-world, the critique of the theoretical knowing, and the subjectivity of consciousness. Selected poetry and short films may be used to supplement written texts. This course may count toward the requirements of the German Studies Minor.  
(3/0/3)

356. **American Pragmatism**  
A survey of American Pragmatism from the 19th Century to the Present, with readings by Pragmatism’s founders, Peirce, James and Dewey, as well as by neopragmatists such as Quine, Goodman and Rorty. Topics include Pragmatist contributions to debates about truth, meaning, experience, freedom, and democracy.  
(3/0/3)

357. **The Analytic Tradition**  
A study of landmark works in analytic philosophy from the late 19th century to the present, focusing on figures such as Bertrand Russell, A. J. Ayer, and Ludwig Wittgenstein. The course explores the extent to which a critical understanding of language illuminates philosophical issues in metaphysics, ethics, and epistemology.  
(3/0/3)

380. **Selected Topics in Philosophy**  
Seminars on selected topics in Philosophy offered on an occasional basis.  
(1-4/0/1-4)

450. **Senior Directed Study**  
A course of individualized directed study in which the student prepares a written paper 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.  
(3/0/3)

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.  
(Variable credit one to four hours)

480. **Advanced Topics in Philosophy**  
Selected topics in Philosophy at the advanced level.  
(1-4/0/1-4)
Physical Education (PHED)

MARK D. LINE, Chair
MICHAEL W. AYERS, JOHN I. BLAIR, JOHNNY BOMAR, EDGAR I. FARMER JR.,
NATHAN P. FUQUA, PAUL J. HARRISON, TODD J. INTERDONATO, AMY B. KIAH,
A. WADE LANG, ERIC M. NASH, RALPH D. POLSON, JESSICA S. RIDGILL, JACK
L. TEACHEY, STEVEN E. TRAYLOR, ELIZABETH D. WALLACE, ROD RAY, KRIS
S. RIDGILL, JACK L. TEACHEY, STEVEN E. TRAYLOR, ELIZABETH D. WALLACE, ROD RAY, KRISSEY
HALL, KEVIN ADLEMAN, MICHAEL K. YOUNG

The successful completion of two courses, which are to be taken in the first 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.

PHED 102 may be repeated with different activities. None of the other courses
may be repeated.

The Department of Physical Education members are employed full-time by
the college. They serve on the Athletics or Student Affairs staff in addition to
teaching Physical Education.

102. Fitness
   (3/0/1)

103. Tennis
   (3/0/1)

104. Racquetball
   (3/0/1)

105. Softball
   (3/0/1)

106. Karate
   (3/0/1)

107. Dance
   (3/0/1)

108. Special Activities
   (3/0/1)

109. Team Sports
   (3/0/1)

110. Beginning Whitewater Kayaking
   (3/0/1)
Physics (PHY)

G. MACKAY SALLEY, Chair
J. DANIEL LEJEUNE, DANIEL W. WELCH, STEVEN B. ZIDES

Requirements for the Major:
The Department of Physics offers two major tracks to help students prepare for a variety of careers. Both tracks require PHY 141-142. Auxiliary requirements (23 or 24 semester hours) for both tracks are CHEM 123-124; MATH 181, 182, 212 and 240; and a COSC course (200- level or higher) or PHY 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 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 PHY 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).

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 PHY 211, 221, 331, 441, and 442; two semesters of 370; plus 12 more hours selected from other physics courses at the 200- level or above (excluding 203).

Physics course prerequisites require a grade of C or higher in the prerequisite unless specifically noted otherwise in the course description.

104. Physics: Concepts and Method
A study of topics selected to introduce students to basic concepts in physics and/or astronomy, and to the scientific method. Does not count toward a major in Physics nor toward science requirements for the B.S. degree.
(3/3/4)

108. Astronomy
A survey course in astronomy which includes observational astronomy, the solar system, structure and evolution of stars and galaxies, and cosmology.
(3/0/3)

121-122. General Physics
A study of mechanics, heat, light, sound, electricity, magnetism, and modern physics using algebra, trigonometry, and limits.
(3/3/4) each course
141-142. Physics for Science and Engineering
   A calculus-based study of mechanics, heat, light, sound, electricity, magnetism, and modern physics suitable for those majoring in areas such as physics or chemistry and for those in pre-engineering. Prerequisites: MATH 181 during or prior to 141, and MATH 182 during or prior to 142.
   (3/3/4) each course

203. Computer Organization and Interfacing
   A course situated at the point where software meets hardware. From there it reaches downward to the microcode level and upward to the system level. To meet the needs of scientists and computer scientists, the logical and physical foundations on which computer systems are built are developed with enough rigor that functioning computer systems can be successfully altered for new applications during the laboratory component of the course. The algorithm design and control programming progresses during the course from the microcode and machine language level, through hand assembly, to full assembly methods. The course concludes with an analytical comparison of competing contemporary architectures.
   (3/3/4)

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: PHY 122 or 142.
   (3/3/4)

211. Modern Physics
   A study of the major developments in physics since 1895, with emphasis on special relativity, the atom, the nucleus, and “elementary particles.” Prerequisites: PHY 122 or 142, and MATH 182.
   (3/0/3)

221. Mechanics
   Classical Newtonian analytical mechanics. Newton’s laws are used together with vector analysis to analyze problems in statics and dynamics, with emphasis upon the latter. Problem-solving situations include rectilinear particle dynamics (especially oscillators), general particle dynamics, non-inertial reference frames, central forces, systems of particles, and mechanics of rigid bodies. Prerequisites: PHY 121, 122 or 141, 142; and MATH 182.
   (3/0/3)

231. Thermodynamics
   Development and application of basic concepts and methods useful in understanding thermal phenomena. The approach is divided into three basic branches: classical thermodynamics, kinetic theory, and statistical mechanics. Prerequisites: PHY 121-122, or 141-142; and MATH 212.
   (3/0/3)

250. Introduction to Research
   An opportunity to learn the elements of research in physics by participating in one of the department’s existing research projects. A maximum of four semester hours may be earned in this way. Prerequisites: PHY 211 and permission of instructor and department chair.
   (0/3/1)

280. Selected Topics in Physics
   An opportunity to participate in a special intermediate course offering. Students planning to take this course should consult with the instructor during the previous semester. Prerequisite: PHY 211.
   (Variable credit in class or lab up to four hours)
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: PHY 211.
(3/0/3)

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: PHY 122 or 142.
(3/0/3)

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: PHY 221 and MATH 182.
(3/0/3)

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: PHY 211 and MATH 212.
(3/0/3)

370. Advanced Laboratory
A series of four semesters of experiments and projects that develop the basic experimental skills that a student majoring in physics should have. These include use of standard physics instrumentation, some familiarity with shop tools, laboratory record-keeping and report-writing, and knowledge of ways in which basic physical quantities are measured. The basics for all of these skills are developed in the first semester in the series. The others may be taken in any order. Prerequisite: PHY 211.
(0/3/1 each course)

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: MATH 212, 240; PHY 211, 221, 331 and 341; and senior standing. (3/0/3) each course

451, 452. Research
Active participation in a research project selected from one of the department’s existing projects, or developed earlier in Physics 250 or in coordination with a faculty member. The student is expected to maintain a regular weekly schedule of lab and library work in connection with this project, keep a notebook in standard format, and write a detailed research report to be retained by the faculty member. Prerequisites: PHY 221, 331, 371, and permission of instructor.
(0/6/2) each course

480. Advanced Topics in Physics
An opportunity to participate in a special advanced course offering. Students planning to take this course should consult with the instructor during the previous semester. Prerequisites: PHY 221, 331, 341, and 371.
(Variable credit in class or lab up to four hours)
Portuguese (PORT)

For a complete listing of courses, please see Modern Languages, Literatures & Cultures.
Psychology (PSY)

JOHN C. LEFEBVRE, Chair
KARA L. BOPP, CECILE M. NOWATKA, DAVID W. PITTMAN, ALLISTON K. REID, KATHERINE M. STEINMETZ

Corequisite for the Major:
MATH 140

Requirements for the Major:
38 semester hours as follows: the Psychology Core (PSY 151, 220, 230, 240, 300, either 310 or 315, and either 320 or 350), 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 151-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 Department of Psychology. BIO 212 is strongly recommended as one of the four-hour courses to be completed toward this requirement. BIO 104, CHEM 104, GEO 104 and PHY 104 do not contribute to the requirement.

Students majoring in Psychology may complete the Program in Neuroscience. Administered by the departments of Biology and Psychology, the program in Neuroscience 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 program in Neuroscience. For requirements see the section of the Catalogue on Neuroscience.

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

Students in the Teacher Education Program who are seeking to complete licensure requirements to teach psychology should refer to the Teacher Education Handbook and consult with the chairs of the Departments of Psychology and Education 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)
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.
(3/0/3)

150. **Introduction to Psychological Science.**
This course will provide students with a broad knowledge base of the major concepts, theories, and research methods in the field of psychology. Emphasis will be placed on the use of critical thinking skills, and how students can apply psychological principles to their lives. They will also develop written communication skills through American Psychological Association style reports of their laboratory work.
(3/3/4)

**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.

151. **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: MATH 140, PSY 150.
(3/3/4)

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

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. Prerequisite: PSY 151.
(3/3/4)

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)

300. **Learning and Adaptive Behavior**
A survey of the general principles of learning and behavior in humans and lower animals. The course emphasizes the evolution of these behavioral processes, their adaptive function, and their influence on daily life. Prerequisite: PSY 151.
(3/3/4)

Students are required to complete one of the following two courses. If both courses are completed, one will be counted as a core course, and the other will be counted as an approved elective.

310. **Cognitive Science**
A survey of the experimental analysis of how the mind works, including the topics of perception, attention, human memory, language, imagery, problem solving and decision making. Prerequisite: PSY 230.
(3/3/4)
315. Sensation & Perception
A study of how the mind processes incoming sensory neural signals in order to create our perception of the world, including topics of transduction, neural coding, and the influence of cognitive processes such as attention, memory and experience. Prerequisite: PSY 230.
(3/3/4)

Students are required to complete one of the following two courses. If both courses are completed, one will be counted as a core course, and the other will be counted as an approved elective.

320. Personality
The development and identification of personality from an experimental/empirical standpoint. Prerequisite: PSY 220.
(3/0/3)

350. 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)

451, 452. Senior Thesis I, II
A research-oriented seminar focusing on the mechanisms of behavior, cognition, perception, or social interaction. Students conduct a major experiment with human or animal subjects and present their findings in a written report meeting American Psychological Association journal form requirements. A comprehensive written review of the professional literature in the student’s area of research is also required. Students must complete either 451 or 452, but they may complete both courses. Prerequisite: Permission of instructor.
(3/3/4)

Electives

255. Introduction to Research I
Research experience is an integral skill required in the field of psychology. This course provides an opportunity for students to become engaged in research projects in the Department of Psychology early in their undergraduate education. Prerequisite: Permission of instructor.
(Variable credit up to 3 hours)

256. Introduction to Research II
Research experience is an integral skill required in the field of psychology. This course provides an opportunity for students to become engaged in research projects in the Department of Psychology early in their undergraduate education. Prerequisite: Permission of instructor.
(Variable credit up to 3 hours)

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)
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)

280. Selected Topics in Psychology
Selected topics in psychology at the introductory or intermediate level. (Variable credit in class or lab up to four hours)

310. Cognitive Science
A survey of the experimental analysis of how the mind works, including the topics of perception, attention, human memory, language, imagery, problem solving and decision making. Prerequisite: PSY 230.
(3/3/4)

315. Sensation & Perception
A study of how the mind processes incoming sensory neural signals in order to create our perception of the world, including topics of transduction, neural coding, and the influence of cognitive processes such as attention, memory and experience. Prerequisite: PSY 230.
(3/3/4)

320. Personality
The development and identification of personality from an experimental/empirical standpoint. Prerequisite: PSY 220.
(3/0/3)

325. Abnormal Child Psychology
A seminar course designed to synthesize the various problematic behaviors, cognitions, and emotion in children. Students will integrate the major issues in the assessment, classification, and treatment of childhood disorders as well as evaluate the current scientific literature related to these disorders. An emphasis will be placed on class participation, writing assignments, and reading original journal articles. Prerequisite: PSY 220 and PSY 240.
(3/0/3)

330. Behavioral Neuroscience
An advanced study of the relationship between the human nervous system and behavior using neurological disorders, case studies, and primary research as a model to explore a wide spectrum of neural systems. Students with the appropriate academic background may be exempted from the prerequisite. Prerequisite: PSY 230.
(3/0/3)

330L Behavioral Neuroscience Laboratory
The laboratory will provide an opportunity to gain expertise in the quantification and analysis of animal behavior as well as advanced electrophysiological techniques such as EEG, EOG, integrated whole nerve recordings, and single neuron recordings in both human and animal models. Corequisite: PSY 330.
(0/3/1)
335. Affective Neuroscience
Affective neuroscience refers to the study of the brain’s role in processing emotions, moods and attitudes. In addition to providing an overview of the methods used in affective neuroscience, this course will explore topics including, how emotions are used to make decisions, how emotional responses can be regulated, and how emotional experiences are perceived, attended to and remembered. This course will also examine how these processes break down in affective disorders such as depression, anxiety disorders and post-traumatic stress disorder. Prerequisite: PSY 230. (3/0/3)

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: PSY 240. (3/0/3)

350. 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)

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)

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: PSY 151. (3/0/3)

360. Applied Statistics for Psychology
A course in statistics and other quantitative methods applied to psychology. This course does not meet the General Education Requirement for Mathematics. Prerequisite: MATH 140 and PSY 151. (3/0/3)

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: PSY 270. (3/0/3)

420. Clinical Psychology
A course teaching techniques of interviewing clients to diagnose problems, types of therapy and their appropriateness for the various types of problems, the distinction between ineffective and effective therapeutic techniques, and the measurement of the effectiveness of an intervention. This course exposes students to the research, teaching, and clinical service roles performed by clinical psychologists. Prerequisite: PSY 320. (3/0/3)

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. Prerequisite: PSY 151 and 220. (3/0/3)
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)

460. **Advanced Research**
Experience in a variety of research areas is recognized as extremely valuable in the field of psychology. This course provides an opportunity, in addition to the required Senior Thesis course, for students to become engaged in additional research projects in psychology.
(Variable credit in class or lab up to four hours)

480. **Advanced Topics in Psychology**
An intensive examination of an advanced area of psychology. Specific content is designed to meet the needs and interests of students. Open only to students majoring in psychology.
(Variable credit in class or lab up to four hours)
Religion (REL)

BYRON R. MCCANE, Chair
A.K. ANDERSON, PHILIP DORROLL, KATHERINE J. JONES, DANIEL B. MATHEWSON, RONALD R. ROBINSON

Prerequisites for the Major:
Four 200-level introductory courses, one from each area:

Area I, Texts: REL 201, 202
Area II, Theology & Ethics: REL 220
Area III, Traditions: REL 240, 241
Area IV, Religion & Culture: REL 260, 261, 262

Corequisites for the Major:
ENGL 388

Requirements for the Major:
27 semester hours consisting of 21 semester hours in 300- and 400-level courses from Areas I-IV, including at least one course from each of the four fields, and REL 474 and 475. PHIL 342, REL 325 and REL 340 may count as elective credit, but do not satisfy any field requirements.

Requirements for the Minor:
21 semester hours consisting of nine semester hours in 200-level introductory courses, each of which must come from a different field (see Prerequisites for the Major for a description of the fields) and 12 semester hours in 300- and 400-level courses selected from Areas I-IV, including courses from at least two of the four fields.

Introductory Courses

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)

The emergence of Christianity in the world as seen from an analysis of New Testament writings.
(3/0/3)

220. The Christian Faith
The major convictions of the Christian faith examined historically and in relation to their relevancy for modern life.
(3/0/3)

240. Religions of the World
An introduction to the major living religions found throughout the world, including Hinduism, Buddhism, Judaism, Christianity, and Islam. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)
241. Newer Religions of the World
An introduction to some of the religions founded during the last two centuries that now have a sizeable global following. Religions to be covered may include several of the following: Mormonism, the Adventist tradition, Jehovah’s Witnesses, Christian Science, The Unification Church, Scientology, Falun Gong, Soka Gakkai, the Bahá’í Faith, and Wicca.

(3/0/3)

260. Introduction to Religion
An introductory study of typical religious beliefs and practices. Characteristic forms of religion will be explored, specific rituals will be investigated, and particular problems in religion will be analyzed. Students will identify some religious aspects of contemporary cultures and will become familiar with methods used in the academic study of religion. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

(3/0/3)

261. Religious Pilgrimage
An examination of religious thought and practice through the lens of ritual theory. Students explore what various scholars in the field of religious studies and related fields (e.g., anthropology and sociology) have said about rites and rituals. Primary topics of focus include the structure and role of initiation rites, the functions of communities, and the lives of religious virtuosos such as mendicants and shamans. Also considered are various types of quests and the roles journeys play in the formation of identity. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.

(3/0/3)

Area I. Texts

301. The Historical Jesus
An historical examination of Jesus of Nazareth, with special attention to the problems posed by the literary sources. Current historical and archaeological scholarship will be explored in order to identify what can and cannot be affirmed about Jesus with historical confidence. Prerequisite: REL 201 or 202.

(3/0/3)

302. In Search of Paul
An investigation of Paul the apostle, including the content of his letters, the course of his life, and the normative assertions of his theology. Paul’s long-term influence on religion and culture will be evaluated. Prerequisite: REL 201 or 202.

(3/0/3)

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. Prerequisite: REL 201 or 202.

(3/0/3)

310. Lost Christianities
An exploration of orthodoxy and heresy in early Christianity, with special focus on alternative forms of Christianity that did not survive. Particular attention will be devoted to Gnosticism, Arianism, Donatism, and Pelagianism, as well as non-orthodox scriptures and the selection of the New Testament canon. Prerequisite: REL 201 or 202.

(3/0/3)
311. Prophecy and Apocalyptic
A study of messengers from God in ancient Israel, early Judaism, and early Christianity, with particular attention to the contributions of these messengers to society, culture, ethics, and theology. The persistence of apocalyptic eschatology in global culture will be a topic of particular interest. Prerequisite: REL 201 or 202.
(3/0/3)

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. Prerequisite: REL 201 or 202.
(3/0/3)

315. Archaeology and the Bible
A field course in archaeological excavation of a site related to the Bible. Students will learn techniques of field excavation, archaeological interpretation, and biblical interpretation by participating in the excavation of a site from the biblical world. Prerequisite: REL 201 or 202. Summer only.
(3/0/3)

II. Theology and Ethics

323. Belief Amidst Bombshells: Western Public Religious Thought, 1900-1965
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)

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

326. History of Christian Theology: The Ecclesial/Political Relationship
This course focuses on major Christian thinkers' ideas on the appropriate or recommended relationship between the Christian community and the governmental realm. The course also includes analysis of major Supreme Court cases on church-state issues, discussion of the topic of secularization and its impact on the interaction between religion and politics in the contemporary world, and consideration of the nature and limits of patriotism.
(3/0/3)

327. The Writings of Soren Kierkegaard
A careful analysis of key texts by this 19th century Danish author, as well as of related artistic works (e.g., Mozart's Don Giovanni). The course deals with topics such as the nature of love, fidelity, and commitment; various ways in which individuals seek satisfaction and happiness in their lives; and the identity and importance of Christ.
(3/0/3)
328. To Hell with Dante
This course will attempt to provide students with detailed understanding of Dante’s *Divine Comedy* through a careful reading of the poem itself, in connection with the study of works by major literary influences on Dante (such as Virgil and Guido Cavalcanti), of the Florentine political context, and of major developments in Christian history and theology during the 12th and 13th centuries. Special emphasis will be placed on questions raised by Dante’s work regarding better and lesser ways to live one’s life. (3/0/3)

329. The Problem of Evil
Consideration of representations of human suffering from a variety of disciplines, including cinematic and literary. It analyzes some of the major Christian theodicies from the past 40 years, and concludes with focus on the practical issue of how to care for individuals who are dealing with pain and loss. (3/0/3)

330. Theology and the American Revolution
A study of the various ways religious ideas played a role in the American Revolution, including the theological outlook of key figures in America’s founding; the political content of sermons delivered during the revolutionary period; and religious arguments that were formulated both in favor of and against the revolutionary cause. (3/0/3)

**Area III. Traditions**

355. Islamic Religious Traditions
An exploration of the historical roots of Islam, as well as the various traditions and interpretations (both textual and historical) that are indexed to this category. We will also consider more overarching questions related to the field of religious studies in general. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.* (3/0/3)

356. Religions of Asia
A cultural analysis of major Asian religions focusing on Hinduism and Buddhism, but including also Jainism, Sikhism, and modern religious movements in Asia. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.* (3/0/3)

357. Buddhist Religious Traditions
An examination of the roots of classical Buddhism in India, as well as the various schools of thought and practical traditions that have grown from these roots and spread into other countries. We will also consider more overarching questions related to the field of religious studies in general. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.* (3/0/3)

358. Hindu Religious Traditions
In this course, we will examine the historical context and development of “classical Hinduism.” We will focus primarily on Hindu textual traditions, ritual practices, and philosophical queries. Our discussions will also address the meaning of the term “Hinduism” itself; the relatively recent politicization of the term; and the contested nature of Hindu studies in the world today. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.* (3/0/3)
**Area IV. Religion & Culture**

360. **Death and Dying**  
This course explores the cultural and religious representations of death in American society. It examines such topics as the funeral home industry, burial practices, death entertainment, and most importantly, the complementary and competing ways that the world’s religions conceptualize death.  
(3/0/3)

361. **Experiencing Religious Lives: Fieldwork on Religion**  
In this course students learn how to document religious experience from the ground up. Course participants learn fieldwork techniques – including participant observation, interviews, and ethnographic writing – and put them into practice as they interact with practitioners in Spartanburg religious communities. *Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.*  
(3/0/3)

365. **Religion and Pop Culture**  
This course examines the relationship between religion and pop culture. Possible course topics include the depiction of religion in popular culture, the use of popular culture in religion; and the religious function of popular culture.  
(3/0/3)

370. **Religious Extremism**  
A study of religious groups associated with established religious traditions (e.g., Buddhism, Christianity, Islam, etc.) that support and/or commit violent acts in the accomplishment of their theological and social agendas. Particular emphasis will be placed on why these groups understand violence as a religiously acceptable and oftentimes necessary course of action.  
(3/0/3)

373. **Religion & Law**  
This course explores the ways in which religion and law are understood as concepts. It examines the presuppositions that impact the ways these terms are defined, and the ways in which these definitions get mapped onto institutional contexts. In addition, the course also examines how a particular group’s understanding of religion and law, as well as its understanding of the proper interface between the two, plays into its understanding of what the state is (or should be). The course focuses primarily on the interplay among these concepts in the United States, though it also might consider the relationship and tensions between religion and law in other countries.  
(3/0/3)

375. **Cults, Sects, and New Religious Movements**  
This course examines the formation, social organization, and religious identities of New Religious Movements (popularly called “cults”). Some questions that may be examined include: What causes New Religious Movements to form? Who joins them? Why do some thrive while others die out? What role does gender difference play in New Religious Movements? How do New Religious Movements relate to the more “established” religions (Hinduism, Judaism, Christianity, etc.)?  
(3/0/3)

379. **American Evangelicalism**  
Examination of historical movements and distinguishing features of American Evangelism, a movement of conservative Christians from the Fundamentalist, Holiness, Pentecostal, Charismatic and Neo-Evangelical traditions.  
(3/0/3)
Academic Year
2013-2014

Junior & Senior Seminars

474. Theories of Religion
An intensive exploration of critical theories currently employed by scholars in the academic study of religion, based upon readings of the classic works in which those theories have been expounded. Required of majors in the spring of the junior year. At the conclusion of the junior seminar, students will identify the topic for their senior directed study.
(3/0/3)

475. Senior Directed Study in Religion
A course of individualized directed study in which the student researches, writes, and presents a paper on a topic of current interest in the academic study of religion. Required of all majors in the fall of the senior year.
(1/0/3)

Electives

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

325. Religion, Literature & the Environment
Covering writers from Henry David Thoreau to Rachel Carson, Wendell Berry to Annie Dillard, students discuss religion and ecology, including eco-spirituality, eco-theology and environmental ethics. Writings from a spectrum of religious views are presented, and recent popular religiously based environmental movements are surveyed.
(3/0/3)

340. Religion in the American South
An examination of the movements, personalities, and practices of the religious traditions of the Southern United States. Topics include Native American rituals, slave religion, spirituals and the blues, religion in country music, southern fiction, evangelicalism and politics, gender roles, the Civil Rights movement, and Appalachian religion. Particular attention is paid to the interactions between religion and the economic, social, and political culture of the region.
(3/0/3)

380. Special Topics in Religion
Seminars on selected topics in Religion offered on an occasional basis.
(1-4/0/1-4)

470. Independent Study
Extensive investigation of an approved topic culminating in a full-length essay.
(Variable credit up to 3 hours)

480. Advanced Topics in Religion
A seminar in which a selected theme or problem is thoroughly studied. Emphasis on bibliography and methodology in research.
(1-4/0/1-4)
Sociology (SOC)

GERALD T. THURMOND, Chair
TERRY A. FERGUSON, CYNTHIA T. FOWLER, GERALD A. GINOCCHIO

Requirements for the Major:
27 semester hours as follows: SOC 201 or 202, 210, 320, 330, 340, 450, plus three electives in the department. It is strongly recommended that Sociology students fulfill their mathematics requirement by taking MATH 140.

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

Requirements for the Minor:
15 semester hours as follows: SOC 210, 330, 340, plus two electives in the department. SOC 450 may be taken as one of the two electives.

201. Introduction to Archaeology and Physical Anthropology
This course studies humanity from the perspective of two of the four main subfields of anthropology. Archaeology studies humankind through time, since the species’ appearance in the evolutionary record until the historical era, and across the wide geographical range of hominins. Physical anthropology studies humankind as evolving biological organisms in all of our variations stretching from the tropical to the polar regions and from pre-birth to death. Students interested in learning about the other two main subfields of anthropology are invited to take Sociology 202: Introduction to Cultural Anthropology and Communications. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation. (3/0/3)

202. Introduction to Cultural Anthropology & Communications
Taught in tandem with SOC 201, this course focuses on the study of humanity from the perspective of cultural anthropology and linguistics. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation. (3/0/3)

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)

215. Social Problems
An examination of the question of what constitutes a social problem, along with a focus on one or two social problems, such as war, poverty, inequality and consumerism. (3/0/3)

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)
225. **Human Ecology**
An ecological approach to an examination of the relationships between natural resource bases and the human societies they support. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)

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)

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)

250. **Sex & Gender Across Cultures**
Debates over gender and human sexuality in western societies generally assume that there are only two gender roles, male and female, and only two types of sexuality, heterosexual and homosexual. Some non-Western cultures have a far broader range of both gender roles and sexualities. This class examines gender roles and human sexuality primarily in non-Western cultures, and explores what these cultures have to teach us about gender and sex in our society. *Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.*
(3/0/3)

280. **Selected Topics in Sociology and Anthropology**
Introductory-level research or exploration in topics not offered in the regular department courses.
(1-4/0/1-4)

300. **Ethnography**
An introduction to non-quantitative 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. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)

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)

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)

306. **The Sociological Lessons of the Life and Times of Malcolm X**
A sociological and historical examination of the life of Malcolm X and his place in the Civil Rights struggle.
(3/0/3)

A thorough examination of the life and work of W.E.B. DuBois and his influence on the development of a distinctly black sociology.
(3/0/3)
310. Ethnographic Film
The course is Visual Anthropology leads students through a series of case studies about peoples around the world as they represent themselves and as they are represented by others in film and in writing. To expand students' social science research skills, this course teaches students how to interpret visual documentations of culture and how to produce films. Students will explore cross-cultural patterns and differences in human societies by viewing films about peoples from Australia, the Canadian Arctic, Papua New Guinea, New Zealand, India, Indonesia, and many other places. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.
(3/0/3)

311. Ecological Anthropology
Explores the ways people perceive and manage ecosystems using an evolutionary, comparative, and interdisciplinary approach. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)

312. Medical Anthropology
Explores understandings of health, disease, and the body using a comparative biocultural approach to examine medical systems throughout the world. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)

313. Cultures of Southeast Asia & Oceania
Explores the geographical, historical, cultural, religious, and ecological characteristics of the people of these regions. Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.
(3/0/3)

314. Prehistoric & Historic Native American Cultures in the Southeast
Explores the prehistoric and historic Native American Cultures of Southeastern North America. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.
(3/0/3)

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)

320. Social Psychology
An examination of the relationship of the individual to groups and society, focusing on both experimental studies under controlled conditions and non-experimental studies in natural settings.
(3/0/3)

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

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)

450. Capstone
Designated primarily for seniors completing the major in Sociology to review and integrate what they have learned in their studies in the major and to design and execute a research project on a topic of their choice.
(3/0/3)
480. Advanced Topics in Sociology and Anthropology
Advanced-level independent research or exploration in topics not offered in the regular departmental courses.
(1-4/0/1-4)

493. Case Studies in Public Health
This course is structured by a series of case studies that contain public health principles and focus on specific public health problems, symptoms, treatments, prevention, and solutions. Work inside and outside of class deepens the investigation of public health principles, problems, and solutions by developing questions and answers for each case study. Cross-listed with BIO 493. Prerequisites: SOC 202, 210 or 312.
(3/0/3)
Spanish (SPAN)

DENNIS A. WISEMAN, Coordinator

For a complete listing of courses, please see Modern Languages, Literatures & Cultures.
Theatre (THEA)

MARK A. FERGUSON, Chair
COLLEEN BALLANCE, DANIEL J. DAY

The B.A. in Theatre is an academic and practical program that prepares graduates to be not exclusively actors, designers or directors, but well-rounded theatre artists, in a liberal arts context. The major is based on a thorough grounding in four fundamental areas of theatre, after which students may tailor the program to suit their needs and interests. Theatre is necessarily a collaborative and inter-disciplinary endeavor. The Wofford Theatre is both a producing organization and a degree-granting program.

Students pursuing the major in Theatre must take and pass an appropriate introductory-level course in Music or Art to fulfill the General Education requirement in Fine Arts. Courses taken to fulfill General Education requirements cannot also apply to the Theatre major.

Requirements for the Major in Theatre:
Students wishing to earn a major in Theatre must earn a total of thirty-six (36) credit hours, twelve (12) of which are the following requirements in the areas of Design/Technical Theatre, Performance, Dramatic Literature, and Practicum Work:

THEA 202 Basic Elements of Production (3 hours)
THEA 301 Acting I (3 hours)
THEA 320 Dramatic Theory (3 hours)
THEA 300 Theatre Production — Practicum Work (3 hours)

Then, students must take 24 credit hours from those listed below including AT LEAST TWO from each group:

Group A.
THEA 380 Scene Design and Lighting
THEA 385 Period Styles
THEA 390 Costume Design

Group B.
ENGL 303 Early English Drama and Lyric (non-Shakespeare)
ENGL 305 Shakespeare’s Comedies and Histories (Early Plays)
ENGL 306 Shakespeare’s Tragedies and Romances (Later Plays)
THEA 325 Modern Drama
THEA 328 Contemporary Drama
THEA 360 Greek and Roman Drama
THEA 361 African-American Drama
THEA 362 19th Century American Drama

Group C.
THEA 303 Directing I
THEA 304 Movement
THEA 376 Playwriting I
THEA 401 Acting II
THEA 404  Advanced Movement
THEA 410  Theatre for Youth
THEA 476  Playwriting II

Majors must also fulfill the following additional requirements:

a) serve as stage manager for one show,
b) pass a comprehensive final exam based on the major reading list,
c) participate in annual auditions/design presentations,

More information is available from the program coordinator.

Requirements for a Minor in Theatre:

THEA 202 and five advanced courses (15 semester hours), including at least one from each of the three groups, A, B, and C, plus at least one (1) hour of THEA 300 (onstage or offstage practicum credit).

Courses taken to fulfill requirements of the Theatre minor (including THEA 201) may not be used to fulfill the Fine Arts General Education requirements.

201. Introduction to Theatre
This class covers script analysis, dramatic structure, production styles, and an introductory over-view of acting, directing, design, and the technical elements of production. Crew hours on the current departmental production may be required.
(3/1/3)

202. Basic Elements of Production
This course covers the basics for set, lighting, and costume design for the stage. Learn drafting, some drawing, rendering and model making skills, design processes, and some backstage technologies. This course is required for Theatre majors.
(3/0/3)

210. Stagecraft
An introduction to the technical aspects of live theatre and the creative problem solving skills necessary to successfully make the leap from page to stage. Students will be exposed to and gain practical experience in a variety of areas, including: set construction, lighting operations, sound systems, scenic painting, and stage management.
(2/0/2)

212. Acting for Non-Majors
Introduces students to the basics of acting for the stage. Students will learn and participate in practical and challenging acting games and physical exercises, be exposed to the basics of character analysis, learn to think, move, and speak like an actor, and perform in a variety of solo and group projects including monologues and scene-work.
(3/0/3)

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

300. Theatre Production
This course offers students a variable number of credit hours for participation in a Wofford theatre production, either off or on stage. Attendance at all rehearsals and performances required.
(Variable credit up to four hours)
301. **Acting I**  
This course deals with the basics of acting technique (vocal, body movement, improvisation). All students enrolled will participate actively in laboratory productions. Prerequisite: Permission of instructor.  
(2/4/3)

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

304. **Movement**  
This class will investigate major influences in physical theatre, provide a practical study of the principles of movement for the stage with an emphasis on physical neutrality, and will begin exploration of various physical actor training methods.  
(3/0/3)

310. **Improvisation for the Actor**  
An introduction to one of the fundamental tools of the actor's art, this course will offer students a rigorous exploration of the principles, skills, and applications of theatrical improvisation. Although "improv" is often identified in popular culture as a comedic, competition-based form of entertainment, the primary focus in this class will be on Stanislavsky-based improvisation, which emphasizes character, relationships, and collaboration. Improvisation work in this context stresses risk-taking, physical and emotional awareness, observation, intuition, imagination, and spontaneity.  
(3/0/3)

320. **Dramatic Theory**  
This course is an introduction to the analysis of dramatic literature and the history of dramatic theory and criticism.  
(3/0/3)

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

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

351. **The Art of Film**  
An introduction to the theory, technique, history, and criticism of film with screenings of major works. Cross-listed with ENG 351.  
(3/0/3)

360. **Greek and Roman Drama**  
Selected Greek and Roman comedies and tragedies will be read in translation. The course will concentrate on the thematic, philosophical, and religious aspects of ancient drama. Cross-listed with ENG 360. Prerequisite: A 200-level English course and THEA 201.  
(3/0/3)
361. African American Drama
Focuses on the creation of African American identity on the American stage from the early 19th century through the present. Students will read Baraka, Kennedy, Wilson, Parks, Hughes, etc. as well as engage with issues of race, literature, performance, and authorship in class discussion, written work and oral presentations. Cross-listed with ENGL 361. Prerequisite: A 200-level English course. Successful completion of this course satisfies the Cultures and Peoples requirements for graduation. (3/0/3)

362 19th Century American Drama
From James Nelson Barker’s The Indian Princess (1808), to George Aiken's stage adaptation of Uncle Tom's Cabin, one of the most popular works of its period in both America and Europe, the close reading of 19th century American drama opens a fascinating window onto the creation of American identity. This class will address ideas and issues of nationhood, the frontier, gender, race and race relations, and popular and high culture. Cross-listed with ENG 362. Prerequisite: Any 200-level English course. (3/0/3)

376. Playwriting I
A course in creative writing focusing on plays. Cross-listed with ENG 376. Prerequisite: Permission of instructor. (3/0/3)

380. Set Design
Working from the page to the stage, students will learn to design scenery based on script analysis, creative visualization, and directorial problem solving. This class also teaches practical skills in drafting, research and model making. Success in this class may lead to design opportunities for our departmental productions. Prerequisite: THEA 202 and permission of instructor. (3/0/3)

385. Period Styles
Based on Sir Kenneth Clark’s timeless classic *Civilisation*, art, architecture, music, furniture, fashion, literature, political and social history from Ancient Greece to the early 20th century are explored for visual knowledge to inform theatrical productions. Students will learn from slides, lectures and movie clips the vast imagery available to theatre artists. Research and design projects are required. Permission of instructor required. (3/0/3)

390. Costume Design
Creativity is emphasized in this project-oriented course. The student will learn the complete process for designing theatrical costumes, hair and makeup. This course covers costume history, design, rendering and artistic conceptualization. Success in this class may lead to design opportunities for departmental productions. Prerequisite: Permission of instructor. (3/0/3)

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 six semester hours may be earned in Theatre 400. Prerequisite: Permission of instructor. (0/3/1)
401. Acting II
Applies skills introduced in Acting I to different styles of dramatic texts. Through intensive scene study, we will expand each performer's range of emotional, intellectual, physical, and vocal expressiveness. Prerequisite: Theatre 301 or permission of instructor.
(3/0/3)

404. Advanced Movement
This course will provide an in-depth study of physical actor training for the stage. Through the creation of original theatre pieces, monologues, and scene work, the student will implement techniques learned in daily physical training.
(3/0/3)

410. Theatre for Youth
This course will contextualize Theatre for Youth through the study of the history and significance of this type of performance and then will use in-class exercises to create a strong ensemble of actors who will then collaborate on the creation, rehearsal, and performance of an original children's theatre script.
(3/0/3)

413. Devised Theatre
Working collaboratively, the class will choose and explore a topic/theme of particular interest to students on this campus and then plan, develop, rehearse, and perform a non-traditional theatrical production based on this theme. Prerequisite: Instructor Permission.
(3/0/3)

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

476. Playwriting II
In this workshop, students will write at least two 10-minute plays and one full-length two-act play, in addition to developing their craft through writing projects and exercises. Students will read and discuss plays by such playwrights as Edward Albee, Tennessee Williams, and Eugene Ionesco. Actors will read each participant's work at a special presentation at the end of the semester. Class is conducted in a workshop format, and participants and the instructor will read, discuss, and analyze script pages in class. Prerequisite: THEA 376.
(3/0/3)

480. Advanced Topics in Theatre and Related Areas
A seminar for advanced students. Subject matter varies from year to year. Prerequisite: Permission of instructor.
(Variable credit in class or practia up to four hours)

490. Advanced Studies in Film
A topics course involving close study of specific directors, genres, or national cinemas. Topics will change from semester to semester. Screenings of feature films may be held outside of class. Students may take Theatre 490 for credit only once. Prerequisite: Theatre 230 or permission of instructor.
(Variable credit in class or lab up to four hours)
The Register
Wofford College has 31 trustees who serve as the legal governing body of the college under the conditions of the will of the Rev. 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 serve as trustees for the 2013-14 academic year.

B. MIKE ALEXANDER ’73  
Senior Minister, Belin United Methodist Church  
Murrells Inlet, S.C.

PAULA B. BAKER  
Spartanburg, S.C.

JAMES E. BOSTIC JR.  
Managing Director, HEP and Associates  
(Retired Executive Vice President, Georgia-Pacific Corp.)  
Atlanta, Ga.

J. HAROLD CHANDLER ’71  
Chair  
Chief Operating Officer, Univers Workplace Benefits  
Hammonton, N.J.

WILLIAM R. COBB  
Chairman and Chief Executive Officer, JM Smith Corp.  
Spartanburg, S.C.

JUSTIN A. CONVERSE ’96  
Chief Executive Officer, Converse Resources Group  
Spartanburg, S.C.

JIMMY I. GIBBS  
President and Chief Executive Officer, Gibbs International  
Spartanburg, S.C.

JORDAN BLATT  
CMO/Director, Free All Media  
Morristown, N.J.

D. CHRISTIAN GOODALL ’79  
Chairman and Chief Executive Officer, Continental American Insurance  
Columbia, S.C.

H. NEEL HIPP JR.  
Owner, Hipp Investments L.L.C.  
Greenville, S.C.
JOHN W. HIPP '75
District Superintendent, United Methodist Church
Florence, S.C.

LAURA J. HOY
Myrtle Beach, S.C.

JAMES M. JOHNSON '71
Vice Chair
President and Chief Executive Officer, Johnson Development L.L.C.
Birmingham, Ala.

STEWART JOHNSON '67
Chairman of the Board, Morgan Corp.
Spartanburg, S.C.

DOUGLAS H. JOYCE '79
President, Synthesis Advisors Inc.
Nashville, Tenn.

HUGH C. LANE JR.
Chairman of the Board, The Bank of South Carolina
Charleston, S.C.

BETTY J. MONTGOMERY
Campobello, S.C.

DANIEL B. MORRISON JR. '75
President, Carolina Panthers
Charlotte, N.C.

CORRY W. OAKES III '89
President and Chief Executive Officer, OTO Development L.L.C.
Spartanburg, S.C.

L. LEON PATTERSON '63
Retired Chairman, The Palmetto Bank
Greenville, S.C.

COSTA M. PLEICONES '65
Associate Justice, S.C. Supreme Court
Columbia, S.C.

STANLEY E. PORTER '89
Partner, Deloitte Consulting L.L.P.
Chevy Chase, Md.

J. PATRICK PROTHRO '96
Vice President, Bellecorp Inc.
Park City, Utah

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J.E. REEVES JR.
President and Treasurer, The Reeves Foundation
Summit, N.J.

JEROME J. RICHARDSON '59
Founder and Owner, Carolina Panthers (NFL)
Charlotte, N.C.

C. MICHAEL SMITH '75
Vice Chair and Secretary
President, Smith Development Co.
Greenville, S.C.

JOE E. TAYLOR JR. '80
Entrepreneur
Columbia, S.C.

JOELLA F. UTLEY
Retired Physician
Spartanburg, S.C.

JOHN B. WHITE JR. '72
Vice Chair
Attorney, Harrison, White, Smith and Coggins
Spartanburg, S.C.

WILLIAM H. WILLIMON '68
Bishop (retired), United Methodist Church
Duncan, S.C.

EDWARD B. WILE '73
Senior Vice President-Investments, UBS Financial Services
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.

The following list identifies those persons who served on the Advisory Board in the 2013-14 academic years.

INGO ANGERMEIER
   Health Care Consultant
   Spartanburg, S.C.

W. DONALD BAIN
   Retired Business Executive
   Spartanburg, S.C.

JOHN E. BAUKNIGHT IV ’89
   President, Longleaf Holdings
   Spartanburg, S.C.

CHARLOTTE L. BERRY
   Community Volunteer
   Columbia, S.C.

CHARLES J. BRADSHAW JR. ’83
   Vice President, Alabama Theatre
   Pawleys Island, S.C.

PETER M. BRISTOW
   President and Chief Operating Officer, First Citizens Bank
   Columbia, S.C.

JAMES E. BROGDON ’74
   Senior Vice President and General Counsel, Santee Cooper
   Pinopolis, S.C.

TAD BROWN
   President, Watson-Brown Foundation
   Thomson, Ga.

HON. ROBERT F. CHAPMAN
   Judge, U.S. Court of Appeals (Senior Status)
   Spartanburg, S.C.

C. EDWARD COFFEY ’74
   Chief Executive Officer, Behavioral Health Services, Henry Ford Health System
   Detroit, Mich.
JERRY A. COGAN JR.
Retired President, Milliken Research Corp.
Spartanburg, S.C.

JAMES C. CRAWFORD III ’78
Entrepreneur
Cheraw, S.C.

FRANKLIN G. DANIELS ’91
Attorney, Nexsen Pruet L.L.C.
Pawleys Island, S.C.

MICHAEL E. EDENS ’98
Vice President, Private Banking, NBSC
Columbia, S.C.

WALTER EDGAR
Historian/Professor/Author
Columbia, S.C.

JENNIFER C. EVINS
Chief Executive Officer, Arts Partnership of Greater Spartanburg
Spartanburg, S.C.

SALLY D. FOSTER
Consultant, Sally Foster Gift Wrap Inc. (Retired)
Spartanburg, S.C.

ELAINE T. FREEMAN
Consultant, ETV of South Carolina
Spartanburg, S.C.

CARLOS D. GUTIERREZ
President and Chief Executive Officer, United Resource Recovery Corp.
(URRC)
Spartanburg, S.C.

CATHY C. HENSON
Founder and President, GeorgiaEducation.org
Atlanta, Ga.

LESTER A. HUDSON JR.
Business Executive/Professor
Greenville, S.C.

DAVID P. HUSTON ’69
Vice Dean, College of Medicine, Texas A&M Health Science Center
Houston, Texas
MARY W. KEISLER  
Veterinarian  
Lexington, S.C.

JOAB M. LESESNE III  
Vice President for Governmental Affairs, Cox Enterprises  
Washington, D.C.

DAVID J. MOODY ’84  
President, Milliken Research Corp.  
Apparel and Specialty Fabrics Division  
Spartanburg, S.C.

STEVEN W. MUNGO ’81  
President, Construction Division, The Mungo Co.  
Irmo, S.C.

KIRK H. NEELY  
Pastor, Morningside Baptist Church  
Spartanburg, S.C.

DAVID RIGGINS  
Business Executive  
Charlotte, N.C.

BENJAMIN T. ROOK  
Managing Principal, Design Strategies L.L.C.  
Greenville, S.C.

WILLIAM DOUGLAS SMITH ’80  
Attorney  
Spartanburg, S.C.

JAMES E. TALLEY  
Retired Mayor and Educator  
Spartanburg, S.C.

MARK VanGEISON  
Chief Executive Officer, American Credit Acceptance  
Spartanburg, S.C.

RONALD HOLT WRENN ’76  
Chief Executive Officer, Fresher than Fresh (seafood distributor)  
Charlotte, N.C.

BAXTER M. WYNN ’74  
Minister of Pastoral Care and Community Relations, First Baptist Church  
Greenville, S.C.
JOYCE PAYNE YETTE ’80
Managing Director and General Counsel
Promontory Financial Group L.L.C.
Silver Spring, Md.
The Wofford College National Alumni Association consists of nearly 15,500 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 is provided by the Alumni Executive Council (AEC). The AEC includes 22 individuals appointed to three-year terms and meeting twice a year. Members of the AEC for 2013 are identified below. The beginning date for individual terms of service is noted in parenthesis following the members’ names.

In addition to the elected members, ex-officio members include the chairman of the Wofford College Board of Trustees, the president of the college, the officers of the development staff, the director of the alumni and parents associations, director of alumni and parents programs, 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, 2013**

Bailey Bass Bartee ’96 (2012)
Financial Adviser, Wells Fargo, Charlotte, N.C.

Wilton Andrew Beeson ’90 (2013)
Legislative Council, South Carolina General Assembly, Columbia, S.C.

Anthony Bryan Brooks (2007)
Vice President, Medalist Capital Inc., Charlotte, N.C.
*President, Wofford College National Alumni Association*

John Marion Burbage ’70 (2007)
Senior Editorial Consultant, Evening Post Books, Charleston, S.C.

Nancy Dawn Williams Burks ’81 (2011)
Radiologist, Simpsonville, S.C.

Everette Keith Chandler (2013)
Attorney, The Chandler Firm, Aiken, S.C.

Alan Lance Crick ’95 (2011)
U.S. Attorney, Greenville, S.C.

Geoffrey Stewart DeLong ’91(2012)
Senior Vice President of Fixed Income, Crawford Investment Counsel Inc., Atlanta, Ga.
Academic Year
2013-2014

Tracy Harrell Dunn '87 (2011)
Assistant Dean & Associate Professor, Benedict College, Columbia, S.C.

Vice President & Partner, Keenan & Suggs, Columbia, S.C.

Jason Cale Lynch '03 (2012)
Sales Associate, Total Product Destruction Business, Greenville, S.C.

Elizabeth O'Dell McAbee '91 (2011)
Corporate Paralegal, Denny's Corp., Spartanburg, S.C.

Mary Ann McCrackin '85 (2011)
Veterinarian & Director, Laboratory Animal Resources, Virginia Polytechnic Institute, Blacksburg, Va.

Monique McDowell '92 (2010)
Senior Attorney, Southern Company, Atlanta, Ga.
President, Wofford College National Alumni Association

Robert Dalton Mickle '85 (2011)
President, Paragon Inc., Columbia, S.C.

Anthony Phillip Miles '91 (2011)
Franchise Business Consultant, Bojangles Restaurants Inc., Charlotte, N.C.

James Wilton Moody Jr. '74 (2012)
Executive Vice President, Grimes & Associates (real estate), Georgetown, S.C.

Maurice Gabriel Nassar '01 (2013)
Manager, Salaried Professional Service, Robert Half Management Resources, Houston, Texas

Anthony Charles Prestipino Jr. '02 (2013)
Treasurer, South Carolina United Methodist Church, Columbia, S.C.

Maureen Ward Shealy '96 (2011)
Attorney, Children's Dental Center, Cartersville, Ga.

Teresa Roof Sims '86 (2013)

Benjamin Dell Waldrop '93 (2011)
Owner and President, Century Printing & Packaging, Greenville, S.C.

Tracy Lyn Walsh '90 (2012)
President-Elect, Eye Care Business Adviser, Allergan, Inc., Columbia, SC

Brian Alexander Weatherby '98 (2012)
Orthopedist, Steadman Hawkins Clinic of the Carolinas, Greenville, S.C.

Joshua Steven Whitley '05 (2011)
Attorney, Haynsworth, Sinkler Boyd, Columbia, S.C.
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 for 2013-2014 are listed below.

**CHAIRPERSONS**

*June 2013-May 2014*

Bill & Susan Oldham
Spartanburg, S.C.

Tod & Diane Augsburger
Lexington, S.C.

Billy & Cathy Bagwell
Spartanburg, S.C.

Phil & Katrina Feisal
Greenville, S.C.

Ralph & Julie Kytan
Marietta, Ga.

Ben & Utahnah Miller
Charlotte, N.C.

Walt & Anna Dell Pharr
Greensboro, N.C.

Vinnie & Susan Shemanski
Lawrenceville, Ga.

Bob & Ruth Suddreth
Concord, N.C.

John & Eileen Thornton
Chattanooga, Tenn.

*Class of 2015*

Phil & AnaMaria Calvert
Cumming, Ga.

Chris ‘83 & Cara Lynn Cannon
Spartanburg, S.C.

Bob & Dianna Cantler
Johnson City, Tenn.

Gary & Beth Cooley
Chesnee, S.C.

Scott & Lisa Cottrill
Charlotte, N.C.

Manny & Ann Marie DaSilva
Greenwich, R.I.

Patrick ’88 & Jennifer Fant
Greenville, S.C.

Raleigh & Laura Green
Johnson City, Tenn.

Tim ’79 & Ellerbe Halligan
Spartanburg, S.C.

Jay & Anna Jacobs
Gainesville, Ga.

Ben & Cindy Johnson
Rock Hill, S.C.

Amanda Keaveny
Charleston, S.C.

Kennon & Ansley Keiser
Gastonia, N.C.
<table>
<thead>
<tr>
<th>Name</th>
<th>City, State</th>
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<tr>
<td>Jeff ’83 &amp; Robin Lanford</td>
<td>Greenwood, S.C.</td>
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<td>George &amp; Gay McLeod</td>
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<td>Spartanburg, S.C.</td>
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**Class of 2016**

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<tr>
<th>Name</th>
<th>City, State</th>
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<tbody>
<tr>
<td>Gregg &amp; Mollie Bergstrom</td>
<td>Charlotte, N.C.</td>
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244
David '76 & Nina Williams
Greenville, S.C.

Hugh & Deb Yochum
Greenville, S.C.

*Class of 2017*
Tim & Pride Owens
Columbia, S.C.
The Administration,
September 1, 2013

Office of the President
DuPré Administration Building
Nayef H. Samhat, B.A., M.A., Ph.D., President
Joab M. Lesesne Jr., B.A., M.A., Ph.D., President, Emeritus
David M. Beacham, B.A., Senior Vice President for Administration and Secretary to the Board of Trustees
Amanda F. Gilman, B.S., Senior Executive Assistant to the President
Claire M. Winslow, B.A., Executive Assistant to the President

Academic Affairs
DuPré Administration Building
David S. Wood, B.A., M.Ed., Ed.D., Senior Vice President for Academic Affairs and Dean of the College
Dan B. Maultsby, B.A., Ph.D., Senior Vice President and Dean of the College, Emeritus
Jerome R. Cogdell, B.S., M.Div., Assistant Dean of the College, Emeritus
Boyce M. Lawton, III, B.S., M.S., Ph.D., Vice President for Academic Administration and Planning

Library Services
Sandor Tészler Library
Oakley H. Coburn, A.B., M.A. in L.S., Dean of the Library and Director of Cultural Events
Frank J. Anderson, B.A., M.S. in L.S., Librarian, Emeritus
Timothy E. Brown, B.A., M.L.I.S., Cataloging Librarian
Ibrahim Hanif, B.S., M.L.N., Collection Development Librarian
Esther Martin, B.S., M.L.S., Reference Librarian
Shelley H. Sperka, B.A., M.L.S., Director of Technical Services
R. Phillip Stone, B.A., M.A., Ph.D., Archivist
Ellen L. Tillett, B.A., M.L.S., M.A., Director of Public Services
Emily Witsell, B.A., M.A., M.L.S., Reference and Instruction Librarian

Office of International Programs
DuPré Administration Building
Ana María J. Wiseman, Licentiaat, D.M.L., Dean of International Programs
Amy E. Lancaster, B.A., M.A., Assistant Dean for Academic Administration and International Programs

Office of the Registrar
DuPré Administration Building
Jennifer R. Allison, B.A., M.A., Registrar
Lucy B. Quinn, B.A., M.Ed., Registrar, Emerita
Tamara M. Burgess, Assistant Registrar
The Space in The Mungo Center  Michael S. Brown Village Center
W. Scott Cochran, B.A., M.B.A., Dean of The Space
Jennifer A. Dillenger, B.A., B.S., M.B.A., Assistant Director of The Space
Courtney B. Shelton, B.A., M.Ed., Assistant Director of The Space
Lisa Ware, B.A., M.A., Marketing Director of The Space
Erin Emory, B.A., Assistant Director of The Space
Jeremy Boeh, B.A., Assistant Director of The Space

Student Affairs
Roberta H. Bigger, B.A., M.Ed., Vice President for Student Affairs and Dean of Students
Beth Y. Clardy, Assistant to the Vice President for Student Affairs

Campus Life Building

Campus Safety
J. Randal Hall, B.S., Director of Campus Safety and Security

Conference Services
John I. Blair, B.A., M.A.T., Director of Conference Services

Hugh R. Black Wellness Center
Elizabeth D. Wallace, B.S., R.N., L.P.C., Associate Vice President for Student Affairs and Director of Wellness Center
Lisa M. Lefebvre, B.S.N., R.N., Assistant Director of Wellness Center
Tammy S. Gilliam, A.P.R.N., B.C., F.N.P., D.N.P., Nurse Practitioner
Gail C. Holt, B.S.N., R.N., College Nurse
Perry A. Henson, B.A., Ed.S., College Counselor
Eric Cole, M.D., College Physician
Christian Nowatka, M.D., College Physician
Erica Savage-Jeter, M.D., College Physician
Ralph A. Tesseneer, M.D., College Physician

Residence Life
Brian J. Lemere, B.S., M.A., Assistant Dean of Students and Director of Residence Life
Matthew K. Hammett, B.A., M.Ed., Assistant Director of Residence Life

Student Activities
Vacant, Director of Multicultural Affairs and Diversity Education
Steven E. Traylor, B.A., M.A., Director of Intramurals and Campus Recreation
S. Brian Joyce, B.A., M.Ed., Director of Student Activities and Greek Life

Business Management  Snyder House
Sheena C. H. Anderson, Contracts and Risk Management and Assistant to the Chief Financial Officer

Business Office  Snyder House
Jason H. Burr, B.S., M.B.A., Associate Vice President of Facilities and Capital Projects
Linsey G. Ekebergh, B.A., M.A., C.P.A., Associate Vice President of Finance
Vacant, Controller
Susan M. Lancaster, B.A., *Budget Director*
Lani J. Foster, B.A., *Director of Special Projects and Financial Systems*
Michelle Smith, B.A., *Senior Accountant*

*Human Resources Office*  
Carole B. Lister, *Director of Human Resources*

*Physical Plant*  
Thomas L. Rocks, B.S.E.E., *Director of Physical Plant*
William D. Littlefield, *Assistant Director of Physical Plant*
Tammy L. Cooper, B.A., M.B.A., *Environmental Compliance Officer*

*Development*  
Marion B. Peavey, B.A., M.A., *Senior Vice President for Development and College Relations*
Lisa E. Goings, B.A., *Assistant to the Senior Vice President for Development and College Relations, and Office Manager*
Patricia A. Smith, B.A., *Grant Writer*

*Prospect Relations and Major Gifts*  
Mary Elizabeth Knight, B.A., B.A., Ph.D., *Director of Prospect Research and Donor Management*
Susan D. Gray, B.A., *Director of Donor Relations*
Thomas M. Henson Jr., B.A., M.Ed., *Assistant Director for Annual Giving Leadership Gifts*
Calhoun L. Kennedy Jr., B.A., *Associate Vice President and Executive Director of Development*
Edwin H. Story, B.S., *Associate Vice President and Director of Development*

*Alumni Affairs and Parents Programs*  
Elizabeth M. Fields, B.A., *Assistant Director of Alumni Affairs*
Charles H. Gray, B.A., M.Ed., *Director of Alumni and Parents Associations*
Debbi N. Thompson, B.A., *Director of Alumni and Parents Programs*

*Annual Giving*  
Lisa H. DeFreitas, B.A., *Director of Annual Giving*
J. Krista Redding, B.A., *Assistant Director of Annual Giving*
Ashley Rowe, B.A., *Communications Coordinator*

*Planned Giving*  
D. Smith Patterson, B.A., M.B.A., *Director of Gift Planning*

*Communications and Marketing*  
*Burwell Building*
Vacant, Vice President for Communications and Marketing.

Doyle W. Boggs, B.A., M.S., Ph.D., Associate Vice President for Communications and Marketing
Laura H. Corbin, B.A., Director of News Services
Mark S. Olencki, B.A., College Photographer and Digital Imaging Manager
Janella Lane, Executive Assistant to the Vice President for Communications and Marketing

**Enrollment Management**

Brand R. Stille, B.A., Vice President for Enrollment

**Admission**

Hugh S. Black Building

John Birney, B.A., M.Ed., Director of Admission
B. Terrell Ball, B.A., M.Ed., Associate Director of Admission
Palmer J. Straughn, B.A., Associate Director of Admission
Davidson R. Hobson, B.A., Assistant Director of Admission
Collins W. McCraw, B.A., Assistant Director of Admission
James A. Ballard, Admission Counselor
Thomas W. Fenner, B.A., Admission Counselor
Sara B. Riggins, B.A., B.S., Admission Counselor

**Financial Aid**

Hugh S. Black Building

Carolyn B. Sparks, B.A., Director of Financial Aid
April G. Bauer, B.S., Assistant Director of Financial Aid
Lisa B. Switzer, Financial Aid Counselor
Ladda Xayavongsa, B.A., Financial Aid Counselor

**Information Technology**

Franklin W. Olin Building

Jason H. Womick, B.A., B.S., M.Ed., Vice President for Information Technology and Institutional Research

Raymond R. Ruff, B.S., Director of Institutional Research and Special Projects

**Information Technology**

Franklin W. Olin Building

Martin E. Aigner, B.A., M.A., Help Center Support Specialist
Bryan S. Blackwell, B.A., Director of Administrative Systems
Dale C. Camp, Help Center Support Specialist
J. Bart Casey, B.S., Network Engineer
Nathaniel L. Colvin, Help Center Support Specialist
Matthew C. Fisher, Security Coordinator/Server Manager
Dexter O. McCarter, B.A., Database Administrator
Chris H. Myers, B.A., Help Center Manager/Telephone System Administrator
Brian M. Rawlinson, B.S., Director of Network Services
J. Ron Wood, B.A., Systems Administrator

**Information Management**

Franklin W. Olin Building

W. Franklin Pettit, B.A., Director of Information Management
Timothy H. McClimon, B.A., Programmer/Analyst
Craig A. Sudduth, B.A., Coordinator of Web Content
C. Michelle Thilges, B.A., B.A., Web Designer
Campus Ministry

Halligan Campus Ministry Center
Main Building


Center for Global and Community Engagement

Bonner Scholars

Jessalyn Wynn Story, B.A., Director of Bonner Scholars and Service Learning
Ramón Galiñanes Jr., B.A., M.Phil., M.A., Coordinator of Bonner Scholars

Intercollegiate Athletics

Richardson Physical Activities Building

Richard A. Johnson, B.S., M.B.A., Director of Intercollegiate Athletics

Kevin Adleman, B.A., Assistant Football Coach
Michael W. Ayers, B.A., M.A., Head Football Coach
Johnny C. Bomar, B.S., M.Ed., Head Cross Country and Track Coach
Russell N. Bradley, Director of Video Services
Freddie Brown, B.A., Assistant Football Coach
ShaDon Q. Brown, B.S., M.S., Assistant Football Coach
Jason B. Burke, B.S., M.S., Assistant Baseball Coach
Will Christman, B.S., M.S., Head Athletic Trainer
Allen O. Clark, B.A., Assistant Athletics Director for Development
J.J. Edwards, B.S., M.A.T., Assistant Baseball Coach
Edgar I. Farmer, B.A., Head Women’s Basketball Coach
Hayley Ferrell, B.A., Assistant Women’s Soccer Coach
Nathan P. Fuqua, B.A., Assistant Football Coach
J. Randal Hall, B.S., Head Rifle Coach
Krissy Hall, B.A., M.A., Head Women’s Tennis Coach
Ann J. Hopkins, B.A., M.B.A., Business and Operations Manager
Todd J. Interdonato, B.A., M.B.A., Head Baseball Coach
Aaron M. Johnson, B.A., Assistant Football Coach
Peter Kalinowski, B.S., Assistant Football Coach
Dustin Kerns, B.A., M.A., Associate Head Men’s Basketball Coach
Amy B. Kiah, B.A., Head Women’s Soccer Coach
Andrew L. Kiah, B.S., Director of Athletics Facilities
A. Wade Lang, B.A., M.Ed., Assistant Head Football Coach
Teresa L. Lewitt, B.A., Senior Associate Athletics Director for Development
Mark D. Line, B.S., M.A., Senior Associate Director of Athletics for Sports Programs
Victor H. Lipscomb, B.A., Head Men’s Golf Coach
Dana Mason, B.A., Administrative Assistant
Len D. Mathis, B.S., Associate Athletics Director for Marketing and Promotions
Kyle Mattracion, B.S., M.B.A., Media Relations Assistant
Josh Medler, B.S., M.S., Strength and Conditioning Director
Eric M. Nash, B.S., Assistant Football Coach
Darris D. Nichols, B.A., Associate Head Men’s Basketball Coach
Philip J. Pigott, B.A., Assistant Football Coach
Ralph D. Polson, B.S., Head Men's Soccer Coach
Elizabeth W. Rabb, B.A., M.L.A., Associate Athletics Director for Compliance
Roderick A. Ray, B.S., Head Men's Tennis Coach
Jessica S. Ridgill, B.A., Assistant Women’s Basketball Coach
Angela J. Ridgeway, B.A., Head Women’s Golf Coach
Ari Smith, B.A., Assistant Volleyball Coach
Ron Sweet, B.A., Head Volleyball Coach
Shelby H. Taylor, B.S., Ticket Manager
Jack L. Teachey, B.S., Assistant Football Coach
Caroline Thomas, B.A., Administrative Assistant
Joel Tyson, B.A., Assistant Women’s Soccer Coach
Victoria Willis, B.A., M.A., Assistant Women's Soccer Coach
D. Brent Williamson, B.A., M.A., Assistant Athletics Director for Media Relations
Traci Wilson, B.S., Administrative Assistant
Michael K. Young, B.S., Head Men’s Basketball Coach
The Faculty, 2012-13

Academic year of appointment to faculty is indicated in parentheses after each name. For faculty on temporary assignments, the semester(s) taught during 2011-12 are named within the parentheses.

John Charles Akers (1993)
   Director of Job Location and Development and Associate Professor of Foreign Languages
   B.A., M.A., Middlebury College; Ph.D., University of California, Los Angeles

John David Alvis (2009)
   Assistant Professor of Government
   B.A., M.A., University of Dallas; Ph.D., Fordham University

Alva Kenneth Anderson (2000)
   Associate Professor of Religion
   B.A., Wofford College; M.Div., Yale University; Ph.D., Graduate Theological Union

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

Caleb Anthony Arrington (2001)
   Associate Professor of Chemistry
   B.S. University of Richmond; Ph.D., University of Utah

Stephanie Hunter Baker (2008)
   Associate Professor of Biology
   B.S., Clemson University; M.S., North Carolina State University; Ph.D., Clemson University

Colleen Magarity Ballance (2007)
   Assistant Professor and Technical Director in Theatre
   B.F.A., Tulane University; M.F.A., Brandeis University

Kenneth Judd Banks (2009)
   Assistant Professor of History
   B.A., Concordia University (Canada); M.A., Ph.D., Queen’s University, (Canada)

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

William Barnet (2011)
   Professor of Civic Engagement and Leadership
   B.A., M.B.A., Dartmouth College

Elizabeth Ellen Young Barstow (2011)
   Visiting Assistant Professor of Religion
   B.A., Pennsvylvania State University; M.Phil., University of Cambridge; A.M., Ph.D., Harvard University
Geoffrey F. Barstow (Fall 2012)
Lecturer in Religion
B.A., Rangjung Yeshe Shedra; B.A., Hampshire College; MTS, Harvard Divinity School; Ph.D. University of Virginia

Charles Gibson Bass (1988)
Dr. and Mrs. Larry Hearn McCalla Professor of Chemistry
B.S., William Carey College; Ph.D., University of Tennessee

James Thomas Bednar (2009)
Assistant Professor of Philosophy
B.A., Hanover College; M.A., Kent State University; Ph.D., Vanderbilt University

Camille Lamarr Bethea (2003)
Associate Professor of Spanish
B.S., Wofford College; M.A., Vanderbilt University; M.A., Ph.D., University of North Carolina at Chapel Hill

Kara Lise Bopp (2005)
Assistant Professor of Psychology
B.A., Hamilton College; M.A., New York University; Ph.D., Syracuse University

Cathy Smith Bowers (Fall 2012, Spring 2013)
Lecturer in English
B.A., M.A.T., Winthrop College

Mark Stephen Byrnes (2001)
Associate Professor of History
B.A., Lafayette College; M.A., Ph.D., University of Texas at Austin

Beate Ursula Hanna Brunow (2011)
Assistant Professor of Foreign Languages
Zwischenprüfung, Carl von Ossietsky Universitat Oldenburg, M.A., University of Wyoming; Ph.D., Pennsylvania State University

Maria-Begona Caballero-Garcia (2006)
Assistant Professor of Foreign Languages
B.A., C.A.P., Universidad de Extremadura (Spain); M.A., Western Michigan University; Ph.D., University of North Carolina at Chapel Hill

Associate Professor of Mathematics
B.A., University of the South; Ph.D., University of Tennessee, Knoxville

Anne Janeen Catlla (2008)
Assistant Professor of Mathematics
B.S., M.A., University of Kansas; Ph.D., Northwestern University

Alan Douglas Chalmers (2005)
Professor of English
B.A., University of Sheffield (England); M.A., Ph.D., University of Southern California

Oakley Herman Coburn (1984)
Dean of the Library
A.B., Transylvania University; M.A. in L.S., University of Kentucky
Academic Year
2013-2014

Tammy Looper Cooper (Fall 2012, Spring 2013)
Lecturer in Chemistry
B.A., Central Wesleyan College; M.B.A., Southern Wesleyan University

Christopher Michael Curtis (2006)
John Cobb Professor of Humanities
B.A., Cornell University

George Rufus Davis Jr. (1993)
Professor of Biology
B.S., Campbell University; Ph.D., University of North Carolina

Daniel Jonathan Day (2011)
Assistant Professor of Theatre
B.A., University of Missouri-Kansas City; M.F.A., Southern Methodist University

William Emile DeMars (2001)
Professor of Government
B.A., Creighton University; M.A., Ph.D., University of Notre Dame

Christine Sorrell Dinkins (2002)
Associate Professor of Philosophy
B.A., Wake Forest University; M.A., Ph.D, Johns Hopkins University

Christopher Lee Dinkins (Fall 2012)
Lecturer in English
B.A., Wake Forest University; M.A., University of Virginia

Helen B. Dowbak (Fall 2012)
Lecturer in Accounting, Business Economics, Finance
B.A., Wofford College, Masters of Professional Accountancy

Benjamin Bernard Dunlap (1993)
President and Chapman Family Professor of Humanities
B.A., University of the South; B.A., M.A., University of Oxford (England); Ph.D., Harvard University

Rosa Looney Edgington (2008)
Captain, United States Army
B.S., Clemson University

David Spurgeon Efurd (2010)
Assistant Professor of Art History
B.F.A., Cornell University; M.A., University of Georgia; Ph.D., Ohio State University

Catherine Clair England (2011)
Visiting Instructor in English
B.A., Wofford College; M.A., University of South Carolina

John Farrenkopf (2006)
Associate Professor of Government
B.A., Trinity College; B.A., Georgetown University; Ph.D., University of Virginia

Kerry Mulvaney Ferguson (Fall 2011)
Lecturer in Theatre
B.A., M.A., Washington University
Mark Andrew Ferguson (2003)  
Associate Professor of Theatre  
B.A., Wofford College; M.A., Ph.D. Washington University

Terry Andrew Ferguson (1984)  
Senior Researcher, Goodall Environmental Studies Center, and Associate  
Professor of Environmental Studies  
B.A., Wofford College; M.A., Ph.D., University of Tennessee

Timothy J. Fisher (Fall 2012, Spring 2013)  
Lecturer in Philosophy  
B.A., M.A., University of Oxford; Ph.D., University of Edinburgh

Claudia A. Flores (Fall 2012)  
Visiting Instructor in Spanish  
B.A., M.A. Universidad De Chile

Shawn Michael Forbes (2007)  
Professor of Finance  
B.B.A., Ph.D., University of Georgia

John Kirkland Fort (1991)  
Associate Professor of Economics  
B.A., Wofford College; J.D., Samford University

Cynthia Twyford Fowler (2005)  
Assistant Professor of Sociology  
B.A., M.A., University of Georgia; Ph.D., University of Hawaii at Manoa

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

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

Lillian Esther González (2001)  
Associate Professor of Accounting  

Karen Hope Goodchild (February 1999)  
Associate Professor of Art History  
B.A., University of Georgia; M.A., Ph.D., University of Virginia

Andrew Ferber Green (2007)  
Assistant Professor of Finance  
B.A., Tulane University; M.B.A., University of North Carolina at Chapel Hill; C.P.A.

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

Jeremy Eugene Henkel (2011)  
Assistant Professor of Philosophy  
B.A., Whitman College; M.A. and Ph.D., University of Hawaii at Manoa
Associate Professor of Biology
B.S., King’s College; Ph.D., University of California-Riverside

Jameica Byers Hill (1993)
Professor of Chemistry
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Sally Anne Hitchmough (1996)
Associate Professor of English
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Woodrow Wilson Hughes (Fall 2012)
Lecturer in Economics
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Sharon Elizabeth Hutton (2011)
Assistant Professor of Mathematics
B.S., Baylor University; M.S. and Ph.D., North Carolina State University

Tracie Marie Ivy (2010)
Assistant Professor of Biology
B.S., University of Illinois; M.S., Ph.D., Illinois State University

Christina Jeffrey (Fall 2012, Spring 2013)
Lecturer in Government
B.A., University of Plano; M.A., Ph.D. University of Alabama

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

Jenny Bem Johnson (2008)
Assistant Professor of Accounting
B.S., B.A., M.S., Appalachian State University; C.P.A.

Ryan Andrew Johnson (2009)
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Lecturer in English
B.A., Goucher College; M.F.A., Warren Wilson College

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Associate Professor of Religion
B.A., Davidson College; M.A., University of Chicago; Ph.D., University of Chicago, Divinity School

Charles Dwight Kay (1986)
Professor of Philosophy
A.B., Princeton University; M.A., Ph.D., University of Pittsburgh

Li Qing Kinnison (2004)
Associate Professor of Chinese
B.A., Inner Mongolian Teachers University (China); M.A., Capital Normal University (China); M.A., Azusa Pacific University; Ph.D., Michigan State University
Associate Professor of Mathematics
B.A., Guilford College; M.S., Ph.D., University of Tennessee

Kirsten Andrea Krick-Aigner (1997)
Associate Professor of French and German
B.S.L.A., Georgetown University; M.A., Ph.D., University of California, Santa Barbara

David Irwin Kusher (1996)
Professor of Biology
B.A., University of California, Santa Barbara; M.A., San Francisco State University; Ph.D., University of Georgia

John Edward Lane (1988)
Director of Goodall Environmental Studies Center and Associate Professor of Environmental Studies
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Drew Lanham (Fall 2012)
Visiting Assistant Professor of Environmental Studies
B.A., M.S., Ph.D., Clemson University

Boyce Mendenhall Lawton III (Interim 2013)
Vice President for Academic Administration and Planning
B.S., University of South Carolina; M.S., University of Illinois at Urbana-Champaign; Ph.D., University of South Carolina

Eun-Sun Lee (2005)
Associate Professor of Music
B.M., M.M., The Juilliard School; D.M.A., University of Southern California

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

Professor of Physics
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Mark David Line (1985)
Associate Athletics Director and Instructor in Physical Education
B.S., Erskine College; M.A., Western Kentucky University

George Loudon (Fall 2012)
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B.A., Harper College; M.A., University of Illinois; Ph.D., University of Nebraska

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

Rickey Horace Madden (2009)
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B.S., Erskine College; M.B.A., University of North Carolina at Chapel Hill; Ph.D., University of Georgia
Caroline Allen Mark (1984)
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AliceKay McMillan (Fall 2012, Spring 2013)
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Assistant Professor of Finance
B.A., University of Notre Dame; M.B.A., Fuqua School of Business, Duke University; M.A., Ph.D., Kent State University

Stephen Andrew Michelman (1996)
Professor of Philosophy
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John Douglas Miles (2008)
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Kathryn Milne (2011)
Assistant Professor of History
M.A., University of Glasgow; M.A., University of Manchester, England; Ph.D., University of Pennsylvania

John Frederick Moeller (2007)
Associate Professor of Biology
B.A., University of California, San Diego; Ph.D., University of California, Santa Barbara
Teddy Richard Monroe (1990)  
Professor of Mathematics  
B.S., Gardner-Webb College; M.A., Wake Forest University; Ph.D., University of South Carolina

Robert Eric Moss (1992)  
Professor of Biology  
B.A., University of Pennsylvania; Ph.D., Harvard University

Kristofer Mitchell Neely (2012)  
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B.A., Wofford College; MFA, Goddard College

Associate Professor of English  
B.A., University of Washington; M.A., Ph.D., University of Wisconsin-Madison

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

Patricia Gabriela Nuriel (2008)  
Assistant Professor of Foreign Languages  
B.A., M.A., Hebrew University of Jerusalem (Israel); Ph.D., Arizona State University

David Albert Ott (Fall 2012, Spring 2013)  
Lecturer in Mathematics  
B.S., Southeastern Louisiana College; Ph.D., Clemson University

Wesley J. Pech (2008)  
Assistant Professor of Economics  
B.A., Federa; University of Parana (Brazil); M.A., Ph.D., University of Massachusetts

David Wayne Pittman (2001)  
Associate Professor of Psychology  
B.S., Wofford College; M.S., Ph.D., Florida State University

Linda Powers (1978)  
Instructor in English  
B.A., University of Miami; M.A.T., Converse College; M.A., University of South Carolina

James Edwin Proctor (1981)  
Reeves Family Professor of Business and Finance and Faculty Secretary  
B.A., Wofford College; M.B.A., University of South Carolina; Ph.D., Clemson University

Ramin Radfar (2001)  
Associate Professor of Chemistry  
B.S., Esfahan University (Iran); Ph.D., University of South Carolina

Douglas Alan Rayner (1989)  
Professor of Biology  
B.A., University of New Hampshire; M.A., Ph.D., University of South Carolina
Alliston King Reid (1996)
Professor of Psychology
B.S., Wofford College; Ph.D., Duke University

Tracy Jean Revels (1991)
Professor of History
B.A., M.A., Ph.D., Florida State University

William Eddie Richardson (2002)
Professor of Finance
B.S., Belmont College; M.B.E., Middle Tennessee State University; Ph.D., University of Tennessee

Perkins-Prothro Chaplain and Professor of Religion
B.A., Wofford College; M.Div., Th.M., Duke University; D.Min., Southern Methodist University

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

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Assistant Professor of English
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Associate Professor of Physics
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Matthew Joseph Sanders (Fall 2012, Spring 2013)
Lecturer in Psychology
B.S., Saint Louis University; M.A., University of California, Los Angeles; Ph.D., University of Miami

Kaye Sawyer Savage (2009)
Associate Professor of Environmental Studies
B.A., Pomona College; B.S., Portland State University; Ph.D., Stanford University

Catherine Lerat Schmitz (2002)
Associate Professor of French
M.A., University of Paris-Nanterre (France); M.A., Ph.D., Indiana University

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

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

Christi vonLehe Sellars (1993)
Instructor in Music
B.Mus., M.M.Ed., Converse College
Julie Ellen Sexeny (2008)
  Assistant Professor of English
  B.A., Barnard College; Ph.D., Emory University; M.F.A., Columbia University

Angela Buzzett Shiflet (1987)
  Dr. Larry Hearn McCalla Professor of Computer Science and Mathematics
  B.S., Furman University; M.S., Clemson University; M.S., University of South Carolina; Ph.D., Vanderbilt University

George Whiteside Shiflet Jr. (1987)
  Dr. and Mrs. Larry Hearn McCalla Professor of Biology
  B.S., Furman University; M.S., Ph.D., Vanderbilt University

Joseph Donald Sloan (2002)
  Professor of Computer Science
  B.A., B.S., Wofford College; M.S., University of Colorado at Boulder; M.S., Ph.D., Duke University

Charles Francis Smith (2009)
  Assistant Professor of Biology
  B.S., University of South Carolina; Ph.D., University of Connecticut

Myra Greene Soderlund (Fall 2012, Spring 2013)
  Lecturer in Mathematics
  B.S., Limestone College; M.A., University of South Carolina

Joseph Alfred Spivey (2008)
  Assistant Professor of Mathematics
  A.A., Oxford College of Emory University; B.S., Emory University; M.S., Ph.D., Duke University

Natalie Weaver Spivey (2009)
  Assistant Professor of Biology
  A.A., Oxford College of Emory University; B.S., Emory University; Ph.D., Duke University

Bryan Garrick Splawn (2005)
  Assistant Professor of Chemistry
  B.S., Wofford College; M.S., Ph.D., Purdue University

Katherin M. Steinmetz (2012)
  Assistant Professor of Psychology
  B.S., Allegheny College; M.A., Ph.D., Boston College

Richard Phillip Stone (Fall 2012)
  Lecturer in Government
  B.A., Wofford College; M.A., University of Georgia; Ph.D., University of South Carolina

Cynthia Ann Suárez (1993)
  Professor of Education
  B.A., M.A., University of Iowa; Ed.D., East Tennessee State University

Amy Hope Dudley Sweitzer (2005)
  Assistant Professor of English
  B.A., College of William and Mary; M.A., Ph.D., University of North Carolina at Chapel Hill
Academic Year
2013-2014

Philip Graham Swicegood (2005)
  R. Michael James Family Professor of Finance
  B.S., Liberty University; M.B.A., University of Texas; Ph.D., Florida State University

David Alan Sykes (2001)
  Professor of Computer Science
  B.S., Purdue University; M.A., University of Texas at Austin; Ph.D., Clemson University

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

Gerald Thomas Thurmond (1980)
  Professor of Sociology
  B.A., Baylor University; M.A., Ph.D., University of Georgia

Deno Pedro Trakas (1980)
  The Laura and Winston Hoy Professor of Literature
  B.A., Eckerd College; M.A., University of Tulsa; Ph.D., University of South Carolina

M.B. Ulmer (Fall 2012, Spring 2013)
  Lecturer in Mathematics
  B.A., M.A., Ph.D., University of Alabama

Judith Iliana Villanueva (2009)
  Assistant Professor of Spanish
  B.A., University of Texas at El Paso; M.A., Ph.D., University of California, Irvine

Carey Randolph Voeller (2009)
  Assistant Professor of English
  B.A., Portland State University; M.A., University of Montana; Ph.D., University of Kansas

Thomas Christopher Waidner (2007)
  Associate Professor of Chemistry
  B.S., Wofford College; Ph.D., Georgetown University

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

John McAlister Ware (2006)
  Assistant Professor of English
  B.A., University of Virginia; M.A., University of North Carolina at Wilmington; Ph.D., University of North Carolina at Chapel Hill

William Mendenhall Webster IV (Spring 2013)
  Lecturer in Government
  B.A., Washington and Lee University; J.D., University of Virginia School of Law

Daniel Wayne Welch (1978)
  Professor of Physics
  B.S., University of Southwestern Louisiana; M.S., Ph.D., Clemson University
   Associate Professor of Education
   B.A., M.Ed., Ed.D., University of South Carolina

Clayton John Whisnant (2001)
   Associate Professor of History
   B.A., Rice University; M.A., Ph.D., University of Texas at Austin

David Melvin Whisnant (1983)/(Fall 2012)
   Vice President for Educational Technology and Professor of Chemistry
   B.S., University of Illinois; Ph.D., University of Wisconsin

Patrick Whitfill (Fall 2012)
   Lecturer in English
   B.A., Wayland Baptist University; M.A., Ph.D., Texas Tech University

Nancy Michele Williams (2006)
   Assistant Professor of Philosophy
   B.S., Winthrop University; B.A., University of North Carolina at Charlotte;
   M.A., University of South Florida; Ph.D., University of Georgia

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

   Dean of International Programs and Associate Professor of Spanish
   Licentiaat, Hoger Instituut voor Vertalers en Tolken, Antwerp State University
   (Belgium); D.M.L., Middlebury College

Dennis Michael Wiseman (1979)
   Reeves Family Professor of French
   B.A., M.A., University of Arizona; Ph.D., University of North Carolina

David Shiel Wood (2007)
   Senior Vice President for Academic Affairs and Dean of the College
   B.A., Elon University; M.Ed., University of North Carolina Chapel Hill; Ed.D.,
   Vanderbilt University

Thomas John Wright (2011)
   Assistant Professor of Mathematics
   B.A., Bowdoin College; M.S. and Ph.D., Johns Hopkins University

Yongfang Zhang (2010)
   Assistant Professor of Chinese
   B.A., Henan University; M.A., Beijing Normal University; M.A., Ph.D., Ohio
   State University

Wenyi Zhu (Fall 2011)
   Postdoctoral Fellow, Environmental Studies
   B.S., Nanjing University; Ph.D., Rutgers University

Steven Bruce Zides (1999)
   Instructor in Physics
   B.A., Cornell University; M.S., M.S., University of Tennessee
Retired Faculty, 2011-12

Clarence Lewis Abercrombie III
   Professor of Biological and Social Sciences
   B.A., Emory University; M.Phil., Ph.D., Yale University

Frank John Anderson
   Librarian, Emeritus
   A.B., Indiana University; M.S. in L.S., Syracuse University

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

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

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

Victor Bilanchone
   Professor of Music, Emeritus
   B.A., M.M., D.M.A., University of Miami

John Moore Bullard
   Professor of Religion, Emeritus
   A.B., A.M., University of North Carolina; M.Div., Ph.D., Yale University

Donald Andrew Castillo
   Professor of Chemistry, Emeritus
   B.S., Belmont Abbey College; M.A.T., Winthrop College; M.S., University of South Carolina; Ph.D., Clemson University

Dennis Michael Dooley
   Professor of English, Emeritus
   A.B., Loyola College; M.A., Kent State University; Ph.D., Vanderbilt University

Linton Reese Dunson Jr.
   Fred A. Gosnell, Sr., Professor of Government, Emeritus
   A.B., University of Georgia; Ph.D., University of Virginia

Vivian Boyd Fisher
   Professor of English, Emerita
   B.A., Duke University; M.A., Ph.D., Emory University

Susan Cass Griswold
   Professor of Spanish, Emerita
   B.A., University of North Carolina at Greensboro; Ph.D., Vanderbilt University

James Richard Gross
   Professor of English and Theatre, Emeritus
   B.B.A., Wake Forest College; M.A., University of North Carolina; Ph.D., Duke University
Lee Oliver Hagglund  
Professor of Mathematics  
B.A., Gustavus Adolphus College; Ph.D., Duke University

Edmund Henry  
Professor of English, Emeritus  
A.B., Syracuse University; Ph.D., University of Rochester

Phillip Sven Keenan  
Associate Professor of Accounting  
B.A., Michigan State University; M.B.A., University of Michigan; C.P.A.

James Albert Keller  
Professor of Philosophy, Emeritus  
S.B., Massachusetts Institute of Technology; M.Div., Pittsburgh Theological Seminary; M.Phil., Ph.D., Yale University

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

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

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

Dan Baker Maultsby  
Dean of the College and Professor of Sociology, Emeritus  
A.B., Wofford College; Ph.D., University of Tennessee

Nancy Bingham Mandlove  
Professor of Spanish, Emerita  
B.A., Hanover College; M.S., Emory University; Ph.D. University of New Mexico

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

William Scot Morrow  
Professor of Chemistry, Emeritus  
B.S., Philadelphia College of Pharmacy and Science; M.S., St. Joseph’s College; Ph.D., University of North Carolina
William Wilson Mount Jr.
Professor of Religion, Emeritus
B.A., Northwestern University; M.A., Middlebury College; M.Div., M.A., Ph.D., Yale University

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

Philip Noel Racine
William R. Kenan Jr. Professor of History, Emeritus
A.B. Bowdoin College, M.A., Ph.D., Emory University

Richard Long Robinson
Larry Hearn McCalla Professor of Mathematics, Emeritus
B.S., Wofford College; M.A., Ph.D., University of Tennessee

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

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

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

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 2012

Bachelor of Arts Degree

Gregory Bates Adair
James Michael Arakas II
Mesha Danielle Arant
Sarah Ashley Assemaney
Catherine Allison Bailey
John Montgomery Bailey
Neely Rose Bailey
James Andrew Ballard
Ellison Litton Barber
Pari Nicole Barr
David Prentis Barton Jr.
Daniel Aaron Beck
Brenton Mathew Bersin
Sara Kistler Blackman
Keely Maureen Blake
Braddock Ritter Bracey
Mason Lawrence Bradley
Kaitlyn Rose Bradshaw
Terra Leigh Brannon
James Michael Brashear
Anne Carroll Breeden
Hayes Christopher Brown
Christian Kime Buff
Casey Michelle Calvert
Katherine Rose Candler
John Henry Cannon
John Thomas Cannon
Zachary Edward Capps
Charles Weston Caswell
Elizabeth Sullivan Cheatham
Jonathan Richard Clayton
Jordan Michael Clayton
Chanel Tryvana Clyburn
Kyle Scott Cochran
Jennifer Lane Coggins
Phillip Cash Collins
Katherine Breland Conner
Meredith Ann Corby
Ann Elliott Cornick
Sarah Logan Cottingham
Betty Sutler Coxe
Patrick James Craig Jr.
Drew Thomas Crowell
Kaitlyn Renee Culpepper
William Thomas DeLoache
Konstantine Peter Diamaduros
Theron James Dill
Wylie McNeil Doyle II
Beckham Pate Dunbar
Keri Alexandra Eadie
Eric Charles Eberhardt
Stephen Bryan Eddy
Chesley Kent Elliott
Elliott Chase Farmer
Lavadrick Jermaine Farrar
Joshua Reece Fester
Tyler Scott Finney
Ann Bowdre Fortson

James Edward Foster
Nathan Karl Francis
Douglas VanMeter Gabbert Jr.
Victoria Alexander Gadien
Mary Frances Galphin
Charlotte DuBoise Gantt
Rebecca Ruth Gardner
Christopher Andrew Gerwig
Mary Caitlyn Gilliland
Kevin Zachary Gilner
Nicholas Hao Tien Ginocchio
Nicole Christine Girard
Sheatial Sydney Ann Gooden
Robert Pinkney Gorrell III
Brianna Nachele Grant
Courtney Leighann Green
Randal Ray Greene Jr.
Jennett Hope Griffin
James Gordon Gullidge
Elizabeth Pauline Hall
Caroline Adel Haney
Shelby Paige Hardee
Mavrick Christian Harris
Matthew Brodie Hart
Charles Cradion Heatherly
Jeffrey Paul Heiser
Anne McMeekin Herlong
Morgan Brittany Hiler
ReAnne Satterlee Hinton
Amy Elizabeth Horton
Emily Mackenzie Howe
Justus Martin Huff
Sarah Virginia Hurt
Rachel Lee Iannazzone
David Whitney Jackson III
McCauley Thornhill James
Hannah Maka Jarrett
Kristen Alexandra Jenkins
Micheala Perketta Jeter
Claire Anne Johnson
Michael Allgood Johnson Jr.
Samuel Lewis Johnson
Mary Kathryn Jolly
Rickey Sanchez Jones
James Richard Kavanaugh
Maret Anne Keasler
Alexander Ross Keen
Ellis Wilson Keim
James Obert Kempson III
Catherine Anderson King
Henry Lucius Laffitte III
Elizabeth Eugenia Lambert
James Harshaw Lane III
Ashley Erin Lawrence
Ann Spencer Lee
Hannah Jean Leirmoe
Bradley Alexander Loesing
Megan Ruth Lyons

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Phil Carter Mahoney
Elizabeth Hankins Maier
Anson Rebecca Marcotte
Athanasios Mastrokolias
Alexandra Claire McCubrey
James Campbell Meadors Jr.
Sally Caroline Mobley
Alexandra Ruth Moore
Sarah Patricia Moore
April Raeann Moorhouse
Lisa Leyla Morris
Daniel Livingston Moyo IV
Edward Whiteford Mungo
Jack Patrick Murphy
Christina George Nayfa
Peter Andrew Noordsy
Kathleen Margaret O’Kelly
Kevin Haywood O’Quinn
Sara Ruth Oates
Leah Kristin Odom
Nathan Henry Page
Ameet Pall
Andrew Rhys Parrish
Christopher James Pettit
Amanda Eileen Phillips
Anne Nicole Phillips
Dixon Bryan Pitt
Allison Nicole Poole
Maggie Elizabeth Raines
Joseph Francis Ready Jr.
Kaitlyn Patrizia Rehollar
Sydney Elise Reed
Caroline Andrea Reid
Thomas Alan Ress Jr.
Domas Rinksalis
Brandon Michael Robinson
John Rutledge Robinson
Galina Guri Rodriguez
David Winston Roney
Preston Ellis Roseboro
Theodore Anthony Rowland IV
Clayton Samuel Ruff
Randolph Baxter Russell
Amanda Taylor Saca
Whitney Eugene Sanders Jr.
Westley Lucas Satterwhite
Thomas Alton Schnibben
Stephanie Lynn Seppala
Ellen Elizabeth Shrader
Natheda Miya Sims
Charles Hampton Skidmore
James Cecil Skinner
Elizabeth Marshall Smeak
Constance Eleanor Smith
Emily Anne Smith
Katherine Lacy Smith
Thomas Hunter Soltis
Nicole Sowers

Paul William Stagmaier
William Griffin Starnes
Barbara Jayne Steacy
Matthew Todd Steelman
Kirby Rivers Stone
Bonnie Elizabeth Stroup
Tyler Bateman Swain
Joseph David Takesuye
Joseph Carter Tecklenburg
Edward Palmer Tewkesbury Jr.
Catherine Preston Thomas
Jessica Kaye Tobin
Matthew Satoshi Tobin
Burwell Boykin Clarke Todd
Kelly Corrigan Turn
Joshua Christopher Turner
Connor Rose Twyman
Lorena Maritza Vega
Faith Frances Waitman
Martha Glazener Walker
Matthew Saks Walker
Courtney Marie Walls
Stephanie Michelle Walrath
Benjamin Thomas Walsh
Elizabeth Lea Walters
Lauren Michelle Watts
Hannah Claire Watts
Alexander Harold White
Taylor Rinehart White
Brent Austin Whitehead
Hallie Marie Willm
Lukeus Keith Wingo
Marion Elizabeth Wolfe
Benjamin Charles Wright
Andrew Patrick Young
Lindsey Carter Zehr
Bachelor of Science Degree

Jonathan Ray Addison  
Mitchell Charles Allen  
Paolo Miguel Arce  
Matthew Lee Arsenault  
David Logan Barnett  
Elizabeth Marie Bassett  
Zachary William Beaver  
Aften Michelle Blackwell  
Victoria Christine Bone  
Lauren Reynolds Boulier  
Ricardo McKinley Braxton  
Kristen Marie Brown  
Amber Lynell Bundrick  
Caroline Capshaw Burdette  
Jayme McKenzie Cannon  
Sarah Marie Catalana  
James Saye Chappell  
Brittany Darlene Coker  
Dominique Nicole Cox  
Campbell Davies Coxe Jr.  
Kelley Elise Crawford  
Holden Scott Crosby  
Martha Anne Richardson DeBerry  
Marshall Andrew Diven  
Jesse David Dixon  
Vivian Nicole Eliopoulos  
Abbott McEachern Ellison  
Taylor Leigh Fenig  
Samantha Renee Flowers  
Nathan David Folks  
Caroline Rose Franks  
Elizabeth Skardon Garrison  
H. J. Alexander Goltry  
Joshua George Gross  
Irene Minas Halkias  
Jesse Alonzo Hanley  
Patrick Wayne Harbour  
Bianca Nicole Harmon  
Lauren Amanda Hernandez-Rubio  
Marie Annette Hewes  
David Michael Hillsman  
Stefanie Olivia Beth Hoffer  
Timothy Michael Jennings  
Christopher deGrffenried Keenan Jr.  
Sydney Conyers Kline  
Stephanie Jean Lenes  
Caroline Patricia Liddy  
Kimberlee Allen Lockwood  
Emily Christine Loeber  
Arianna Cantrell Martin  
Carrie Elizabeth Martin

Joseph Hiram Mcabee  
Gwendolyn Jane McDaniel  
Maggie Elizabeth McLaughlin  
Adrian Rashad Mclellan  
James Casper Mills IV  
Montae Arrien Monroe  
Kathrine Crosby Moore  
Travis Michael Muthig  
Sean Huu Nguyen  
Craig Phillip Novack  
Margaret Casey O’Brien  
Mary Catherine O’Brien  
Ryan Peter O’Loughlin  
Christopher Erik Olsen  
Anne Griffin Patterson  
Robert Lawrence Patterson  
Nathaniel Hunter Rackett  
Hannah Frea Rapport  
Austin Garrett Rawl  
Alexander Gage Revels  
Hilary Grace Riley  
Warren Benae Ritter II  
Stuart Dudley Robertson  
Kenton Hayes Roush  
William Spencer Russell  
Regis Rutarindwa  
Arsalaan Amin Mohammad Salehani  
Michael Anthony Scott  
Haley Nicole Sims  
Wiley Nicholas Sinkus  
Thomas Edward Tafel  
Kathryn Grace Teal  
Jaynorris Navouski Thomas  
Jeanne Umuhire  
Nicholas Lee Waddell  
Whitney Lane Walker  
Kaitlin Hunter Watkins  
Christopher Michael White  
Jenna Denise White  
Megan Olivia Wilson  
Charles Tyler Womble  
Bedford McNair Wooten  
Josh Gordon Wright  
William David Wynn  
Alexandra Christina Zeldenrust
Bachelor of Arts and Bachelor of Science Degrees

Lauren Michelle Barter
Alex Stein Bowman
Stephen Russell Bryant
Ryan Neil Campbell
Kristina Leigh Dukes
Jennifer Lynn Fisher
Monroe Patrick Griffin
Jordan Lauren Hardy
Emma KiAnna Hughes
Quinn Douglas Hunt

Joseph Alexander Inman
Thien-An Phan Le
Ashlee Ann Price
Richardson Gaillard Seabrook
Helen Christine Shelton
Allison Kate Tolbert
Ceasar Jesus Ravago Tria
Kevin Bart Tucker Jr.

Honors in 2012 Graduating Class

Summa Cum Laude
Mitchell Charles Allen
Paolo Miguel Arce
Zachary William Beaver
Sarah Marie Catalana
Jennifer Lane Coggins
Ashley Erin Lawrence
Bradley Alexander Loesing
Joseph Hiram McAbee

Magna Cum Laude
Matthew Lee Arsenault
Elizabeth Marie Bassett
Hayes Christopher Brown
Caroline Capshaw Burdette
Marshall Andrew Diven
Joshua Reece Fester
Mary Caitlyn Gilliland
Monroe Patrick Griffin
Patrick Wayne Harbour
Quinn Douglas Hunt
James Harshaw Lane III

Cum Laude
Mesha Danielle Arant
John Montgomery Bailey
James Andrew Ballard
Pari Nicole Barr
Lauren Michelle Barter
Sara Kistler Blackman
Kristen Marie Brown
Stephen Russell Bryant
Christian Kime Buff
Amber Lynell Bundrick
Casey Michelle Calvert
Phillip Cash Collins
Dominique Nicole Cox
Betty Suiter Coxe
Patrick James Craig Jr.
Martha Anne Richardson DeBerry
William Thomas DeLoache
Konstantine Peter Diamaduros
Theron James Dill
Kristina Leigh Dukes

Alexandra Claire McCubrey
James Casper Mills IV
Travis Michael Muthig
Sean Huu Nguyen
Margaret Casey O'Brien
Mary Catherine O'Brien
Ashlee Ann Price
Brandon Michael Robinson
Arsalaan Amin Mohammad Salehani
Helen Christine Shelton
Sarah Patricia Moore
Anne Griffin Patterson
Hilary Grace Riley
Domas Rinksalis
Stuart Dudley Robertson
David Winston Roney
Whitney Eugene Sanders Jr.
Thomas Alton Schnibben
Tyler Bateman Swain
Kathryn Grace Teal
Catherine Preston Thomas
Allison Kate Tolbert
Martha Glazener Walker

Keri Alexandra Eadie
Stephen Bryan Eddy
Chesley Kent Elliott
Abbott McEachern Ellison
Mary Frances Galphin
Elizabeth Skardon Garrison
Christopher Andrew Gerwig
Jennett Hope Griffin
Charles Cradion Heatherly
Jeffrey Paul Heiser
Stefanie Olivia Beth Hoffer
Hannah Maka Jarrett
Claire Anne Johnson
Elizabeth Eugenia Lambert
Megan Ruth Lyons
Adrian Rashad McLellan
Alexandra Ruth Moore
Lisa Leyla Morris
Jack Patrick Murphy
Christina George Nayfa
Peter Andrew Noordsy
Andrew Rhys Parrish
Honorary Degrees

Robert Michael James ......................................................... Doctor of Humanities
Hugh Kenneth Leatherman Sr. .............................................. Doctor of Laws

High Honors in Art History
Katherine Lacy Smith

High Honors in Government
Joshua Reece Fester

High Honors in History
Jennifer Lane Coggins
Ashlee Ann Price

High Honors in Mathematics
Monroe Patrick Griffin

High Honors in Religion
James Andrew Ballard

Honors in Religion
Mesha Danielle Arant
Patrick James Craig Jr.

Algernon Sydney Sullivan Awards
Joseph McAbee
Darwin Simpson

Mary Mildred Sullivan Awards
Amanda Sacca
Nora Featherston

Class of 2012

B.A. Graduates 210
B.S. Graduates 96
B.A. and B.S. Graduates 18

TOTAL GRADUATES 324
## Student Body Statistics

### Students Entering September 2012

<table>
<thead>
<tr>
<th>Category</th>
<th>Commuting</th>
<th>Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year students</td>
<td>7</td>
<td>432</td>
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<tr>
<td>Transfer Students</td>
<td>5</td>
<td>22</td>
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<tr>
<td>Former Students</td>
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<tr>
<td>Special/Non-Credit Students</td>
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</tbody>
</table>

**Total New Students**: 474

### Geographical Distribution of Student Body 2012-2013

<table>
<thead>
<tr>
<th>State</th>
<th>Students</th>
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<tbody>
<tr>
<td>Alabama</td>
<td>13</td>
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<td>Arkansas</td>
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<td>Delaware</td>
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<td>District of Columbia</td>
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<td>Foreign country</td>
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<td>Florida</td>
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<td>Georgia</td>
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<td>Tennessee</td>
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<td>Virginia</td>
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<td>West Virginia</td>
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<tr>
<td>Wisconsin</td>
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<tr>
<td>Total U.S.</td>
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<tr>
<td>Bermuda</td>
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<td>China</td>
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<td>South Africa</td>
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<td>Sweden</td>
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<tr>
<td>United Kingdom</td>
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</tr>
<tr>
<td>Total</td>
<td>34</td>
</tr>
</tbody>
</table>

**Total Enrollment**: 1575
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