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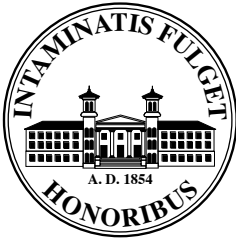
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2011– 2012 Catalogue September 2011

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Photos by Mark Olencki ' 75

WOFFORD COLLEGE

www.wofford.edu

Directory for Correspondence

The College in General.....	The President
Curriculum and Faculty.....	The Senior Vice President and Dean of the College
Admission to the College.....	The Director of Admission
Student Life.....	The Vice President for Student Affairs and Dean of Students
Registration, Student Academic Records, and Summer Session.....	The Registrar
Library and Archives.....	The Dean of the Library
Business Management	The Senior Vice President for Operations and Finance
Student Fees and other Financial Matters.....	The Associate Vice President of Finance
Scholarships and other Financial Aid	The Director of Financial Aid
Alumni and Parents Programs.....	The Director of Alumni and Parents Programs
Public Information and Publications	Vice President for Communications and Marketing
Gifts, Grants, and Bequests	The Senior Vice President for Development and College Relations
Athletic Programs.....	The Director of Athletics
Religious Activities	The Chaplain
Career Counseling and Placement.....	The Director of Career Services

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

The telephone number is: (864) 597-4000.

Web site: 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 September 1, 2011.

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 135.

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 2011-2012

Fall Semester 2011

September	1-2	Thursday – Friday – Pre-session faculty workshop/meetings
	1-4	Thursday – Sunday – FYI Orientation for new students
	5	Monday – Classes begin on regular schedule
	9	Friday – Last day for adding and dropping courses
27-30	Tuesday-Friday – Registration for Interim Abroad	
October	21	Friday – Fall Academic Holiday
	21	Friday – First grading period ends
	24	Monday – Mid-semester grades due at 5:30 p.m.
	24-28	Monday – Friday – Registration for Interim 2012
November	11	Friday – Last day for dropping courses with passing grade (WP)
	15-18	Tuesday – Friday – Registration for spring 2012 semester
	22	Tuesday – Thanksgiving holidays begin at 5:30 p.m.
	28	Monday – Classes resume
	29	Tuesday – Mandatory first Interim class – 11 a.m.
December	9	Friday – Last day of fall semester classes
	12-16	Monday – Friday – Fall semester final examinations
	16	Friday – Christmas holidays begin at 5:30 p.m.
	19	Monday – Final grades due at 5:30 p.m.

Interim 2012

January	4	Wednesday – Residence halls open
	5	Thursday – Interim begins
	5	Thursday – Last day for adding and dropping courses
February	1	Wednesday – Interim ends

Spring Semester 2012

- February 5 Sunday – Check-in for new resident students
 6 Monday – Classes begin on regular schedule
 10 Friday – Last day for adding and dropping courses
 13 Monday – Interim grades due at 5:30 p.m.
- March 5 Monday – Summer session registration opens
 23 Friday – First grading period ends
 26 Monday – Mid-semester grades due at 5:30 p.m.
 30 Friday – Spring holidays begin at 5:30 p.m.
- April 9 Monday – Classes resume
 13 Friday – Last day for dropping courses with passing grade (WP)
24-27 Tuesday – Friday – Registration for fall 2012 semester
- May 7 Monday – Priority registration for Interim 2013 Abroad
 11 Friday – Last day of spring semester classes
14-18 Monday – Friday – Spring semester final examinations
 18 Friday – Grades for seniors due at 5:30 p.m.
19-20 Saturday – Sunday – Commencement activities
 21 Monday – Final grades due at 5:30 p.m.

Summer Session 2012

- June 4 Monday – Summer I begins
 5 Tuesday – Last day for adding and dropping courses
- July 6 Friday – Summer I ends
 9 Monday – Final grades for Summer I due at 5:30 p.m.
 9 Monday – Summer II begins
 10 Tuesday – Last day for adding and dropping courses
- August 9 Thursday – Summer II ends
 13 Monday – Final grades for Summer II due at 5:30 p.m.

The College



Main Building, 1854

Purpose of the College

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

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

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

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

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

History of the College

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, South Carolina. 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 College 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 concern for the individual. It has respected the virtues of continuity and heritage while responding with energy, optimism and excitement to the challenges of a changing world.

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

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

Construction finally began in the summer of 1852 under the supervision of Ephraim Clayton of Asheville, NC. 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, New York, 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 United States Congressman.

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 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 really quite hopeless, but the physical plant remained intact and the professors remained at their posts. Given the disarray of education at all levels, South Carolina Methodists saw the mission of their colleges as more important than ever if a “New South” was to be created.

Shipp remained at the college through the Reconstruction period, and his emancipated slave 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 President Carlisle in his campus home, now occupied by the dean of students. To them, he was “The Doctor;” “Wofford’s spiritual endowment;” “the most distinguished South Carolinian of his day.”

The curriculum gradually evolved during Carlisle’s administration; for example, he shocked everyone by delivering his first presidential commencement address in English rather than Latin. Nevertheless, many lasting traditions of Wofford life date from his administration. Four surviving chapters of national social fraternities (Kappa Alpha, 1869; Sigma Alpha Epsilon, 1885; Kappa Sigma, 1891; and Pi Kappa Alpha, 1894) were chartered on the campus. Such organizations owned or rented houses in the village, because in those days, professors lived in college housing while students expected to make their own arrangements for room and board. To meet some of their needs, two students from the North Carolina mountains, Zach and Zeb Whiteside, opened and operated Wofford’s first dining hall in Main Building. Although music was not part of the curriculum, there was an active glee club. Yankee soldiers in Spartanburg during Reconstruction apparently introduced college students to baseball, and Wofford and Furman University played South Carolina’s first intercollegiate football game in 1889. That same year, a group of students organized one of the South’s earliest literary magazines, *The Journal*. At commencements throughout the period, graduates sang the hymn, “From All That Dwell Below the Skies,” and received a Bible signed by faculty members.

In 1895, delegates from 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, NC, 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 the Wofford community’s determination to meet the standards for accreditation that later inspired Snyder to turn down an appointment to the faculty at Stanford University to become Carlisle’s successor as president. It was also true that Spartanburg was no longer a sleepy courthouse village – it had become a major railroad “hub city” and was surrounded by booming textile mills. Local civic leaders launched nearby Converse College, which combined liberal arts education for women with a nationally respected school of music. At Wofford, it no doubt seemed possible to dream bigger dreams.

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

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.

In spite of all this progress and the wide respect he earned in national higher education circles, Snyder was able make little headway in strengthening 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 farms 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 February 22, 1943, to offer accelerated academic instruction for Air Corps officers. The faculty and 96 remaining Wofford students did their work at Spartanburg Junior College or at Converse.

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

The only alumnus to serve as president of Wofford, Dr. Walter K. Greene '03, thus suffered through a very stressful administration (1942-1951) that today is remembered primarily as a golden age for Terrier athletics. Under the coaching of Phil Dickens, the 1948 football team set a national record with five straight ties. Wofford then won 15 straight games before losing a Cigar Bowl match with Florida State. Another celebrated achievement was a 19-14 upset of Auburn to open the 1950 season. Dickens' teams were known for skillful operation of a single wing offense similar to that used at the University of Tennessee, as well as solid "Wofford Gold" uniforms, whose coppery color was so close to that of contemporary footballs that it created a 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, the college worked hard to recruit outstanding faculty and provide better pay and benefits. Some legendary professors, such as Lewis P. Jones '38 in the history department, arrived within a few years after the war. Philip S. Covington, who served as the college's academic dean during the 1950s and 1960s, displayed a remarkable knack for looking beyond curriculum vitae to spot a great teachers. The story goes that he met the late geologist John Harrington on an airplane flight. Covington talked Harrington into coming to Wofford even though the college had no major in his subject and no plans to add one. "Dr. Rock" taught his famous bus-trip laboratories into the 1970s and changed the lives of dozens of students.

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

When President Paul Hardin III arrived on campus to begin his administration in 1968, he found few radicals and revolutionaries among the students, but he felt that major changes in residence life policies and programming were overdue. A new "Code of Student Rights and Responsibilities," guaranteed academic and political freedom for students and established a judicial process regulating campus behavior. 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 has steadfastly defended, while at the same time taking steps to ensure that caring, personal attention is available to students when they need it. An effective campus ministry 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, and 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 coeducation at Wofford became a reality with the Class of 1980, and by mid 90s, women made up more than 45 percent of the student body. From the first, Wofford women were high achievers, winning more than their proportional share of academic honors and exercising effective leadership in campus organizations of every kind.

In 1972, having demonstrated his ability as a faculty member and in several administrative positions, Joab M. Lesesne Jr. replaced Hardin as Wofford’s president, serving until he retired at the end of the 1999-2000 academic year. Some statistical comparisons may be instructive. 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 nearly all 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, the Reeves Tennis Center and the Joseph E. Taylor Athletic 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, 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, Dr. Benjamin 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 1600 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, 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, which has received certification as a LEED Platinum Building. Annual *Open Doors* surveys conducted by the Institute of International Education consistently ranked Wofford in the top ten 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.

Reflecting its continuing emphasis on making service-learning connections between Town and Gown, Wofford was selected for the President’s Community Service Honor Roll for four consecutive years. Organized in 2011, the Center for Professional Excellence is located in the Wofford Village and offers a range of programs designed to better prepare students for the world of work. Particularly noteworthy is the Success Initiative, where students work in multi-disciplinary teams to make connections between theory and problem solving.

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 would also 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.”

And 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 Commission on Colleges of the Southern Association of Colleges and Schools to award the degrees of Bachelor of Arts and Bachelor of Science. The Commission’s address is 1866 Southern Lane, Decatur, GA 30033-4097. Their phone number is (404) 679-4500.

Phi Beta Kappa

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

Degrees

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

The Sandor Teszler Library

The Wofford library collections are housed 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, and interlibrary loan. 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, DVDs, etc. The on-line resources available include a wide range of more than 140 databases, more than 133,000 electronic books and 42,737 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.

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.

The Academic Program

The academic program, the primary means by which Wofford College seeks to realize its purpose, is based upon a liberal arts curriculum, which provides an effective study experience for developing abilities and motivations for lives of success, service, and fulfillment. 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 Wofford's concept of the purposes and reasons for a liberal arts education has seen little change.

The Honor Code

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

The Curriculum

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

General Requirements

All students are to complete a core of general requirements to ensure a broad exposure to our intellectual heritage. These required studies are in English, fine arts, foreign languages, humanities, science, history, philosophy, religion, cultural perspectives, mathematics, and physical education. General education requirements are intended to promote breadth of knowledge, integration of disciplinary perspectives, and understanding of diverse cultures. Wofford's program seeks to develop skills and competencies for intellectual inquiry and personal growth. (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 in order to prepare themselves for professional careers. The curriculum provides sound pre-professional background for careers or post-graduate study in education, law, medicine, dentistry, nursing, veterinary science, engineering, and theology.

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

(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 appreciation for other peoples and cultures.

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, one rising junior or senior annually 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 which 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 return 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.

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. Program costs are comparable to those of attending Wofford, plus international travel expenses; financial aid may be applied toward program costs.

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. 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)

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. 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 Center for Professional Excellence

Founded in 2010, The Center for Professional Excellence houses six programs that bridge the gap between the theoretical and practical. The programs leverage our liberal arts foundation and focus on developing skills and talents that give Wofford students a competitive advantage regardless of the future they pursue. The Center truly changes the paradigm of preparing students for the transition to life after college by providing practical tools for the world of work. Whether you anticipate a career in finance, the jump to medical or law school, entrepreneurship, or anything in between, The Center will help you get there.

Career Services

The Career Services Office helps students and alumni create and execute a career search strategy based on skills, interests, and values. It is the mission of the department to 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 career and job counseling.
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, resume writing skills and other special topics, such as business etiquette.
5. Assistance to those pursuing graduate or professional school acceptance, by providing individual counseling, admissions test information 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 resume posting.
 - c. Internship development and preparation.
7. Part-time job location and development, including on-campus jobs and off-campus opportunities with local non-profits, businesses, and schools.
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 counseling 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.

Success Initiative

The Wofford College Success Initiative is a scholarship-supported, projects-based, student-led learning community that is grounded in the liberal arts. It uses five essential building blocks in its developmental program:

- Scholarship support to attract and enable future leaders to attend Wofford College and to participate in the Success Initiative
- Individual projects leading to personal and professional development and team projects requiring collaboration and cooperation

- Student Leadership of all operations of the Success Initiative
- A learning community whose members form a cohort of future leaders
- The liberal arts philosophy of education for its proven value in promoting visionary leadership and rational decision-making. Among the core competencies are: critical thinking, communications, knowledge of self and others, creativity, and collaborative problem solving.

Every individual project and team project is designed to exercise each of these core competencies. While the Success Initiative is an academic program, participation in it does not carry academic credit. It complements the academic curriculum without replacing any part of it. The five building blocks comprise a program that is unique in higher education.

Venture

Venture 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. Venture advisors 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.

Boston Terrier Consulting Group (BTCG)

The Boston Terrier Consulting Group 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. BTCG advisors provide assistance throughout each engagement.

The Institute for Professional Development

The Institute for Professional Development provides participants with a substantial set of skills directly applicable in the professional workplace. Scheduled during the second session of summer school, this five-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; resume 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 will meet with the senior management of their assigned company, discuss the relevant issues, project plan the assignment, investigate options, and develop solutions. The team will present 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 will prepare students for challenges that will be faced in environments after Wofford.

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

The Sophomore Experience

The Sophomore Experience is a two-day annual conference held off-campus at the end 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; leadership; communication; networking; dressing for success; major choice; and etiquette.

Students compete in a negotiation simulation and are exposed to a guest executive who delivers a keynote address on key factors of success. The 2011 guest executive was Rob Glander, CEO of Guardian Warranty. The President of the college also addresses all attendees during the evening meal.

Teacher Education Program

Wofford College offers a program to prepare graduates to teach in public or private schools in South Carolina and 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 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 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 between 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 forty minutes per course. In addition, science courses have laboratories three afternoons a week. Most summer courses carry credit of three or four semester hours each, and students may undertake a maximum of two courses per term.

The teacher-certifying bodies of the various states, including South Carolina, have their own rules for applying course credits toward teachers' certificates, and teachers should acquaint themselves with these rules before enrolling in summer courses.

Admission



The Village

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

Dates of Entrance

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

Application Procedures

Students interested in applying for admission should visit www.wofford.edu/admission, which contains the necessary forms and instructions for both freshman and transfer applicants. The admission Web page also provides financial aid and scholarship information, “Fast Facts” about Wofford, a profile of the freshmen class and a virtual tour of the campus.

Here is a summary of application procedures and policies.

1. Each person seeking admission must complete the Application for Admission online and submit it with a \$35 non-refundable application fee to the Admission Office.
2. Transcripts and other documents regarding previous academic work provide important information about students’ academic history and potential. For **high school applicants**, high school transcripts and the High School Report Form are required and are to be sent directly to the Admission Office by the schools attended. For **transfer applicants**, transcripts of both high school and college work are required; all these materials are to be sent directly to the Admission Office by the schools and colleges concerned. For **home school applicants**, accredited home school transcripts (if applicable) and/or portfolios recording all high school work completed are required. These should be sent to the 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 freshman class and transfer applicants** are required to submit either Scholastic Aptitude Test (SAT) scores or American College Testing Program (ACT) scores. The SAT or ACT writing test also is required.
4. Letters of recommendation from teachers or other respected adults who know freshman or transfer applicants well are encouraged. Such letters may be sent to the 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.

<i>Notification Priority</i>	<i>If Completed Application Is Received By</i>	<i>Admission Decision Will Be Mailed</i>
<i>Early</i>	November 15	December 5
<i>Regular</i>	February 1	March 15

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

Students admitted for the fall semester may reserve space in the student body by submitting the required deposits on or before May 1. These deposits, which are *nonrefundable*, are \$300 for resident students and \$200 for commuting students. The deposits are applied toward the comprehensive fees due for the fall semester (or, for students entering Wofford in the spring semester, are applied toward the comprehensive fees due for that semester). Available spaces in campus residence halls are limited, and assignments to them are made according to the dates the deposits are received by the Admission Office.

Early Decision

The early decision option allows applicants to know of their admission to Wofford early in the process. Notification is mailed to applicants for early decision on December 5. This option is recommended for students who know that Wofford is among their top choices. To apply for early decision, students must submit a completed application for admission and other required information by November 15. They should be sure to sign the early decision agreement on Part One of the application for admission. (This application does not preclude students from applying to other colleges.) Applicants who wish to accept admission granted by the early decision must notify Wofford of their intention to enroll by paying a \$300 nonrefundable deposit (\$200 for commuting students) prior to February 1 and withdrawing applications to other institutions. Students who are accepted by early decision, but who choose not to make a commitment by this date, will be reconsidered for admission in the regular pool and notified March 15.

Applicants for early decision who are interested in financial assistance through Wofford College may apply using the Wofford College Financial Aid Estimator. This form is available at www.wofford.edu/financialAid/ to all students who indicate an interest in applying for early decision. Applicants who submit by December 1 a copy of the Estimator to the Director of Financial Aid will be informed by December 20 of their estimated financial aid award.

Interviews and Campus Visits

Applicants and other interested students are encouraged to visit the campus and talk with college representatives. Visitors are served more effectively when arrangements are made in advance. Appointments for interviews, Admission presentations, and campus tours can be scheduled for weekdays at 10:00 a.m. and 2:00 p.m. and for Saturdays at 10:00 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 Internet e-mail address is admission@wofford.edu, and the Web address 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. *The college especially encourages applications from students who have completed high school graduation requirements under a home school program.* Also, students desiring to enter Wofford prior to attaining a high school diploma, and students who by non-traditional means have attained the equivalent of admission requirements, will be considered on an individual basis. The Committee on Admission carefully reviews such applicants and may grant admission upon evidence of superior ability and maturity. An interview with an Admission staff member is strongly suggested for these applicants.

Transfer from Other Institutions of Higher Learning

Candidates submitting evidence of studies successfully completed at other institutions of higher education may be considered for admission with advanced standing, provided they are eligible for readmission 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 sixty-two semester hours and ninety 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 thirty-four 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

A student who has withdrawn from Wofford and who wishes to return must apply to the Registrar, for readmission at least thirty days prior to the date the student wishes to re-enter. The Registrar will consult with the Director of Admission to reach a decision on the student's readmission. Former students who have attended other institutions of higher learning for more than two semesters since leaving Wofford must meet the college's expectations for admission as transfer students. If any former student seeking readmission has attended any other institution(s) of higher learning during his or her absence from Wofford, official transcripts of work undertaken must be submitted, together with statements of honorable dismissal, by the other institution(s).

Recognition of Credits and Exemptions

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

Dual Enrollment for High School Juniors and Seniors

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

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

PACE and Other Accelerated High School Programs

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

College-Level Examination Program (CLEP)

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

Advanced Placement Program (AP)

The college grants exemption and credit for acceptable scores (4 or higher, except on calculus BC, for which 3 or higher is acceptable) on most tests in the Advanced Placement program. Variances include the provisions that no credit is awarded for the International English Language 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 College awards 6 to 8 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 (DANTE)

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

Educational Opportunities for Non-Traditional Applicants

Wofford College encourages individuals who are not of traditional high school age or background, including military veterans or career military personnel, to pursue educational programs leading to the undergraduate degree. So that the college can outline specific academic programs and provide 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.

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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 services programs which are intended to help meet the needs and develop the capacities of students. Services are available through the offices of Student Affairs, Center for Professional Excellence, Campus Ministry, Financial Aid, Greek Life, Health Services, Intramurals, Recreation and Club Sports, Multicultural Affairs, Residence Life, and Student Activities.

Academic Advising Programs

Faculty Advising for Freshmen and Sophomores

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

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

Faculty Advising for Juniors and Seniors

By March 1 of the sophomore year, students are expected to specify the academic department or program in which they intend to major. When that step is taken, the department chair or faculty coordinator in the intended major becomes the student's advisor for the junior and senior years. During that time, students may and should consult their advisors on all matters concerning their majors and related work.

Advising for Transfer Students

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

Pre-Professional and Program Advising

Designated members of the faculty serve as advisors to students in certain study programs which cut across majors and classes. These programs include those for studies leading toward professional schools in medicine, dentistry, nursing, veterinary medicine, pharmacy, Christian ministry, engineering, and law; for preparation for licensure in secondary-school

teaching; and for study abroad. Advisors and students in these programs work together to outline plans of study which are appropriate to the student's interests, to the requirements of the non-Wofford agencies and institutions involved, and to the degree requirements of the college. (See information in Chapter VI, Degree and Program Requirements.)

Tutoring Services

The Director of Peer Tutoring organizes upperclassmen who serve as tutors to fellow students who may need help with their studies. The peer-tutors are selected by the faculty and paid by the college. Students interested in receiving assistance should contact peerTutor@wofford.edu. Students interested in receiving assistance in foreign languages should contact flpeertutors@wofford.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 College hosts the summer training camp for the Carolina Panthers of the National Football League.

Health Services

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.wofford.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 Health Services should be made during regular office hours (8:00 a.m. - 5:00 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 Health Services, 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 Director and the Assistant Director of Health Services coordinate 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 Health Services. Guidelines for documentation are available from the Director or online at 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 are also available through Wofford Wellness.

The Office of the Chaplain

In addition to the Counseling Office in Health Services, 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 & Community Engagement

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. They share a common vision of forming *“an alliance of activist learners equipped and empowered to build more just, peaceful and sustainable communities.”* 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, and
- 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 ten hours of community service each week during each academic year and 280 hours of service during each of two summers during their undergraduate careers. The Bonner Scholars program is a joint venture of Wofford College and the Corella and Bertram F. Bonner Foundation, Princeton, New Jersey.

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 ninety percent of the student body. All single full-time students, except those commuting daily from their parents' homes or the homes of other relatives (i.e., grandparents, aunts, uncles, or married brothers or sisters) are required (assuming rooms are available) to live in the college residence halls and to take their meals in the college dining hall. 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 thirty-five hours or more each week and whose schedules would make living in the residence halls or taking meals in the dining hall impractical, or students who for reasons of health, certified by a physician or practicing psychologist, have residence or dietary needs which could not be met in the residence halls or dining hall. Students otherwise eligible to live in residence halls must have special permission from the Dean of Students to do so during any semester in which they are enrolled for fewer than nine semester hours.

Each resident student pays a \$50 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 \$50 in the account. At the time a student ceases to reserve or reside in college housing, the balance of the deposit becomes refundable.

Resident students must submit a non-refundable \$300 room deposit by March 15th to reserve a room for the next academic year. The college guarantees housing for first-year students who submit a deposit by May 1st. Rooms for upperclassmen are assigned through an annual lottery. For the 2011 lottery, seniors will be given priority, then sophomores and then juniors. While a few single rooms are available, most residence hall rooms are designated for double occupancy. Insofar as facilities permit, resident students, including freshmen, are assigned to rooms with requested roommates.

Some of the residence hall rooms are equipped with outlets for the college computer network, the internet, cable television and local telephone service. All rooms are furnished with single beds, mattresses, dressers, desks, and chairs. Residents are expected to supply their own linens and accessories. Wofford College recommends that students and/or their parents cover belongings with the appropriate insurance. Wofford cannot take responsibility for lost, stolen, damaged property or theft, fire or other causes.

Members of the residence life staff, selected for their abilities to assist and advise students, live in the residence halls. They work with the residents to create an atmosphere conducive to the well-being of all students and to encourage the recognition that residents must be responsible for maintaining such an atmosphere. Residence life staff members are alert to the needs of students who have academic or personal concerns.

Wofford's regulations and policies regarding campus life and student conduct are stated in the *Student Handbook*. The *Honor Code* and the *Code of Student Rights and Responsibilities* as well as specific statements on such matters as possession of alcoholic beverages, the prohibition of illegal drugs, the use of automobiles, and students rights of due process are defined in the *Student Handbook*. The Handbook is available on line at www.wofford.edu. All students are expected to be familiar with the information in it. Additional information about residence life can be found online at www.wofford.edu/residencelife.

Student Involvement

The Assistant Dean of Students for Student Involvement works with the staff and faculty to provide expanded programs, services, guidance and leadership opportunities that enrich students' educational experiences at the College. Members of the Student Affairs 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 Web site. More information about student activities may be found in the Student Handbook on the college Web site.

College Organizations

Wofford supports more than 120 chartered organizations, 11 intramural teams, 9 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 between 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 in the on the college Web site at 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 Court
Appeals Court
Court of First Instance
Judicial Court

Academic and Professional Organizations

Alpha Epsilon Delta (pre-health)
Alpha Psi Omega (drama)
American Chemical Society
Association for Computing Machinery

Beta Beta Beta (biology)
Biology Journal Club
College Bowl Team
Debate Society
Delta Phi Alpha (German)
Economics Empire*
ISI (Intercollegiate Studies Institute)
Math Club
Michael James Investment Group
Minority Pre-Med Association
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 Crusade for Christ
Campus Outreach
Canterbury Club (Episcopalian)
Fellowship of Christian Athletes (F.C.A.)
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
College Democrats
College Libertarians
College Republicans
Wofford Athletics, Intramurals & Recreation Committee (*WAR*)
Equestrian Club
ESOL
Living with Animals
March of Dimes Collegiate Council
Men's Lacrosse Club*
NOW CAN*
ONE @ Wofford
Ski and Snowboard Club
Showstoppers
South Carolina Student Legislature
SPECTRUM
Student Alumni Association
Swords and Boards
Terrier Pals
Togetherness
Ultimate Frisbee Club
WE STAND*
Wofford Ambassadors
Wofford Bowling Team
Wofford Cheerleaders
Wofford Dance Team
Wofford Ducks Unlimited
Wofford Fly Fishing Unlimited
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
S.O.S: Saving Our Sisters – Charter Pending

The Fierce Green Fire – Charter pending
Wofford Men's Soccer Club – charter pending

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

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

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 interfraternity activities.

The social fraternities for men at Wofford are:

Kappa Alpha	Pi Kappa Alpha
Kappa Alpha Psi	Pi Kappa Phi
Kappa Sigma	Sigma Alpha Epsilon
Omega Psi Phi	Sigma Nu
Phi Beta Sigma Fraternity, Inc – Charter pending	

The social sororities for women at Wofford are:

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

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 need that many students of color have upon entering higher education so we commit significant resources to provide the support that first-year minority students need 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 events throughout the year. WAC meets every Thursday at noon in McMillan Theater to plan social 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 is 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 after William Stanley Hoole, Class of 1924 and captain of the 1923 Wofford College football team, and awarded annually to the senior intercollegiate athlete with the highest academic average.

The Walter E. Hudgins Award: A medallion and a cash prize from an endowment fund created with memorial gifts and a bequest from the estate of Dr. Walter 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: To recognize 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, South Carolina, known for his service to his nation as an infantry officer, his state as a public official, the church as a Methodist layman, and Wofford College as a member of its first Board of Advisors from 1888 to 1890.

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

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

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

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

The Arthur B. and Ida Maie S. Rivers Award: Presented annually to the member of the senior class who most exemplifies traits of integrity, virtue, gentleness, and character. This award is supported by an endowment fund given by the late Colonel (Ret.) R. Stafford Rivers, of Columbia, South Carolina, 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 difference on the campus and excelled in scholarship, leadership, campus citizenship and service.

The Benjamin Wofford Prize: Is awarded for the novella judged clearly superior in the novel-writing course.

Finances



Gibbs Stadium, 1996

Fees

For each academic year, the Board of Trustees of the college establishes comprehensive fees for resident and commuting students. These fees are set at the levels required for meeting the costs of the college's program, after those costs have been offset 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 2011-2012 fee payment was set as follows:

	Payment Period 1	Payment Period 2
Resident student	\$23,425	\$19,140
Commuting student	\$18,260	\$14,930

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 health services). It provides for each student one copy of the college annual (but note that the staff of the annual has the authority to make additional charges for personal photographs appearing in it) and subscriptions to other student publications, admission to home athletic events, and participation in all organizations and activities that are intended for the entire student body. No assessment by classes or by the student body can be made except by special permission of the college administration.

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

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

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 to participate in the Interim program.

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

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

Summer fees are shown in the summer session publication or on the college Web site 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 August 15 and for the second payment period by January 15, or (2) payment of the balance of the full annual comprehensive fee in equal installments each month beginning as early as June 1 and not later than August 1 and ending March 1. (The installment plan requires payment of an annual participation fee.) A student must either have paid the balance of the comprehensive fee for the period (option 1) or arranged participation in the installment program (option 2) before being permitted to register or to occupy college housing. The college reserves the right to amend the terms of any installment plan offered.

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

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

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

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

Reservation Deposits

Both resident and commuting students are required to pay non-refundable deposits to reserve their places in the student body for the next year. The amount of required deposit is \$300 for resident students and \$200 for commuting students. The deposit is credited to the student's account and is therefore deducted from the comprehensive fee due at the time of payment for the fall semester.

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

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

Financial Assistance

Wofford College helps many students with their educational expenses through its 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 on of merit scholarships, which may include academic excellence, leadership, career plans, or contribution to student activities such as theatre, choral groups, volunteer services, or athletic 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 Success Initiative Program. Information about these programs and applications are available online from the financial aid page of the Wofford Web site. 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 or (FAFSA). All students and their families are strongly urged to submit the FAFSA to insure eligibility is determined for all funds which might be available. The FAFSA is available for completion online at www.fafsa.ed.gov. The priority deadline to file the FAFSA is March 15 of each year. 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 non-profit 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 freshmen and continuing students should be made through 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 Web site at: www.wofford.edu/financialAid/. Applicants for and recipients of financial aid should refer to the Web site 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 consisting 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 second measure is a Quantitative Component which assesses a student's advancement toward completion of his or her program of study; this for Wofford is 24 new earned hours 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 24 hours 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 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 at www.wofford.edu/registrar/printCatalog.aspx. 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 which 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 will then be made if funds are available.

In addition, satisfactory progress requires the student to earn 24 semester hours each academic year (September August) if enrolled full-time. For the part-time student the requirement of hours earned for satisfactory progress will be prorated on the basis of the student's enrollment status (half-time, three-quarter-time, etc.). A student should consult the director of financial aid to determine the number of hours required in his or her individual case.

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 8 semesters of enrollment and twenty-four 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 which 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 at least composed of the director of financial aid, the director of admission, the registrar, and other members of the administrative staff.

Endowed Scholarships

Following are the endowed funds at Wofford College from which annual scholarships are awarded. The funds are part of the college's permanent endowment. Awards are made annually from interest earned by the endowment. Today, the minimum endowment required to establish a named scholarship is \$50,000, effective January 1, 2008.

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

The John Pope Abney Memorial Scholarship Fund was established in 1983 with a gift of \$500,000 from The Abney Foundation of Anderson, S.C., in memory of John Pope Abney, a member of the Class of 1904. Awards from the fund are reserved for students who meet part of their educational expenses through participation in the college's work or athletics programs with preference for students from South Carolina.

The Acee/Thomas Endowed Scholarship Fund was established in 2005 by Dorothy Acee Thomas, Class of 1996, and R. Scott Thomas in honor of her parents, Mr. and Mrs. J. Marshall Acee Jr. and his mother, Julia Wolfe Thomas and in memory and honor of his dad, Carl Holland Thomas Jr. Awards from this fund are reserved for students who demonstrate academic ability, compassion for humankind, service to the world around them, a charitable nature, and leadership. Financial need is also a consideration, but not the determining factor, for these awards.

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

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

The Karl E. Alexander Endowed Scholarship Fund was established in his memory in July 2010 by his parents, James Wiley Alexander and DeLois Galloway Alexander of Hartsville, S.C., and his aunt, Nancy Faye Galloway of Columbia, S.C. because of the dramatic impact Wofford College made in his life. Karl, a rising sophomore, died in July 2010 due to heart complications. Awards from this fund are reserved for qualified students, male or female, who demonstrate financial need. Recipients must exhibit some of the qualities that Karl possessed, including genuine concern and respect for others, ability to communicate well with people from all walks of life, and a happy, positive attitude. In addition, those selected for this award must have demonstrated their interest in and concern for others through church or community activities that benefit individuals other than themselves. Preference is given to deserving students from Robert E. Lee Academy in Bishopville, S.C. If there are no qualifying students from Robert E. Lee Academy, then Wofford College may award the scholarship to any qualified and deserving student(s); however, if at any time there is a qualified student from Robert E. Lee Academy enrolled or enrolling at Wofford College, that student is to receive award and will replace a recipient who did not attend Robert E. Lee Academy.

The D. Mark Anderson Endowed Scholarship Fund was established in December 2008 in his memory by his beloved wife, Jane Orahood Anderson; his devoted mother, Marion A. Jennings; and numerous friends. Preference for awards from the fund is given to students with financial need.

The Frank J. and Jeanette R. Anderson Endowed Scholarship Fund was established in 2007 by Frank and Jeanette Anderson. Mr. Anderson is a former librarian at Wofford College. Student recipients must be qualified upperclassmen (juniors or seniors) who demonstrate financial need and have shown an interest in and involvement in the arts.

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

The Ronald A. Andrews "Golden Toe" Endowed Scholarship Fund was established in December 2005 by Mr. Ronald A. Andrews of Danville, California. Mr. Andrews is a 1981 graduate of Wofford College and was a member of the Terrier football team. Awards from this fund are reserved for student-athletes, restricted to a member of the football team playing in one of the positions of place kicker, punter, or special teams. The recipients should demonstrate outstanding academic achievement, traits of leadership, character, and good citizenship.

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

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

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

The S.M. Atkinson Sr. Endowed Scholarship Fund was established in 1995 by the family of S. M. "Skinner" Atkinson Sr., a 1929 Wofford graduate. Mr. Atkinson, who died in 1992, was a retired member of the South Carolina Conference of the United Methodist Church and a former member of the Wofford Board of Trustees (1955-1966).

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

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

The Edward R. Bagwell and Marianne J. Bagwell Endowed Scholarship Fund was established in 2009 by Marianne J. Bagwell. After serving four years in the U.S. Army, Mr. Bagwell attended Wofford as an economics major and graduated in 1970 with Phi Beta Kappa honors. He received an MBA degree in 1971 from the University of South Carolina, and completed all requirements but the dissertation for his doctorate. He was the founder and chairman of Southwind Ltd., a Columbia based real estate development and management firm. Considered a visionary for the potential of downtown urban areas, Mr. Bagwell developed major commercial projects in urban centers in the Southeast. Following his sudden death in 1995, his estate provided for the establishment of the Hugh T. Arthur Scholarship Fund at Wofford. Marianne Bagwell met and married Ed Bagwell while he served in the army in Germany. Having studied languages and business, Mrs. Bagwell worked as executive secretary in the Spartanburg office of the Swiss-based Schaefer Machinery Company. She continued to work during Mr. Bagwell's graduate school years, and in 1976 joined her husband at Southwind Ltd. Recipients of the Bagwell Scholarship should be persons of outstanding character, academic promise, and demonstrated financial need. Preference should be given to students who are residents of South Carolina and who are majoring in business, economics, and/or a foreign language.

The Neetumn G. Bagwell Endowed Scholarship Fund was established in 2005 by the estate of Mr. Neetumn G. Bagwell, Class of 1940, who was a devoted teacher and coach in the Greenville County School System for thirty-one years. Awards from this fund are reserved for students who participate in the intercollegiate baseball program at Wofford College, and are of outstanding character with a proven financial need.

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

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

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

The Bernard M. Baruch Endowed Scholarship Fund was established by Mr. Bernard M. Baruch of New York, N.Y., and Georgetown, S.C., in February 1939.

The Lori Waldrop Barwick Endowed Scholarship Fund was established in 2006 by Benny and Gayle Waldrop in honor of Dr. Lori Waldrop Barwick, Class of 1994. Recipients of awards from this fund must be worthy and qualified students from Spartanburg County who are interested in a career in medicine or clinical psychology, with the hopes that no matter their choice of career path, they will advocate in some way for the availability of treatment service and continued research in the field of mental health.

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

The Bauknight Family Pre-ministerial Endowed Scholarship Fund was established in 2004 by Dow N. Bauknight, Class of 1971, and his wife Kitty. Through the generous giving of their time, talent, gifts and service, the Bauknights have demonstrated a high level of commitment to forming young people in the Christian faith. This scholarship provides for continual equipping of young people to be leaders in the church. Criteria for selection of this scholarship

are outstanding character; capacity for servant leadership; instincts to lead; energy and inclination to use one's gifts and to reach, teach and serve; and strong faith commitment.

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

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

The William J. and Allene Neely Bennett Endowed Scholarship Fund was established in 2003 from the proceeds of a remainder trust funded from the Reverend and Mrs. Bennett's estate. Mr. Bennett was a 1948 graduate of Wofford College who served various Baptist churches in South Carolina. Mrs. Bennett was a Converse College graduate. Awards from this scholarship go to students deemed to be of Christian character, academic promise, and who have demonstrated financial need.

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

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

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

The Charles I. and Jacqueline M. Blackburn Scholarship was established in 2006 through the bequest of Jacqueline M. Blackburn. Preference for awards from this fund is given to worthy upperclassmen who find themselves in an emergency situation with regard to financial need.

The Dr. Lewis Jones Blake Scholarship Fund was established in 1945 by Mrs. Louise H. Blake of Spartanburg as a memorial to her husband, Dr. Lewis Jones Blake, Class of 1884.

The William N. Bobo Endowed Scholarship Fund was established in 2006 with the proceeds of a bequest from William Norman Bobo Jr. of Greenwood, S.C. Mr. Bobo was a World War II veteran, a corporate officer of Abney Mills, and a gifted musician who served as organist for thirty-one years at Main Street United Methodist Church. Recipients of awards from this fund should be students with the potential to become leaders within their church and provide service to both the church and campus community. Preference is given to those serving the campus ministry program with their musical talents or through the liturgical arts and who demonstrate outstanding character, academic promise, and financial need. A mentorship program will be provided to the recipients through the Campus Ministry Center.

The Bonner Scholarship Program Endowed Scholarship Fund was established in 1991 as an annually funded scholarship with gifts from the Bertram F. Bonner Foundation of Princeton, N.J. Each year 15 students in the incoming freshman class are selected as Bonner Scholars. Recipients must have substantial financial need, and in return for assistance with that need, they must be willing to give 10 hours of community service each week during the academic year and 280 hours of service in each of two summers during their undergraduate careers. The Bonner Scholars Program is a joint venture of Wofford College and the Bonner Foundation. In 2005 the Bonner Foundation awarded Wofford a \$4.5 million grant (challenging Wofford to raise \$2 million) to fully endow the service-learning scholarship program.

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

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

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

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

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

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

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

The Dr. C. Lynwood Bramlett Jr. Family Endowed Scholarship Fund was established in 2003 by Dr. Lynwood Bramlett, Class of 1978, who graduated *magna cum laude* and is now a practicing dentist in Bishopville, S.C. Recipients of awards from this fund must be worthy and qualified students.

The Thomas N. Brittain Endowed Scholarship Fund was established in 1985 by members of the First United Methodist Church of Myrtle Beach, S.C., in honor of the Reverend Tom Brittain, Class of 1947, who was minister there. Brittain also served on the Wofford Board of Trustees from 1966-1976. Priority for awards from the fund is given to United Methodist students with demonstrated financial need and interest in ministry.

The Robert C. Brown Endowed Scholarship Fund was established in 2009 by Mr. Robert C. Brown of Columbia, S.C.. A practicing attorney, Mr. Brown is a 1976 summa cum laude and Phi Beta Kappa graduate of Wofford College. Recipients of this scholarship should be students who have excelled academically in high school and/or as students at Wofford College. The financial circumstances of the recipients' families should not be a consideration in choosing a recipient. Preference should be given to students who have parents that are divorced, with special preference given to students who were predominately reared by a single father.

The Thomas N. and Sara M. Brown Endowed Scholarship Fund was established in 1999 by these two individuals and members of their family to assist deserving students. Mr. Brown died in 2002 and Ms. Brown, his sister, passed in 2008. Their nephew, Boyce M. Lawton, is a member of the staff at Wofford.

The Bryan-Hannon Endowed Scholarship Fund was established in 2005 by the estate of Ida Belle D. Perry at the direction of her granddaughter, Maria Bryan Hannon, Class of 1994. Mrs. Hannon is now a practicing attorney in Atlanta, Georgia. Preference for awards from this fund is given to members of the Zeta Eta Chapter of Kappa Alpha Theta sorority who have demonstrated outstanding service to the community or to Wofford College.

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

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

The W. Emory Burnett Endowed Scholarship Fund was established in 2007 through the bequest of Dr. W. Emory Burnett. Awards from this fund are reserved for students participating in the Success Initiative Program.

The Sarah S. Butler Memorial Scholarship Fund was established in 2004 with a gift from the estate of Sarah S. Butler. Mrs. Butler, a long-time Spartanburg resident, was a generous friend of the college whose interests generally centered on beautification of the campus grounds. First preference for awards from this fund goes to worthy students in the field of botany. If there is no eligible student in botany, then awards will go to students studying biology.

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

The MacLaura Canaday Endowed Scholarship Fund was established by Mrs. S. M. (Laura Stella Way) Canaday of Charleston, S.C., and was endowed at the time of her death in 1983. Wofford Trustee (1986-99) the Reverend DeArmond Canaday, Vera Canaday Lupo, and S. M. Canaday Jr., Class of 1954, have continued to support the fund to honor the memory of their parents. Awards from the fund are reserved for students who have financial need.

The W. Dean Cannon Endowed Scholarship Fund was established in 2006 by Dean Cannon, a Spartanburg native and a 1950 graduate of Wofford College. A member of the Wofford football team during the Coach Phil Dickens era, Mr. Cannon received his law degree from the University of South Carolina. Recipients of this scholarship should be persons of outstanding character, academic promise, and demonstrated financial need. Preference should be given to students who participate in the intercollegiate football program at Wofford College.

The Jennie Allen Capers Endowed Scholarship Fund was established in 1976 by Dr. Algie Milner Moseley, Class of 1931. The fund is a tribute to Mrs. Jennie Allen Capers (1854-1934), a matron at Epworth Orphanage in Columbia, S.C., where Dr. Moseley lived from the age of 4 until his graduation from high school, who not only provided a loving maternal influence in his life but also paid most of his expenses to attend Wofford College. Awards from this fund are reserved for worthy and qualified students.

The Christopher P. Carpenter Endowed Scholarship Fund was established in 2006, by Christopher P. Carpenter, Class of 1990. Recipients of awards from this fund must be worthy and qualified students.

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

The Dr. Donald A. Castillo Jr. Endowed Scholarship Fund was established in 2008 by Dr. and Mrs. Donald A. Castillo Jr. and friends. Scholarships from this fund are reserved for rising juniors or seniors who are declared chemistry majors. Preference should be given to students who plan future graduate studies in chemistry.

The Professor and Mrs. Charles E. Cauthen Endowed Scholarship Fund was established in memory of Professor and Mrs. Cauthen by their children. The Cauthens were beloved members of the Wofford community, where Professor Cauthen, Class of 1917, served on the faculty from 1943 to 1964. Awards from the fund are reserved for students who demonstrate financial need.

The William P. Cavin Endowed Scholarship Fund was started in 1991 by friends and former students of the late Dr. William P. Cavin, a 1945 graduate of Wofford who served as a distinguished member of the faculty from 1946 to 1987 and as chair of the chemistry department from 1971 until his retirement in 1987. He died in 2000. Preference for awards from this fund is given to students pursuing the study of chemistry.

The Cecil Family Endowed Scholarship Fund was established in 1983 in memory of Levi Moffitt Cecil and Inez Felder Cecil by their son, Richard F. Cecil, Class of 1934, and his brothers and son, all of whom attended Wofford College. They include Moffitt, Class of 1935; Charles, Class of 1939; Henry, Class of 1942; Robert, Class of 1945; and Richard F. Jr., Class of 1966. Additional gifts to the scholarship were made upon the passing of their sister, Margaret Cecil Huff.

The Delores Wilson Chandler Endowed Scholarship Fund was established in 2008 by J. Harold Chandler '71 of Kiawah Island, S.C., in honor of his beloved wife, Delores Wilson Chandler. The Chandlers are longtime supporters of Wofford College. Mr. Chandler was the quarterback on the 1970 NAIA national runner-up Wofford football team. He has served two terms on the Wofford Board of Trustees (1988-2000, 2004-present) and was vice chair from 1994-96. The recipient of the scholarship must be a good citizen of outstanding character who possesses leadership qualities. The recipient must be a member of the Wofford College intercollegiate football team.

The J. Harold Chandler Endowed Scholarship Fund was established in 1990 by J. Harold Chandler and his family. Mr. Chandler, chair and chief executive officer of Benefits Partners of America, is a 1971 Phi Beta Kappa graduate of Wofford and was the quarterback on the 1970 NAIA national runner-up Wofford football team. He has served two terms on the Wofford Board of Trustees (1988-2000, 2004-present) and was vice chair from 1994-96. Preference for awards from this fund is given to students participating in intercollegiate football.

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

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

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

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

The Class Endowed Scholarship Funds are provided by gifts from friends of the college and each class of alumni. Some gifts are made in honor and /or in memory of classmates. The classes whose funds now exceed the minimum endowed level are: Classes of 1918, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1943, 1945, 1947, 1948, 1949, 1950, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1985, 1986, 1987, 1988, 1989, 1990-Talmage B. Skinner, 1991, 1992, 1993, 1994, and 1995.

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

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

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

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

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

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

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

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

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

The Computational Science Endowed Fund was established in 2005 by Drs. Angela and George Shiflet, chair of the computer science department and chair of the biology department at Wofford College, respectively. Awards from this fund will provide scholarships for science students, supplemental support for internships, and assistance for student conference participation. Preference is given to biology majors pursuing the emphasis in computational science or for computationally-oriented research.

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

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

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

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

The James C. Crawford Jr. Endowed Scholarship Fund was established in Mr. Crawford's memory in 2007 by his son, James C. Crawford III, Class of 1978 and his wife, Marianne. Mr. Crawford was a 1948 Wofford graduate, Chairman and CEO of B.C. Moore and Sons Inc. and a loyal Wofford supporter and friend. Awards from this fund are reserved for students who participate in intercollegiate football or baseball and who plan to major in a business related subject. Geographic preference for awarding the scholarship will be given in the following order: Chesterfield County, S.C.; Marlboro County, S.C.; Darlington County, S.C.; Florence County, S.C.; Anson County, N.C.; and finally, the state of South Carolina.

The Reverend Sam T. Creech Endowed Scholarship Fund was established in 1994 by Mrs. Lucy C. Stroup in memory of her father, a beloved Methodist minister in South Carolina. The fund was significantly enhanced with additional gifts from a son of the Reverend Creech, the late Mr. E. Maxwell Creech, Class of 1941. Awards provide financial assistance for juniors and seniors who are studying for the ministry and intend to serve in the South Carolina Conference of the United Methodist Church.

The Stephen M. Creech Jr. Endowed Scholarship Fund was established in 2001 with a bequest from the estate of Mrs. Fulton B. Creech Jr. and additional gifts from the Creech family and friends. The award will be given to an outstanding junior or senior student who exemplifies good character and leadership and demonstrates a strong commitment to academics and student life.

The W. J. Bryan Crenshaw Endowed Scholarship Fund was established in 1982 by members of Buncombe Street United Methodist Church and other friends of the late Dr. Crenshaw. The scholarship recognizes the service of this 1943 graduate to the South Carolina Conference of the United Methodist Church and Wofford College. On the Wofford Board of Trustees, he provided leadership as a member (1970-82, 1984-96) and chair (1978-82). Consideration in the award of this scholarship is given to promise of Christian leadership as a churchman.

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

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

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

The Lila and Sidney Crumpton Endowed Scholarship Fund was established by a trust agreement in 1999. Funds from this award are available to qualified students.

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

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

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

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

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

Daniel/Avant Family Endowed Scholarship Fund

Daniel/BB&T Endowed Scholarship Fund (The BB&T gift was to the Dean Frank Logan and Madeline W. Logan Endowed Scholarship Fund and to the L. Glenn Orr Jr., Family Endowed Scholarship Fund.)

Daniel/Bank of America Endowed Scholarship Fund

Daniel/1970 Championship Football Team Endowed Scholarship Fund

Daniel/Delores Wilson Chandler Endowed Scholarship Fund

Daniel/J. Harold Chandler Endowed Scholarship Fund

Daniel/LaFon C. and Winston C. Dees Family Endowed Scholarship Fund

Daniel/Michael E. Edens Endowed Scholarship Fund

Daniel/Harvey Stafford Floyd Endowed Scholarship Fund

Daniel/Jimmy and Marsha Gibbs Endowed Scholarship Fund

Daniel/Robert E. Gregory Family Endowed Scholarship Fund

Daniel/Cleveland S. and Curtis R. Harley Endowed Scholarship Fund

Daniel/Curtis R. and Cleveland S. Harley Endowed Scholarship Fund

Daniel/Elmore G. and Dorothy C. Herbert Endowed Scholarship Fund

Daniel/Douglas H. Joyce Endowed Scholarship Fund

Daniel/Russell C. King Sr. Endowed Scholarship Fund

Daniel/Ruth O. and Joab M. Lesesne Jr. Endowed Scholarship Fund (2)

Daniel/Longleaf Endowed Scholarship Fund

Daniel/Dan Baker Maultsby Endowed Scholarship Fund

Daniel/Robert W. McCully Endowed Scholarship Fund

Daniel/Harold M. McLeod Sr. Endowed Scholarship Fund

Daniel/Joseph B. and Wilma K. Miller Endowed Scholarship Fund
Daniel/Walter S. Montgomery Endowed Scholarship Fund
Daniel/M. Stewart and Steven W. Mungo Endowed Scholarship Fund
Daniel/Gus and Maria Papadopoulos Endowed Scholarship Fund
Daniel/Jack E. Peterson Endowed Scholarship Fund
Daniel/J. E. Reeves Jr. and Family Endowed Scholarship Fund (4)
Daniel/Molly Sessoms Endowed Scholarship Fund
Daniel/Walt Sessoms Endowed Scholarship Fund
Daniel/Switzer Family Endowed Athletics Scholarship Fund
Daniel/Joe E. Taylor Family Endowed Scholarship Fund
Daniel/Wile Family Endowed Scholarship Fund

The Walter C. Daniel Jr. and Thelma Miller Daniel Endowed Scholarship Fund was established in 2003 from bequests from their estates. Mr. Daniel, a Landrum, S.C., native, was a 1937 graduate of Wofford. Mrs. Daniel, a Spartanburg native, graduated from Winthrop University. This scholarship is awarded to students on the basis of need, character, and academic merit.

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

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

The Charles H. Davidson IV Endowed Scholarship Fund was established in 2006 by friends and family of Maj. Gen. Charles H. Davidson IV, Class of 1970. Recipients of this scholarship must be worthy and qualified students and members of the intercollegiate football team at Wofford College.

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

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

The F. A. Dean Endowed Football Scholarship Fund was established in 1988 by Mrs. Lillie Mae Dean as a memorial to her husband, Francis Asbury Dean, Class of 1927. Preference for selection of recipients of awards from the fund is given to participants in the college's intercollegiate football program.

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

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

The Magruder Dent Endowed Scholarship Fund was established in 1968 by the Dent family of Spartanburg to provide scholarships for employees or children of employees of Mayfair Mills or worthy students from other textile-connected families.

The Samuel Dibble Endowed Scholarship Fund was established in 2006 with a gift from Mr. Dibble's great-great grandson, Benjamin F. Emanuel Jr. Samuel Dibble was the only member of Wofford's first graduating class of 1856, served heroically in the Confederate Army, and was elected to five terms in the U.S. House of Representatives. Awards from this fund are reserved for students of outstanding character who have exhibited high academic achievement, and preference is given to members of either the junior or senior classes.

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

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

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

The Charles H. Drawdy Sr. '62 Endowed Scholarship Fund was established in 2006 by Charles H. Drawdy Sr., a member of the Wofford Class of 1962. Mr. Drawdy was an active member of the football team and a brother in the Pi Kappa Alpha Fraternity. Over the years he was involved in the South Carolina Golf Association, the Carolinas Golf Association, and the United States Golf Association. Scholarships from this fund will be awarded annually to a student-athlete participating in the men's or women's golf program. The recipient must demonstrate academic promise, strong moral character, and leadership skills. Also, the recipient will be expected to score a minimum of 1100 on the SAT (math and verbal) and maintain a 2.75 G.P.A. while on scholarship.

The DuBose Family Endowed Scholarship Fund was established in 2007 by G. Dial '83 and Katherine '84 DuBose of Easley, S.C. Dial and Kathy are the parents of George D. DuBose Jr. '09, John L. DuBose '11 and Mark K. DuBose. Dial and Kathy established this scholarship as a way to give back to Wofford and a way for the entire DuBose family to create a long-term legacy at Wofford. First preference is to award the scholarship to an upperclassman student-athlete participating in the football team who has demonstrated leadership, strong moral character, academic promise, and is a walk-on to the team.

The Duke Energy Corporation Environmental Studies Endowed Scholarship Fund was established in 2010 with a grant from Duke Energy Foundation. Awards from this fund are reserved for deserving students majoring in Environmental Studies.

The G. B. Dukes Endowed Scholarship Fund was established in 1981 by Lieutenant Colonel (Ret.) Robert J. Dukes in memory of his father, Mr. G. B. Dukes, Class of 1903. Mr. Dukes was a superintendent in various South Carolina school districts for several years before serving as principal at Park Elementary School and later, Park Junior High School, in Greenville, S.C., for 24 years. Awards from this fund are reserved for worthy and qualified students.

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

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

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

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

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

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

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

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

The Laurie N. and Jennie D. Ervin Endowed Scholarship Fund was established in 2007 by Dr. Laurie Ervin, Class of 1957. He is a graduate of the Medical University of South Carolina and a practiced general surgery in Greenville, S.C. until his retirement in 2003. This scholarship fund was established in memory of his uncle, the Reverend William C. Stackhouse, Class of 1940. Recipients of this scholarship should be students of outstanding character who possess leadership qualities and have demonstrated financial need, with preference given to participants in Wofford's Success Initiative Program.

The William B. and Syble R. Evins Endowed Scholarship Fund was started in 1990 by Dr. and Mrs. William B. Evins of Travelers Rest, S.C. Dr. Evins is a 1956 graduate of Wofford, and practices orthopedic medicine in Greenville. Preference in making awards from this fund is given to students working in the area of sports medicine.

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

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

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

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

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

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

The Harvey Stafford Floyd Endowed Scholarship Fund was established by Mr. Floyd's daughters, Harriet Ann Floyd Sessoms of Atlanta, Ga., and Lula Jane Floyd McClymont of Boston, Mass., in 1988. Mr. Floyd was a member of the Class of 1923. He was superintendent of schools in Ridge Spring, S.C., for 10 years and was principal at Hamer and South Elementary Schools in Dillon County, S.C., for 24 years. Preference for recipients of this scholarship is given to women participants in the intercollegiate athletics program.

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

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

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

The M. Alex and Clara H. Foster Endowed Scholarship Fund was established by M. Alex Foster, Class of 1933. The scholarship is awarded to graduates of Dorman High School in Spartanburg, who have financial need. Mrs. Foster's name was added to the fund by the family following her death in 2001.

The Philip F. Foster Jr. Endowed Scholarship Fund was established in 1982 in memory of Philip F. "Flip" Foster Jr., Class of 1982, by his family and friends. The scholarship is designated for male students interested in careers in medicine or in other health-science professions.

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

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

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

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

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

The Jimmy and Marsha Gibbs Endowed Scholarship Fund was established in 2008 by Jimmy and Marsha Gibbs of Spartanburg, S.C. The Gibbs family has been actively involved in numerous local and national charitable efforts, and for many years have been outstanding and generous supporters of Wofford College. Mr. Gibbs also faithfully served on the Wofford College Board of Trustees. The Gibbs Football Stadium at Wofford College was named for this philanthropic couple. The recipient of the scholarship must be a good citizen of outstanding character who possesses leadership qualities. The recipient must be a member of the Wofford College intercollegiate football team.

The Melvin I. Gibbs Endowed Scholarship Fund was established in 1983 by Jimmy Gibbs of Spartanburg in memory of his father, Melvin I. "Razor" Gibbs, Class of 1943, who earned 16 letters as a Wofford athlete. His son chose a scholarship, awarded annually to an outstanding football recruit, as the best way to perpetuate his memory.

The David C. Gibson Endowed Scholarship Fund was established in 2004 by M. Smithie Gibson and William Gibson Bell, sisters of Mr. Gibson, a 1941 graduate of Wofford. Awards from this fund go to students participating in the intercollegiate athletics program. First preference will go to student-athletes participating in the football program. Recipients should also be persons of outstanding academic promise who demonstrate strong character and leadership.

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

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

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

Fred A. Gosnell Sr. Scholarship named in honor of the founder of the program.

Addie Sue Gosnell Scholarship named during Mr. Gosnell's lifetime in honor of Mrs. Gosnell.

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

Cullen Bryant Gosnell Scholarship named in memory of Mr. Gosnell's brother, a 1916 graduate of Wofford College and a distinguished teacher of political science.

Susie G. Mangum Scholarship named in memory of Mr. Gosnell's sister.

Allen O. Clark Scholarship named for the late Allen O. Clark, a 1950 graduate of Wofford College and a distinguished educator, for many years principal of Dorman High School in Spartanburg, and later superintendent of Spartanburg County School District 6.

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

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

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

Joab M. Lesesne Jr. Scholarship named in honor of the ninth president of Wofford College.

The Sidney M. Gosnell Endowed Scholarship Fund was begun by his family in 1982 in memory of Mr. Gosnell, Class of 1949, the superintendent of public schools in Gaffney, S.C.

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

The Albert Gray Endowed Scholarship Fund was established in 1997 by Albert Gray of Spartanburg, who, in 1964, was the first African-American to enroll at Wofford. Mr. Gray served as a member of the Board of Trustees (from 1998 until 2010). Recipients are to be outstanding African-American students.

The Charlie Gray Endowed Scholarship Fund was established in 2006 by a number of his friends who wanted to recognize his service to Wofford College and its students. Charlie, a 1972 Wofford graduate, began his working career in July 1972 in the admissions office where he served for 23 years, eighteen as the director. Following that, he served as director of alumni and parents programs through December 1, 2006, as which time he became director of the alumni and parents associations. Scholarships from this fund will go to an admitted student at Wofford College who is a citizen of the United States. Recipients should be in the top 20% of their graduating high school class and have SAT or ACT scores falling within the two middle quartiles (2nd and 3rd quartile) of their Wofford class. Eligible students should be involved in some extracurricular activity or outside job experience and reflect a strong moral character. The scholarship may be awarded to the same student for a maximum of four years; renewable for the final three years as long as the student maintains a minimum grade point average of 2.25.

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

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

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

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

The Colonel and Mrs. Marcus S. Griffin Endowed Scholarship Fund was started in 1982. Colonel Griffin was professor of military science at Wofford from 1959-65, and remained at the college as director of financial aid until his retirement in 1978.

The James R. and Kay H. Gross Endowed Scholarship Fund for theatre arts was established in 2002 by James R. and Kay H. Gross. Awards from the fund are reserved for worthy students participating in the theatre arts.

The R. Bailey and Margaret W. Gross Theatre Endowed Scholarship Fund was established in 2002 by James R. and Kay H. Gross in honor of his parents. Awards from the fund are reserved for worthy students participating in the theatre arts.

The Clarence Douglas Guess Jr. Endowed Scholarship Fund was established in 2005 by a bequest from the estate of Susan Forbes Guess in memory of her husband, Clarence Douglas Guess Jr., a member of the Class of 1938. A native of Spartanburg, S.C., Doug Guess was a lifelong resident of Richmond, VA, where he worked and retired as the president and treasurer of the Richmond office of the Southern Teachers Agency. Mr. Guess died in 1981. Awards from this fund will go to deserving students.

The Hubert F. 1950 and Betty P. Gunter Endowed Scholarship Fund was established in 2002 with proceeds from the sale of property donated to Wofford College by Mr. and Mrs. Hubert Gunter. Awards from this fund are reserved for deserving student athletes who are members of the football team and demonstrate qualities of outstanding character, leadership potential, and academic achievement.

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

The James G. Jr. and Marjorie G. Halford Endowed Scholarship Fund was established in 1991 by Dr. Halford, 1945 Wofford graduate and family physician from Anderson, S.C. He was a member of the Wofford Board of Trustees (1978-90). The fund was significantly increased by family and friends at the time of Dr. Halford's death in 1995 and his wife Marjorie's name was added to the fund at that time. Preference in awarding scholarships from this fund goes to students participating in intercollegiate athletics who also demonstrate qualities of sportsmanship, leadership, and academic promise.

The E. Jack Hamilton and Gloria V. Hamilton Memorial Endowed Scholarship Fund was established in 2006 by Edward J. Hamilton Jr., Class of 1970, and his children, Edward J. Hamilton III and Anna N. Hamilton, to honor the parents of Edward J. Hamilton Jr. Scholarships from this fund are reserved for students with financial need. First preference for awards will go to residents of Marlboro County, S.C., who demonstrate qualities of well-roundedness, outstanding character, and a commitment for service to others, but who are not necessarily high academic achievers. If there are no qualifying residents of Marlboro County, then the award will go to a resident of South Carolina. This scholarship is reserved for students who graduated from public schools.

The Niles E. and Ann L. Hanna Endowed Scholarship Fund was established in 1988 in honor of Mr. and Mrs. Niles E. Hanna by their children, Niles E. Hanna Jr., J. Paul Hanna, Class of 1975, and Patricia Hanna. The Hannas' grandson, Heath Clarke Hanna, is a member of the Wofford Class of 2004.

The John W. Hanning Endowed Scholarship Fund was established in 2006 by John W. Hanning of Laughlin, Nev., in memory of his parents, Freda W. and Charles A. Hanning Sr., and in honor of his brother Lee Hanning, long-time Wofford friend and kicking coach for the Wofford College football team. Awards from this fund are reserved for qualified students who participate on the intercollegiate football team at Wofford College, with priority given to football players who pursue majors in finance, economics, or other business related majors.

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

The Cleveland S. and Curtis R. Harley Endowed Scholarship Fund was established in 2006 through the generous gift of Cleveland S. Harley, Class of 1950. An outstanding business and community leader and supporter of Wofford College, Mr. Harley has led by example as President of the Wofford College Alumni Association, a founder and President of the Eleven Club, and later the Terrier Club, and was recently named to the Wofford College Hall of Fame. Awards from this fund are reserved for members of the intercollegiate football team who are of outstanding character, good citizens, possess leadership qualities, and demonstrate financial need

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

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

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

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

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

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

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

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

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

The John Q. Hill 1947 Memorial Endowed Scholarship Fund was established in 1985 by wife, Bonnie Lee Hilliard Hill, and his daughter, Dawn H. Elliott. Mr. Hill was a Phi Beta Kappa graduate of Wofford College, Class of 1947. He subsequently was selected as a Rhodes Scholar to Oxford University, where he received two additional degrees. He returned to the United States, where he was a member of the mathematics departments at the University of Tennessee and Converse College prior to joining the Wofford College faculty in 1953. Here, he served as the John M. Reeves professor of mathematics and chairman of the department from 1958 until his death in 1972. Awards from this fund are reserved for worthy and qualified students.

The Boyd C. Hipp Endowed Scholarship Fund provides awards for upperclassmen who plan to enter business. A committee interviews applicants and selects recipients, giving consideration to self-reliance, initiative, and resourcefulness; ability to communicate; successful relationships with people; energy and physical vigor; leadership capacity; and a desire to serve. The fund was established by Wofford Trustee (1988-2000) Boyd C. Hipp II, Class of 1974.

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

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

The J. Neville Holcombe Endowed Scholarship Fund was established in 1982 by friends and family of the late Mr. Holcombe, Class of 1926, a distinguished Spartanburg attorney and former mayor of the city, in honor of his 80th birthday. Awards from the fund are reserved for deserving pre-law students.

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

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

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

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

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

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

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

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

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

The M. Leslie and Dorothy D. Infinger Endowed Scholarship Fund was established in 2001 after the death of Leslie Infinger. He was a 1942 Wofford graduate who taught business administration for 29 years at The Citadel. Awards from this fund are made to students who are members of the United Methodist Church.

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

The Bobby and Jean Ivey Family Endowed Scholarship Fund was established in 1997 by Jean and Bobby Ivey, Robin Ivey, and Michael and Lee Ann Ivey Greene. The Iveys have been loyal and dedicated supporters of Wofford Athletics for more than 30 years. Awards from this fund will be given to deserving student athletes who possess qualities of Christian character.

The Harold and Irene Jablon Endowed Scholarship Fund was established in 2007 by Harold and Irene Jablon. Since his graduation from Wofford in 1966, Dr. Jablon developed a healthy dental practice and has been active in numerous dental and community associations. Scholarships from this fund are reserved for upper classmen who intend to study dentistry at the Medical University of South Carolina. Recipients will be selected by the Dean of the college in conjunction with the pre-dental advisor.

The Doane E. James Endowed Scholarship Fund was established in 1980 by the Reverend Jerry M. James, a member of the Class of 1970, in honor of his brother, Doane, a member of the Class of 1959.

The Jeaned Endowed Scholarship Fund was established in 2006 by Edward (Ned) B. Sydnor '55 and Jean F. Sydnor. Natives of West Virginia who married in 1951, the Sydnors moved to Spartanburg in 1953 following his two-year service in the US Army. After graduating from Wofford, Mr. Sydnor completed post-graduate work at the University of Virginia. In 1962 he joined the Wofford staff holding positions in the offices of Admission and Development and serving as Director of Public Relations. In 1970 he was named Registrar of the college, serving until his retirement in 1987. Some of his community service included being the President of or on the Board of Directors of the Civitan Club, the Mental Health Association, and the YMCA. A dedicated Wofford fan, Mrs. Sydnor graduated from James Madison University and was a member of the Spartanburg business community for over thirty years. A member since 1970, she was a past President of the Altrusa Club of Spartanburg, and was honored for her dedication to the club in 1992 and 1998. Awards from this scholarship fund should be given to students who in the previous semester(s) performed at a below average academic level, but who are deemed to have demonstrated significant improvement in the subsequent semester(s). Recipients should be selected jointly by the Registrar of the college and the Director of Financial Aid.

The George Dean Johnson Sr. and Elizabeth Heath Johnson Endowed Scholarship Fund was created in 1997 with a bequest from Dr. George Dean Johnson Sr., a lifelong resident of Spartanburg and close friend to Wofford. Dr. Johnson was a 1929 graduate of The Citadel, a pioneering pediatrician in Spartanburg for more than 50 years, and a civic leader in the community throughout his life. Dr. Johnson died in 1995. Two of his three sons, George Dean Jr., Class of 1964, and Stewart, Class of 1967, are Wofford alumni, as are grandchildren, David, Class of 1998, Jamie, Class of 2000, and Ann, Class of 2004. Awards from this endowment are made to students whose outstanding character, leadership ability, and promise for service to community mirror the qualities exhibited by Dr. Johnson during his life. Recipients may be entering freshmen or upperclass students, and financial need is not a consideration in making scholarship awards from this fund.

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

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

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

The Reverend Doctor Theodore Edward and Mary Elizabeth Stanton Jones Endowed Scholarship Fund was established in 2005 in honor of their memory and service by their children. Ted Jones graduated from Wofford College in 1934, Duke University Seminary in 1939, served on the Wofford Board of Trustees 1955-1962, and received an honorary Doctor of Divinity degree from Wofford College in 1964. He and his wife, Mary Elizabeth Jones, shared a life of distinguished service to church and community working through Rev. Dr. Jones' career as Methodist minister for 43 years in the South Carolina Conference of the United Methodist Church. Awards from this fund are reserved for students pursuing a career in the ministry or education (teaching fields).

The Douglas Henry Joyce Endowed Golf Scholarship Fund was established in 1988 by Douglas Henry Joyce, of Nashville, Tenn., a member of the Class of 1979. Mr. Joyce is a member of the Wofford President's Advisory Board. This scholarship is awarded to an outstanding student-athlete on the golf team.

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

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

The John G. Kelly Endowed Scholarship Fund was established in 1975 as a memorial to John G. Kelly, Class of 1913, by family and friends. Awards from the fund are reserved for students who have financial need. Mr. Kelly spent 44 years in the field of education, having served as a state high school supervisor (1932-37) and as the registrar of Winthrop College (1937-58).

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

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

The Russell C. King Sr. Endowed Scholarship Fund was established in 1994 by Mr. Russell C. King Jr., of Atlanta, Ga., Class of 1956, a member (1976-88, 1994-present) and chair (1986-88, 1998-2002) of the Wofford Board of Trustees. This fund honors the memory of Mr. King's father, Russell C. King Sr., a graduate of the Wofford Class of 1929 and a Wofford trustee (1958-70), who died in 1987.

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

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

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

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

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

The Paul and Katherine Knox Endowed Scholarship Fund was established in 1983 by friends of Paul Knox, Class of 1922, and his wife, Katherine, a graduate

of Randolph Macon Woman's College, in recognition of their dedicated service to education. Awards from the fund are reserved for students who have financial need.

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

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

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

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

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

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

The Lesesne Foreign Study Scholarship was established by major support from alumni and friends of Dr. Joab M. Lesesne Jr. at the time of his retirement as Wofford's ninth president in 2000. Awards from the fund are reserved for students who require scholarship assistance to study abroad.

The Ruth O. and Joab M. Lesesne Jr. Endowed Scholarship Fund was started in 1996 by friends of Wofford's ninth president near the time of the 25th anniversary of his election as president of the college. The fund honors Dr. Lesesne and his wife, Ruth, who continue serving as leaders in the Spartanburg community. It was significantly enhanced with major support from alumni and other friends in May 2000 at the time of Dr. Lesesne's retirement.

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

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

The Joseph Monroe Hampton Lewis Endowed Scholarship Fund was established in 2009 to honor Dr. Joseph M. H. Lewis, Class of 1959, for his gifts to humanity and mankind; for his high ethical standards and his commitment to Christ, his family, and Wofford College; and for his great determination in touching and saving lives through his commitment, caring and compassion. The scholarship was established on the occasion of his fiftieth class reunion at Wofford. Scholarships from this fund are reserved for qualified sophomore, junior, or senior students who have demonstrated their academic success at Wofford. Recipients must exhibit an interest in the sciences and the humanities. In order to receive the scholarship in successive years, recipients must continue to excel academically.

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

The R. J. Little Endowed Scholarship Fund was established in 1980 and endowed in 1982 by Mr. J. M. Little of Spartanburg, in memory of his father, Robert Judson Little, his mother, Eddie Greer Little, and his sister, Nan Ethelyn Little.

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

The J. Grady Locklear Endowed Scholarship Fund was created in 1996 by former students of James Grady Locklear, Class of 1965, to honor his career of teaching in public education at Sumter High School, Sumter, S.C. Dr. Locklear taught advanced placement English, founded and advised the award-winning Signature Magazine, and chaired the English department for 32 years. Dr. Locklear was honored throughout his career for teaching excellence, journalism achievements, and community service. Awards are made to juniors or seniors who will become public high school teachers and who have been accepted and assigned to a school for student teaching.

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

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

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

The Longleaf Endowed Scholarship Fund was established in 2006 by John E. Bauknight IV '89 and Edward "Nick" S. Wildrick '90 of Spartanburg, S.C. In addition to being SAE fraternity brothers, they are brothers-in-law, and the founders of Longleaf Holdings USA, a holding company for the likes of Shred-First, which they grew into one the largest independents of its kind in the country. Their most recent venture is Total Records and Information Management and they look forward to growing it in the same fashion. In addition to their interest in Wofford, John and Nick have been active in the community by supporting The Charles Lea Center and The Spartanburg Hospice House, as well as their respective churches. Scholarships from this fund are reserved for student-athletes participating in the football program. Deserving students must demonstrate academic promise, leadership, and a strong moral character as determined by the head football coach.

The Lowcountry Endowed Scholarship Fund was established in 2009 by Wofford alumni and friends from the Lowcountry of South Carolina. First preference to receive awards from this fund is reserved for qualified students from Berkeley, Charleston, or Dorchester Counties in South Carolina. If there is not a suitable candidate, the scholarship may be awarded to a similar student. It is expected that the student exhibit leadership, strong moral character, and academic promise as determined by the Academic Dean.

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

The C. J. Lupo Jr. Endowed Scholarship Fund was begun in 1994 by his wife, Vera Canaday Lupo, to honor Mr. Lupo, and was completed by his family in celebration of his 75th birthday. A longtime member of the South Carolina Conference of the United Methodist Church, Mr. Lupo also served the church as a member of the a number of general boards and agencies. Mr. Lupo received an honorary degree from Wofford in 1980.

The Madden Family Endowed Scholarship Fund was established by Tim Madden '85 in 2008. As a Wickware Scholar at Wofford, Tim was active in Kappa Alpha Order, The Old Gold and Black, and student government. After graduating from USC School of Law in 1988, Tim has been a loyal supporter of Wofford, serving as his class chairman and as a member of the Alumni Executive Council. Scholarships from this fund are reserved for students who are in need of financial assistance to attend Wofford, have graduated from a South Carolina public school, are interested in or intend to pursue a career or become active in law, politics, or public service, and who have plans to make South Carolina their permanent home after graduation.

The Dan Baker Maultsby Endowed Scholarship Fund was established in 2008 by trustees, alumni, and other friends of Dr. Maultsby, whose 38 years as a member of the Wofford faculty included 27 years as Dean of the College. Dr. Maultsby earned the B.A. degree from Wofford College, Class of 1961, and the Ph.D. from the University of Tennessee. He retired from Wofford in August 2007 and was awarded the honorary degree of Doctor of Humanities by the college in 2008. Scholarships from this fund are reserved for deserving students who have completed at least one semester at Wofford College and who are identified by the director of financial aid as needing financial assistance to remain enrolled at Wofford. Need, not grade-average is the primary criterion. The award may be renewed as long as there is need.

The Maw Family Endowed Scholarship Fund was established in 2011 through a generous gift from Alvin Franklin Maw and the Maw family of Spartanburg, S.C. Recipients of awards from this fund must be of outstanding character, good citizens, and possess leadership qualities. In addition, recipients must have a demonstrated ability to achieve high academic success.

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

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

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

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

The E. Windell and Johann M. McCrackin Endowed Scholarship Fund honoring their children, Sidney (Class of 1983), Mary Ann (Class of 1985) and James, and in memory of Eulo H. Small Jr. (Class of 1952) was established in 2005 by Mr. and Mrs. E. Windell McCrackin of Myrtle Beach, S.C. Windell is a 1951 graduate of Wofford College and is an attorney in Myrtle Beach. Scholarships from this fund are reserved for students who demonstrate financial need, academic excellence, leadership ability, and service to others. First preference for awarding this fund will go to residents from Horry County, S.C. If there are no qualifying students from Horry County, awards may go to applicants from Marion, Florence, Georgetown or Williamsburg counties in South Carolina.

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

The Elizabeth Boden and Larry Thomas McGehee Endowed Scholarship Fund was established by young alumni of Wofford College in 2007 to honor Betsy and Larry McGehee, who have given significant contributions of their time, knowledge, and treasure to Wofford students for twenty-five years. Larry McGehee came to Wofford in 1982 as Vice President and Professor of Religion. Actively involved in leading the college's development and planning efforts until his retirement in 2005, he also taught Religion 340, a seminar on American religious history. The initial efforts for this fund came from former students of these classes. The intent of this scholarship fund is to defray the cost of course-related books and written references for enrolled Wofford students with financial need. Awards will be determined by a committee appointed by the President of Wofford College, a representative from the Office of Financial Aid, a member of the teaching faculty, and a staff member representing another appropriate campus office.

The Bufort B. McKelvey Endowed Scholarship Fund was established in 2007 through a bequest from the estate of Elizabeth J. McKelvey. Student recipients should intend to pursue a career in education, with preference given to students who attended school in the Easley, S.C. School District.

The Harold M. and Carolyn B. McLeod Endowed Scholarship Fund was created in 1994 by the late Harold M. McLeod Sr., a 1928 Wofford graduate and member of the Board of Trustees (1966-78). In 1980, the college honored Mr. McLeod with an honorary Doctor of Humanities degree. His sons, Harold M. McLeod Jr. '58 and John B. McLeod '72, and his grandson, Harold M. McLeod III '88, are graduates of Wofford.

The Walton J. McLeod Jr. Endowed Scholarship Fund was established by the late Walton J. McLeod Jr., in 1980. Mr. McLeod, Class of 1926, was a distinguished attorney in Walterboro, S.C. He was a Trustee of Wofford College from 1954 through 1966 and received an Honorary Doctor of Laws degree from Wofford in 1988. Awards from the fund are reserved for students who have financial need.

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

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

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

The Merritt Family Endowed Scholarship Fund was established in 2004 by Lloyd C. Merritt Jr. '62. Awards from the scholarship are reserved for students who demonstrate academic promise and character.

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

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

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

The Moore Family Endowed Scholarship Fund was established in 2004 by John P. Moore, '04 and Anne Brady Moore in honor and in memory of their mother, Betty Ann Moore. Awards from this fund are made to women who need financial assistance in meeting their education expenses. Preference is given to those studying government.

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

The Elizabeth and Allen Moore Endowed Scholarship Fund was established in 2004 by their sons, Robert Alfred Moore and Peter Allen Moore, both of the Wofford Class of 1969, in loving memory of their parents. Awards from this fund go to worthy and deserving students.

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

The Morris Family Fund was established in 1995 by Mr. and Mrs. John Franklin Morris of Winston Salem, N.C. Frank, Class of 1968, his wife Lynda, his daughter Colby Morris Murphy, Class of 1995, and Colby's husband Sean E. Murphy, Class of 1995, are strong supporters of Wofford College. Because the Morris family believes travel is one of the most educational experiences of life and they want travel to be possible for all Wofford students, awards from this fund are reserved for students who demonstrate financial need and require financial assistance in order to travel during Interim.

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

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

The Mungo Family Endowed Scholarship Fund was established in 1990 by Mr. Michael J. Mungo and his sons, M. Stewart Mungo, Class of 1974 and member of the Wofford Board of Trustees (2001-present), and Steven W. Mungo, Class of 1981, all of Columbia, S.C.

The M. Stewart and Steven W. Mungo Endowed Scholarship Fund was started in 1998 with gifts from M. Stewart Mungo, Class of 1974 and member of the Wofford Board of Trustees (2001-present), and Steven W. Mungo, Class of 1981, of Columbia, S.C. Awards are made to student-athletes.

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

The Guy M. and Agnes Majes Nelson Endowed Scholarship Fund was established in 2005 by the estate Dr. Guy M. Nelson, Class of 1922, and in memory of his father, Dr. Augustus M. Nelson, a "country doctor" in Spartanburg County who sent his seven sons to Wofford between 1918 and 1937. Guy Nelson received his medical degree from the Jefferson Medical School in Philadelphia, and lived and practiced internal medicine there for the next forty years. Mrs. Agnes Nelson, daughter of German immigrants, worked as a nurse prior to marrying Guy Nelson, with whom she shared her love of the symphony, the opera, and art museums. Recipients of awards from this fund should be students of good character, academic promise, and with a proven financial need. Specifically, they should be participants in the Bonner Scholars program at Wofford College.

The Nelson Endowed Scholarship Fund for Foreign Study was established in 2005 by the estate Dr. Guy M. Nelson, Class of 1922, and in memory of his father, Dr. Augustus M. Nelson, a “country doctor” in Spartanburg County who sent his seven sons to Wofford between 1918 and 1937. Guy Nelson received his medical degree from the Jefferson Medical School in Philadelphia, and lived and practiced internal medicine there for the next forty years. Mrs. Agnes Nelson, daughter of German immigrants, worked as a nurse prior to marrying Guy Nelson, with whom she shared her love of the symphony, the opera, and art museums. Awards from this fund are reserved for students of good character, academic promise, and with a proven financial need for the purpose of foreign study. Preference is given to students who will reside and study in a foreign country for a minimum of 90 days, with secondary preference given to students traveling abroad during the January Interim.

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

The Gail Ware Nesbitt Endowed Scholarship Fund was established in 2005 by Ethan R. Ware '82. Scholarships from this fund will be awarded annually to a student-athlete participating in the varsity baseball program. The recipient must demonstrate academic promise, strong moral character, proven leadership, and also be active in their Christian faith. The scholarship recipient will be expected to meet academic minimums as determined by the college.

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

The David L. Neugent Jr. Endowed Scholarship Fund was established in 2006 by David L. Neugent, Class of 1974. Awards from this fund are reserved for students who demonstrate financial need, and preference is given to non-scholarship student athletes, often referred to as “walk-ons.”

The Harry A. Nix Endowed Scholarship Fund was established in 1997 by family members and friends of Harry A. “Hank” Nix Jr. of Atlanta, Ga., a 1973 graduate of Wofford College who died in 1997. Preference in selections of recipients of awards from this fund goes to students from the state of Georgia who are worthy and deserving, and who demonstrate academic promise and leadership ability.

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

The Corry W. Oakes III '89 Endowed Scholarship Fund was established in 2006 by Mr. George Dean Johnson Jr. of Spartanburg, S.C., in honor of Mr. Oakes. Mr. Oakes, Class of 1989, was a letterman on the Wofford football

team and a member of Pi Kappa Phi fraternity. Since graduation, Mr. Oakes has had a successful career working with Mr. Johnson at Blockbuster Video, Extended Stay America and OTO Development in various roles. Awards from this fund are reserved for qualified students participating in the football program who demonstrate leadership, strong moral character and academic promise as determined by the head football coach.

The Dan W. and Betty Poteat Olds Endowed Scholarship Fund was established in 2006 by Mr. and Mrs. John H. Poteat of Kingsport, Tenn., through a distribution from a charitable trust, in honor of Dr. and Mrs. Olds. Awards from this fund are reserved for students with academic merit and financial need with preference given to computer studies.

The L. Glenn Orr Jr. Family Endowed Scholarship Fund was established in 1995 by L. Glenn Orr Jr., Class of 1962. Mr. Orr served as chairman of Southern National Corporation (now BB&T). Awards from this fund are reserved for qualified students who are chosen to participate in the Wofford College Success Initiative Program.

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

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

The Wain Marvin Owings Endowed Scholarship Fund was established in 2002 with proceeds from a trust established by the late Dr. Francis P. Owings, a member of the Class of 1926. The fund honors the memory of the Reverend Wain Marvin Owings, an 1898 Wofford graduate. In addition to Dr. Owings, three other sons and numerous other descendants of Reverend Owings are Wofford alumni. Awards from this fund are to be used to benefit students pursuing majors in the sciences.

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

The Panhellenic Association Endowed Scholarship Fund was established in 1991 with a gift to Wofford College from the campus Panhellenic Association. Awards from this fund are reserved for worthy and qualified students participating in a sorority.

The Gus and Maria Papadopoulos Endowed Scholarship Fund was established in 2007 by Dr. Gus Papadopoulos, Class of 1954, and his wife Maria of Houston, Texas. Awards from this fund are reserved for highly qualified students, preferably those with a 3.5 GPA or higher. Preference is given to students with a strong interest in biology, chemistry and with a possible career aspiration of becoming medical doctors. Funds will provide summer, January Interim, and other internship opportunities for further study at other outstanding institutions, with the focus of these studies being on cutting edge research such as in the field of nanotechnology or any future new advances in human knowledge.

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

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

The Vera Davis Parsons Memorial Endowed Scholarship Fund has been established with a gift from Ed and Vickey Wile of Atlanta, Ga., to honor the memory of Vera Parsons. Mrs. Parsons was a prominent Spartanburg resident who quietly made gifts to Wofford College and other educational institutions to support promising young men and women. Ed Wile, Class of 1973, was a recipient of Mrs. Parsons' scholarship support. Recipients must be good citizens of outstanding character and possess leadership qualities, demonstrate financial need and be a male student-athlete on one of Wofford's intercollegiate athletics teams. A matching gift from the estate of Homozel Mickel Daniel will be used to provide a second scholarship named in honor of former Wofford College Football Coach Jack Peterson.

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

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

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

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

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

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

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

The Phillips Family Endowed Scholarship Fund was established by William P. Phillips, a 1955 Wofford graduate and trustee (1990-2002), and Mary Ann Reeves Phillips, a 1956 graduate of Columbia College. It honors their children, William Shawn Phillips, Wofford Class of 1980, Ashley Phillips Case, Wofford Class of 1985, and Kelly Phillips Willingham, Wofford Class of 1991. Preference in awarding the scholarship is given to a student-athlete from a single parent family.

The Pinson Family Endowed Scholarship Fund was established in 1993 by Bobby Pinson of Spartanburg, S.C., Byron Pinson of St. Louis, Mo., and Richard Pinson, Class of 1972, of Nashville, Tenn., in memory of their parents, Margaret and Robert Pinson of Henderson, Ky. Because the Pinson Family has a strong interest in education and athletics, preference in awarding scholarships from this fund goes to Wofford student-athletes who demonstrate strong moral character, who possess academic promise, and who are members of the women's tennis team.

The Walter M. Plexico Jr. Family Endowed Scholarship Fund was established in 2007 by Walt's widow, Donna Cooper Plexico, and their daughters, D. Michelle Plexico of Waynesville, N.C., and Karen Plexico Deaver of Mount Holly, N.C. Walt, a 1967 Wofford graduate, enjoyed a distinguished career in both the military (USAR Retired Lt. Colonel) and in education. Walt earned a Master's Degree in Education, a Master's Degree in Librarianship and a Ph.D. in Higher Education. At the time of his death in June 2005, Walt was serving as Academic Dean at Wilkes Community College in North Carolina. Walt and Donna, after a three-year courtship, were married for 38 years. Scholarships from this fund are reserved for qualified students with demonstrated financial need who are rising juniors from Spartanburg Methodist College. Recipients who remain in good academic standing should continue to receive the scholarship for their senior year. In the event there is no qualifying student who has entered Wofford from Spartanburg Methodist, then the scholarship may be awarded to another deserving student, although a Spartanburg Methodist student will always be first preference.

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

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

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

The M.C. Poole Endowed Scholarship Fund was established in 2010 by Dr. and Mrs. Mack Collier Poole III '55 of Spartanburg, S.C., in memory of his father, Mack Collier Poole Jr., '26 and their son, Mark Collier Poole '82. Scholarships from this fund are reserved for qualified students who participate on an NCAA sponsored intercollegiate team at Wofford College, with first preference given to members of the football team.

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

The L. Perrin Powell and Kay A. Powell Endowed Scholarship Fund was established in 2006 by Elizabeth Perrin Powell, in honor of her son Perrin Powell, Class of 1969, and his wife Kay Ayers Powell. Awards from this fund are reserved for qualified students who demonstrate financial need, and preference is given to graduates of high schools in Spartanburg County, South Carolina.

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

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

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

The James Patrick Prothro Endowed Scholarship Fund was established in 2007 by the Perkins-Prothro Foundation, James Patrick Prothro, Class of 1996, and Mark and Dianne Prothro. Awards from this fund are reserved for students participating in the Success Initiative Program.

The John M. Rampey Endowed Scholarship Fund was established by friends of John M. Rampey, a 1958 Wofford graduate, shortly after his death in November 1993. Mr. Rampey was an executive with Milliken & Company and was an ardent supporter of education at all levels. Awards from this fund are made to students studying the liberal arts who demonstrate high standards of ethical conduct, excellent interpersonal skills, and promise for success in applying their education in practical business-related affairs. These scholarships are used to give students opportunities in training, internships, and other projects, courses, and activities which should enable the students to gain leadership experiences. Selection of recipients will be made by a committee composed of the dean of the college or his or her representative, a faculty member from the department of economics, and the director of financial aid.

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

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

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

The Reeves Family Endowed Scholarship Fund was established in 1996 with a gift from the New Jersey-based Reeves Foundation, named for a prominent textile manufacturing family. The late John E. Reeves was a Wofford Trustee (1974-79); and his son, J. E. Reeves Jr. served on the Board (1984-96 and 1998-present). The gift from the foundation created three academic scholarships and two athletics scholarships. At least two of the scholarships are based on need, and the preference for the athletics scholarships is given to men and women who play varsity tennis.

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

The William C. Reid Endowed Scholarship Fund was established in 1997 by members of Buncombe Street United Methodist Church in Greenville, S.C., and other friends of the Reverend Dr. William C. Reid. The scholarship honors Dr. Reid, Wofford Class of 1955, for his service to the South Carolina Conference of the United Methodist Church and to Wofford College, which bestowed upon him the honorary Doctor of Divinity Degree in 1987. Consideration in the awarding of this scholarship is given to students who show promise of Christian leadership.

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

The Jerry Richardson Endowed Football Scholarship was established in 2006 by Mr. and Mrs. Jerome J. Richardson, Class of 1959. Mr. Richardson is a three-term member of the Wofford Board of Trustees (1978-90; 1992-2003; 2005-present), and the owner/founder of the Carolina Panthers NFL team. Awards from this fund are reserved for qualified students who compete on the intercollegiate football team at Wofford College.

The Richardson Family Endowed Scholarship Fund was established in 1989 by Mr. and Mrs. Jerome J. Richardson and their children, Jon, Mark, and Ashley. Mr. Richardson is a member of the Class of 1959, a three-term member of the Wofford Board of Trustees (1978-90; 1992-2003, 2005-present), and the principal owner of the Carolina Panthers NFL team. This program provides a full four-year scholarship that includes comprehensive fees; a monthly stipend for books and miscellaneous expenses; a laptop computer for the entering freshman scholar; summer internships with one involving an overseas experience; and a January travel experience. Opportunities to work with the Carolina Panthers and other activities, both on and off campus, are optional opportunities for Richardson Scholars as well. There is to be at least one Richardson Scholar chosen in each entering class. Applicants must compete through the Wofford Scholars Program, and should demonstrate the following: moral force of character; strong family commitment; instincts for leadership; energy and inclination to use

one's talents, as evidenced by participation in sports and/or other active hobbies; scholarly accomplishments; and evidence of courage, sense of duty, unselfishness, and concern for others.

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

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

The Joel E. Robertson Endowed Scholarship Fund was established in 1992 as a tribute to Mr. Robertson by his friends and former players. Mr. Robertson, Class of 1941, played on the Wofford football, basketball, and baseball teams, and was voted MVP in football in both his junior and senior years. He later returned to Wofford, where he was an end coach for the football team and head coach for both the men's basketball and golf teams. Preference for awards will be given to members of the men's basketball team who demonstrate the qualities of outstanding character, leadership potential, and academic potential.

The Claudia and Kenneth Robinette Endowed Scholarship Fund was established in 2007 by Mr. and Mrs. Kenneth Robinette of Richmond County, North Carolina. Awards from this fund are reserved for qualified students who demonstrate financial need and leadership abilities. First preference is given to baseball players, or other men or women student athletes. In addition, first geographic preference is given to high school graduates from Richmond County, North Carolina, and then those from Moore, Hoke, Montgomery, Scotland, and Stanly Counties in North Carolina.

The Robison-Oates Endowed Scholarship Fund was established in 2006 by John H. and Martha Barnes Robison of Charlotte, N.C. Preference is given to students with financial need, although other students may be considered.

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

The David L. Rush Memorial Endowed Scholarship Fund was established in 2004 by his loving family. David was a 1987 graduate of Wofford College, majoring in economics. He was a member of Pi Kappa Alpha fraternity and a member of the Glee Club, the Show Choir, and the Barbershop quartet. Scholarships from this fund are awarded annually with the first preference being to students participating in the music programs of the college. Recipients also should be persons of outstanding academic promise who demonstrate strong character and leadership ability.

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

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

The Eli F. Sanders Endowed Scholarship Fund was established in 2007 by Greg and Ell Sanders, sons of Eli Sanders. Mr. Sanders is a member of the Class of 1954 and Wofford Hall of Fame football player. He is also an outstanding business and community leader. Funds from this scholarship are reserved for student-athletes participating in intercollegiate football. Preference is given to young men who demonstrate financial need, who possess strong character and leadership ability, and who are good citizens.

The Hugh T. and Annie C. Sanders Endowed Scholarship Fund was established in 2001 by their son, Bishop Carl J. Sanders, a 1933 Wofford graduate who enjoyed a long career as a United Methodist minister, including a term as a Bishop in Birmingham, Ala. Recipients are students with demonstrated Christian faith and financial need. Priority is given to a qualified student who is a member of St. Johns United Methodist Church in Rock Hill, S.C.

The Denise Satterfield Endowed Scholarship Fund was established in 2006 by her husband, Frank G. Satterfield III, Class of 1967, to honor his wife for the great example she set for others through hard work and persistence in pursuit of her college degree. After raising two children as a single mom, she entered college 26 years after graduating from high school, and recently graduated from the University of Houston with a degree in professional writing and a minor in English. She is also a member of Phi Kappa Phi Honor Society. Awards from this fund are reserved for students who participate in the football program and demonstrate leadership, a strong work ethic, persistence, and sheer determination like that of Mrs. Satterfield. Preference is given to students for whom financial assistance is a significant factor in their ability to attend Wofford and participate in the football program.

The Scott Family Endowed Scholarship Fund was established in 2007 in honor of brothers, John D. Scott of Charlotte, N. C., and James M. Scott of Charleston, S.C., by their family and friends. A member of the Class of 1993, John Scott graduated from Wofford with a degree in English and was a member of the Sigma Nu Fraternity. Shortly after graduation, he began appraising real estate and now serves as a principal and director of Integra Realty Resources in Charlotte. A member of the Class of 1997, James Scott graduated cum laude from Wofford with degrees in English and Spanish. He was the recipient of the Walter E. Hudgins Award. In 2003, while serving as a reporter for the Charleston Post and Courier, he was named by the South Carolina Press Association as Journalist of the Year. In 2005, Wofford College honored him as Young Alumnus of the Year. Scholarships from this fund are reserved for students who demonstrate financial need. Preference in selection of recipients is given to students who are English majors.

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

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

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

The Molly Sessoms Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. Walter W. Sessoms of Atlanta, GA, in memory of their daughter, Molly, who died in 1980. Mr. Sessoms was a Wofford graduate, Class of 1956, and was a member (1985-97, 1999-2006) and former chair (1990-95) of the Board of Trustees. The scholarship is intended for an entering freshman.

The Sessoms Family Endowed Scholarship Fund was created in 2003 by Mr. Walter W. Sessoms of Atlanta, GA. Mr. Sessoms, a 1956 Wofford graduate, was a member (1985-97, 1999-2006) and former chair (1990-95) of the Board of Trustees. Awards from this fund are intended for a catcher on the intercollegiate baseball team.

The Walt Sessoms Endowed Scholarship Fund was started in 1997 by Mr. Walter W. Sessoms of Atlanta, GA. Mr. Sessoms, a 1956 Wofford graduate, was a member (1985-97, 1999-2006) and former chair (1990-95) of the Board of Trustees. Awards are intended for a pitcher on the intercollegiate baseball team.

The Minor M. Shaw Endowed Scholarship Fund was established in 1998 with a gift of life insurance from Mrs. Shaw's father, the late Buck Mickel, a leading citizen of Greenville, S.C. Mrs. Shaw was a member (1992-2004) and chair (2002-2004) of the Wofford Board of Trustees.

The Marshall and Frances Shearouse Endowed Scholarship Fund was established in 1991 by Dr. and Mrs. Marshall Shearouse of West Columbia, S. C. Awards from this fund are reserved for worthy and qualified students.

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

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

The Oscar L. Shoenfelt Jr. & Elizabeth Currie Shoenfelt and Oscar L. Shoenfelt, Sr. & Sadie McDonald Shoenfelt Endowed Scholarship Fund was established in 2009 in memory of Oscar L. Shoenfelt, Jr, Class of 1950, and in honor of his parents. The fund was established by his children, Oscar L. Shoenfelt III, Elizabeth L. Shoenfelt, Sarah Shoenfelt Miller, and John Currie Shoenfelt. Preference in selection of recipients is given to students majoring in English, psychology, history, or theatre. In order to receive the scholarship in successive years, recipients must maintain continued progress toward completing their degrees.

The Thomas Carlisle Shuler and Lucy Lee Graves Shuler Endowed Scholarship Fund was established in 2007 by James W. Moody Jr., Class of 1974, and his wife Rebecca Shuler Moody in memory of her father, the Reverend Thomas C. Shuler, Class of 1935, and in honor of her mother, Lucy Lee Shuler. The Reverend Shuler was a member of the South Carolina Conference of the United Methodist Church and in partnership with his wife, Lucy, served their Lord, in ministry, for 40 years. Awards from this fund are reserved for qualified students, male or female, who demonstrate financial need and are in their junior or senior year of pre-ministerial study at Wofford.

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

The John W. Simpson Endowed Scholarship Fund was established in 2007 with the proceeds of a charitable trust from the estate of John W. Simpson. Awards from this fund are reserved for qualified students.

The Edward H. Sims Endowed Scholarship Fund was established in 1983 by H. Daniel Avant, Class of 1961, Wofford Trustee (1990-98) of Columbia, S.C., in honor of Edward H. Sims, Class of 1943.

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

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

The Herman H. and Louise M. Smith Endowed Scholarship Fund was started in 1998 with a gift from a family trust of Herman H. and Louise M. Smith of High Point, N.C. The gift was in made in honor of the Smiths' granddaughter, Margaret Huntley Smith, Class of 1999, during her senior year at Wofford. Preference goes to students with financial need.

The J M Smith Foundation Endowed Scholarship Fund in memory of Bernard E. Brooks was established in 2007 by the J M Smith Foundation. Mr. Brooks was a beloved and highly respected Spartanburg business leader, a member of the Wofford College Board of Trustees, and a member of the Board of Directors of the J M Smith Corporation. Awards from this fund are reserved for worthy students pursuing a program of study in pre-pharmacy or in computer science.

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

The Russell D. Smith Endowed Scholarship Fund was established in 2011 with proceeds from the estate of Russell D. Smith, a 1949 graduate of Wofford College. Preference in the selection of recipients of awards from this fund goes to students with demonstrated financial need, academic promise, good character, and the intent to major in mathematics.

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

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

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

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

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

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

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

The Herbert Lee Spell and Sarah Cannon Spell Endowed Scholarship Fund was begun in 1982 with gifts from Dr. and Mrs. Herbert Spell of Summerville, S.C. Dr. Spell is a member of the Class of 1931 and former member of the Board of Trustees (1966-1972). He was awarded an honorary Doctor of Divinity degree in 1973.

The Spigner Endowed Scholarship Fund was established in 2004 by Margaret Spigner Lancaster and H. Lloyd Lancaster Jr. This fund honors the memory of Mrs. Lancaster's father, Edward T. Spigner, Class of 1913, her uncle Raymond N. Spigner, Class of 1907, and her uncle, Hubert T. Spigner, who also attended Wofford. Preference in the selection of recipients of awards from this fund goes to students with demonstrated financial need, academic promise, and good character.

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

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

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

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

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

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

The Algernon Sydney Sullivan Endowed Scholarship was established in 1999 by the Algernon Sydney Sullivan Foundation. Awards may be made to students who have need, but community service and good character are the primary qualifications for the scholarship.

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

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

The Switzer Family Endowed Scholarship Fund was established in 1986 by Mr. and Mrs. James L. Switzer of Union, S.C., and their three children, Paul, Class of 1977; Jim, Class of 1980; and Toccoa, and was significantly increased in 1987 with a gift from the Bailey Foundation of Clinton, S.C. Mr. Switzer was a member of the Class of 1940 and Mrs. Switzer served as a Wofford Trustee (1990-2002). Jim's daughter, Elizabeth Bailey Switzer, continued the family's Wofford tradition as a member of the Class of 2007. Awards from the fund are reserved for graduates from the top 25 percent of their class from Christ School of Arden, N.C. Beginning in 2013, the funds will be reserved for students graduating in the top one-third of their classes at Christ School, Salem Academy, and The Spartanburg Day School. The available scholarship award will be equally divided among the recipients from the three college preparatory schools. In addition, a stipend will be provided for each Switzer scholar to participate in a semester of travel or an Interim travel program one time during their four years at Wofford.

The George and Carol Tate Endowed Scholarship Fund was established in 2007 by a generous gift from George and Carol Tate of Greenville, S.C., in honor of their grandson, Matt Putnam, Class of 1994, and Matt's wife Heidi Putnam, Class of 1993. Recipients of this scholarship must have outstanding character, be good citizens, possess leadership qualities, and participate in the Success Initiative Program.

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

The Sandor Teszler Endowed Scholarship Fund was established in 1993 by family members and friends of Mr. Teszler to honor his 90th birthday. Mr. Teszler, for whom the college's library also is named, was honorary professor of humanities at Wofford. For more than 30 years he was a beloved friend of the college until his death in 2000.

The T. Reginald Thackston Endowed Scholarship Fund was established in 1979. Reverend Thackston, Class of 1956, served the United Methodist Church in South Carolina, including pastorates at Hemingway, Conway, Marion, Charleston, and Columbia, until his retirement in 1997. He has served Wofford as a member (1976-88) and secretary (1982-88) of the Board of Trustees.

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

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

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

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

The William Richardson and Connie Jackson Timmons Endowed Scholarship Fund was established in May 2006 by H. Neel and Scott Timmons Hipp of Greenville, S.C., in loving memory of her parents. Awards from this fund are reserved for students who demonstrate financial need and are residents of South Carolina. First preference is given to a recipient whose father or mother is actively serving in the United States military, second, to a student whose mother or father is retired from the military, and third, to a student who is active in the ROTC program.

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

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

The Oliver A. and Francis M. Tucker Endowed Scholarship Fund was established in 2011 with bequest proceeds from the estates of Oliver and Frances Tucker. The son of a Methodist minister, Oliver Tucker graduated from Wofford College in 1939, after which he served in the U.S. Army and was a World War II veteran. He retired as an administrator in the S.C. public school system. His father, the Reverend Beverly H. Tucker, Sr. was a 1926 Wofford graduate, and his brother, Beverly H. Tucker Jr., graduated in 1935. A native of Spartanburg County, Frances McElrath Tucker was a retired employee of Peebles Kimbrell and a devoted member of the United Methodist Church. Mrs. Tucker was known as a great homemaker and cook and an accomplished gardener. Recipients of awards from this fund should be persons of outstanding character, academic promise, and demonstrated financial need. Preference will be given to students who intend to pursue a career in public education.

The VF Corporation Endowed Scholarship Fund was established in 1990 by the VF Corporation of Reading, Pa., with the assistance of Mr. Robert E. Gregory. Mr. Gregory, a member (1986-98) and chair (1995-98) of the Board of Trustees, was president and chief operating officer of VF Corporation until 1991.

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

The Coleman B. Waller Scholarship Fund was established by Dr. Coleman B. Waller, Class of 1895, and emeritus professor of chemistry at Wofford.

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

The W. Carl Walsh Jr. Endowed Scholarship Fund was begun in 1989 by Dr. Walsh, a 1962 Wofford graduate and physician practicing in Easley, S.C. Dr. Walsh has been active in Wofford activities for many years, serving as president of the National Alumni Association in 1980. He and his wife, Nancy, have two daughters who are Wofford graduates, Lyn, Class of 1990, and Lauri, Class of 1992. Preference for awards from the fund goes to students pursuing careers in medicine, dentistry, or wildlife management.

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

The Albert T. Watson Memorial Endowed Scholarship Fund was created in 1998 in memory of Dr. Watson, a 1943 Wofford graduate who died in 1997 after a distinguished career with both General Electric and Exxon.

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

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

The Thomas Foster Watson and Francis Emory Watson Endowed Scholarship Fund was established in 2007 in loving memory of Thomas Watson and Francis Watson by their brother, David E. Watson, of Rock Hill, S.C. Thomas F. Watson was a member of the Class of 1933 and Francis E. Watson was a member of the Class of 1940 at Wofford College. Awards from this fund are reserved for students who demonstrate financial need, with preference given to students who are non-athletes.

The J. Anthony and Lillian A. White Endowed Scholarship Fund was established in 1980. A member of the Class of 1941, Dr. White served Wofford as president of the student body (1940-41), and member (1966-78) and chair (1975-78) of the Board of Trustees. He was a leading physician, nationally recognized for his dedication to his family, and an outstanding civic and church leader.

The Mary B. White Endowed Scholarship Fund was established in 2007 by her son, John B. White Jr., Class of 1972, of Spartanburg, S.C. Mr. White named this scholarship in memory of his mother because of her commitment to spread the Christian gospel and her love of music. Awards from this fund are reserved for students who intend to pursue a career in the ministry (or church related career) or who have a lifelong passion for music, as determined by the Dean of the College and/or the Chaplain of the College.

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

The Newell R. and Caroline M. Whitener Endowed Scholarship Fund was established in 2007 through the estate of Newell Russell Whitener and in honor of his cousins, Dr. Charles David Barrett, Class of 1955, the late Dr. James Sherer Barrett, Class of 1955, and the late Dr. William Charles Reid, Class of 1955. Awards from this fund are reserved for students who intend to enter the ministry.

The Whitley Family Endowed Scholarship Fund was established in 2007 by the family of Mr. and Mrs. William H. Whitley Jr. of Concord, North Carolina. Mr. Whitley is a 1958 graduate of Wofford College. While a student at Wofford, he was a member of the Kappa Sigma fraternity, participated in track and field, and worked on the Old Gold and Black. He is the President and General Manager of Carolina Cemetery Park Corp., serving the funeral and cemetery business that has been a part of his family for many years. Mr. Whitley's granddaughter, Laura LeAnn Lancaster, graduated from Wofford College in 2007. While at Wofford, Ms. Lancaster was a member of the Kappa Alpha Theta sorority and on the Honor Council, worked on the Bohemian yearbook staff, and assisted with the Student Alumni Association. Upon graduation from Wofford, she studied at the Charlotte School of Law in North Carolina. Scholarships from this fund are reserved for students who demonstrate financial need. Preference in selection of recipients is given to qualifying Success Initiative students from Cabarrus County, North Carolina. If there is no such student from Cabarrus County, then the scholarship may be awarded to any qualified and deserving student(s) from Cabarrus County. If there is no student from Cabarrus County, then the scholarship may be awarded to any qualified and deserving student(s).

The Dr. James T. Wiggins Endowed Scholarship Fund was established in 2001 by Dr. James T. Wiggins, a member of the Class of 1956. Dr. Wiggins is a retired physician who practiced in the Columbia, S.C., area. Awards from this fund go to students with demonstrated financial need who could not otherwise afford to attend Wofford.

The Wile Family Endowed Scholarship Fund was established in 2008 by Edward B. and Vickey K. Wile of Atlanta, Georgia. The Wiles are long-time, generous supporters of Wofford College. A member of the Class of 1973, Mr. Wile is currently a member of the Wofford College Board of Trustees and serves on the Investment Advisory Committee. Recipients of the scholarship must be good citizens of outstanding character who possess leadership qualities and indicate a need for financial aid. The recipient must be a member of the Wofford intercollegiate football team.

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

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

The John W. Williamson and Inez S. Williamson Endowed Scholarship Fund was established in 2004 by their children and grandchildren. The Williamsons insisted that all twelve of their children attend college and preferably one that was Methodist related (eleven actually did). This was accomplished during the turbulent times of the 1920's and 1930's. Scholarships from this fund are reserved for students from the Orangeburg, S.C. area who demonstrate academic promise, strong character, and leadership ability, and first preference may go to those who demonstrate financial need.

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

The Wofford College Endowed Athletic Scholarship Fund was begun in 1988 by several of the first women to compete in varsity intercollegiate athletics at Wofford College. While both women and men athletes are eligible for awards from this fund, in keeping with the intent of the early donors, at least one female will be awarded a scholarship from this fund each year.

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

The Julian S. Wolfe Endowed Scholarship Fund was created with gifts from friends and family in memory of Mr. Julian S. Wolfe, a 1915 Wofford graduate, following his death in 1984. Mr. Wolfe was a devoted alumnus who enjoyed a distinguished law career in Orangeburg, S.C.

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

The Worrell Family Endowed Scholarship Fund was established in 2006 by Dr. and Mrs. Henry Patterson Worrell of Marion, S.C. Pat, Class of 1964, his wife Hallett, their son Reed Worrell, Class of 1995, their daughter Laura Worrell Hutto, Class of 1991, and Laura's husband Scott W. Hutto, Class of 1991, are all involved in the life of Wofford College and for more than 40 years Pat and Hallett have encouraged and assisted qualified students to attend Wofford. Awards from this fund are reserved for qualified students who demonstrate financial need. In addition to academic achievements, recipients must have demonstrated their interest in and concern for others through church activities, scouting, or other activities that benefit individuals other than themselves prior to their enrollment at Wofford. First preference is given to high school graduates from Marion County, South Carolina, but if there are no qualified Wofford students from this area, then preference is given to students from Georgetown County, South Carolina, then Horry County, South Carolina, and then to students from other locations within the Pee Dee area of South Carolina

The Julien D. Wyatt Endowed Scholarship Fund was established in 1992 by Dr. and Mrs. Hal Jameson Sr., to honor the memory of Julien D. Wyatt of Easley, S.C., a 1919 graduate of Wofford. Mr. Wyatt had a distinguished career as president and editor of the Easley Progress and was a distinguished civic leader in Pickens County until his death in 1960.

The John Bundy Yorke Memorial Endowed Scholarship Fund was established in 2007 through generous donations from the family and friends of John Yorke. Originally from Rock Hill, S.C., Mr. Yorke graduated magna cum laude from Wofford College in 1976 with a degree in Economics. While a student at Wofford, he was inducted into Phi Beta Kappa, was tapped for membership in Blue Key, and was a member of the Sigma Nu fraternity. After receiving his law degree from Wake Forest University, he embarked on a distinguished legal career, and was named a partner in the Corporate Services Group at Helms Mullins & Wicker in Charlotte, North Carolina. Mr. Yorke volunteered his time, energy, and resources to many organizations, including Palmetto Boys State and Thompson Child and Family Focus. In addition, he served Wofford as President of the Alumni Executive Council. First preference in selection of recipients for the scholarship is given to a qualifying student from Rock Hill, SC, who participated in Palmetto Boys State. Second preference is given to any qualified student who participated in Palmetto Boys State. If there is no qualifying student that satisfies these criteria, Wofford College may award the scholarship to any qualified and deserving student(s).

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

ENDOWED FUNDS TO BE ESTABLISHED

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

1970s Football Championship Team Endowed Scholarship Fund
The Frederick Rowell Atkinson 1935 Endowed Scholarship Fund
The Baggett Transportation Endowed Scholarship Fund
The William Signey Bagwell Jr. Endowed Scholarship Fund
The Ryan L. Beasley Endowed Scholarship Fund
The Bernard E. Brooks Endowed Scholarship Fund
The Frank '72 and JoAnn Brunson Endowed Scholarship Fund
The Cashwell Family Endowed Scholarship Fund
The Class of 1928 Endowed Scholarship Fund
The Class of 1942 Endowed Scholarship Fund
The Class of 1944 Endowed Scholarship Fund
The Class of 1946 Endowed Scholarship Fund
The Class of 1951 Endowed Scholarship Fund
The Class of 1984 Endowed Scholarship Fund
The Class of 1996 Endowed Scholarship Fund
The Class of 1997 Endowed Scholarship Fund
The Class of 2000 Endowed Scholarship Fund
The Class of 2001 Endowed Scholarship Fund
The Class of 2002 Endowed Scholarship Fund
The Class of 2007 Endowed Scholarship Fund
The Richard Harris Cohn Football Endowed Scholarship Fund
The Creative Writing Endowed Scholarship Fund
The Thomas M. Davis 1941 Endowed Scholarship Fund
The Wallace G. Dean 1950 Memorial Athletics Endowed Scholarship Fund
The David B. Dedmon, D.M.D., Endowed Scholarship Fund
The Bernie and Anne Dunlap Endowed Scholarship Fund
The H. J. Fleming Jr. Endowed Scholarship Fund
The Dr. Walker H. Ford Endowed Scholarship Fund
The Jeff Forte Endowed Scholarship Fund
The Richard L. Fowler Endowed Scholarship Fund
The Barbara Jean and Lee Hanning Endowed Scholarship Fund
The Jimmy A. and Brenda G. Harris Chemistry Endowed Scholarship Fund
The William C. Herbert Phi Beta Kappa Endowed Scholarship Fund
The George Hodges 1913 Endowed Scholarship Fund
The Hoffman Family Endowed Scholarship Fund
The Stewart Heath Johnson Endowed Scholarship Fund
The George Norwood League and Mary Edna Smith League Endowed Scholarship Fund
The Nabor Dekalb Lesesne Family Endowed Scholarship Fund

The Jonathan R. Lide 1984 Memorial Endowed Scholarship Fund
 The George C. Marshall Endowed Scholarship Fund
 The John Bowman McLeod Endowed Scholarship Fund
 The Dr. Melvin D. '54 and Joanne V. Medlock Endowed Scholarship Fund
 The Men's Soccer 2009 SoCon Champions Endowed Scholarship Fund
 The Charles C. Moore 1927 Endowed Scholarship Fund
 The Curtis Lynn Nichols Jr. 1996 Endowed Scholarship Fund
 The Jennings K. Owens Jr. Family Endowed Scholarship Fund
 The Frank M. Pickens Endowed Scholarship Fund
 The Frank S. Poe Jr. Family Endowed Scholarship Fund
 The Stanley E. Porter and Dr. Jennifer Parker Porter Endowed Scholarship Fund
 The Rhem Family Endowed Scholarship Fund
 The Richardson Summer Scholar Endowed Scholarship Fund
 The Major and Mrs. Harry O. Shaw Jr. Endowed Scholarship Fund
 The Teresa Sims Endowed Scholarship Fund
 The Talmage Boyd Skinner Jr. '56 and Beverly Keadle Skinner Endowed Scholarship Fund
 The Harold D. '60 and Catherine H. Thompson Endowed Scholarship Fund
 The Donna R. Thraikill Memorial Endowed Scholarship Fund
 The Tyson Family Endowed Scholarship Fund
 The Tyson-Gross Endowed Scholarship Fund
 The Waccamaw Neck Endowed Scholarship Fund
 The Theodore H. Walter and Sons Endowed Scholarship Fund
 The Grantham Dewitt and Karen Wheeler Warren Endowed Scholarship Fund
 The John B. White, Sr. Endowed Scholarship Fund
 The John Brock Williams Endowed Scholarship Fund
 The William and Harriet Willimon Endowed Scholarship Fund
 The Ana María J. and Dennis M. Wiseman Endowed Scholarship Fund
 The Wofford Club of Columbia Endowed Scholarship Fund

ANNUALLY FUNDED SCHOLARSHIPS

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

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

The D. Mark Anderson Scholarship Fund was established in December 2008 in his memory by his beloved wife, Jane Orahoad Anderson; his devoted mother, Marion A. Jennings; and numerous friends. Preference for awards from the fund is given to students with financial need.

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

The Babcock Scholarship Fund was established in 2005 by Gary Babcock. Awards from this fund are reserved for students who are business majors participating in the Success Initiative Program at Wofford College. First preference will go to students with demonstrated financial need and outstanding leadership and academic skills.

The Lori Waldrop Barwick Scholarship was established in 2006 by Benny and Gayle Waldrop in honor of Dr. Lori Waldrop Barwick, Class of 1994. Recipients of awards from this fund must be worthy and qualified students from Spartanburg County who are interested in a career in medicine or clinical psychology, with the hopes that no matter their choice of career path, they will advocate in some way for the availability of treatment service and continued research in the field of mental health.

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

The Tom and Shirley Bower Annually Funded Scholarship was established in 2006 by their son, Thomas L. Bower III, Class of 1974, and his wife, Maria, in appreciation for the opportunities afforded him by his parents. Tom III enjoyed a stellar four years at Wofford, during which he exemplified the true student-athlete as a Hall of Fame defensive end for the Terriers, a *magna cum laude* economics major, Phi Beta Kappa graduate, and SAE fraternity member. After earning a law degree from the University of Georgia, Tom went to work for the family business, Clipper Petroleum. Awards from this fund will go a student-athlete participating in the football program with selection determined by the head football coach. However, the recipient must demonstrate academic promise, strong moral character and leadership skills.

The Thomas C. Brittain Scholarship Fund was established by Thomas C. Brittain and his family. Mr. Brittain is a 1975 graduate of Wofford, a former varsity football letterman and a member of the Board of Trustees (1997-2009; chair 2004-2009). First preference in awarding scholarships from this fund goes to students with outstanding academic credentials majoring in history, English, or religion, as well as being participants in the college's intercollegiate football team.

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

The Camellia Scholarship for Chinese was established in 2009 by Chanjuan Pan. The scholarship will be awarded to junior or senior students who major in Chinese at Wofford College. The scholarship provides an \$800 stipend for one student each year to help support the student's trip to study abroad in China to fulfill the requirements of the Chinese major. To be eligible for the award, the student must be in good standing academically and planning to study Chinese for one semester in China.

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

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

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

The J. Claude and Maxilla Evans Scholarship was established in 2010 by the Spartanburg County Foundation through the estate of J. Claude and Maxilla Evans. Claude Evans was born in Anderson, S.C. He attended Wofford College, graduating in 1937, and later graduated from Duke Divinity School. A member of the South Carolina Methodist Conference, the Rev. Evans served as the associate pastor of Washington Street Methodist Church in Columbia, S.C., and as a pastor in McCormick, Walhalla, and Clemson, South Carolina. He edited the *South Carolina Methodist Advocate* from 1952 until 1957. He served as the Chaplain at Southern Methodist University from 1957 until 1982. Preference in awarding this scholarship should go to graduates of Spartanburg Methodist College who have been beneficiaries of the J. Claude and Maxilla Evans Scholarship at Spartanburg Methodist College. Students receiving this scholarship shall be designated as Evans Scholars.

The H. J. Fleming Jr. Scholarship Fund was established by Herbert John Fleming Jr., a 1996 graduate of Wofford, a former soccer letterman and loyal supporter of the Wofford athletics program, in honor of his grandparents, William and Anne Fleming. This scholarship is awarded to a student-athlete on the men's soccer team.

The Richard Lane Fowler Scholarship Fund was established in 2005 by Angela Fowler Prince in memory of her father, Richard Lane Fowler, Class of 1948. Mr. Fowler was a veteran of World War II and an esteemed community and civic leader in the town of Spartanburg. Awards from this fund will be given to a sophomore or junior student who demonstrates a strong work ethic, leadership skills, and outstanding academic achievement and is majoring in

either chemistry or mathematics. Additionally, recipients must be residents of South Carolina with demonstrated financial need.

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

The James M. Johnson Football Scholarship was established in 2007 by James M. Johnson, Class of 1971. Awards from this fund are reserved for students participating in the intercollegiate football program.

The Wade P. Keisler Family Athletic Scholarship was established in 2008 by Wade P. Keisler, Class of 1980. The recipient of awards from this fund will be a deserving student athlete selected by the director of athletics.

The Wade P. Keisler Family Success Initiative Scholarship was established in 2008 by Wade P. Keisler, Class of 1980. Awards from this fund will be reserved for qualified students selected by the success initiative director and/or the dean of the college.

The Lane Family Scholarship was established in 2011 by Hugh C. Lane Jr. Lane served as a Trustee at Wofford College (2002-present; chair from 2009-2011). His daughter, Sophie Lane Martin, is a member of the Wofford Class of 2006. Awards from this scholarship are reserved for students who have outstanding character, are good citizens, and possess qualities of leadership.

The Longleaf Scholarship Fund was established in 2006 by John E. Bauknight, IV, Class of 1989, and Edward "Nick" S. Wildrick, Class of 1990. In addition to being SAE fraternity brothers, they are brothers in law, and the founders of Longleaf Holdings USA, which is a holding company for companies such as Shred-First, which they have grown into one of the largest independents of its kind in the country. Awards from this fund are reserved for students participating in the football program who also demonstrate academic promise, leadership qualities, and a strong moral character as determined by the head football coach.

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

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

The Charles and Mary New Scholarship was established in 2010 by the Spartanburg County Foundation through the estate of Mary S. New. Mrs. New was a native of Rock Hill, S.C., and during her lifetime she and her family lived in Spartanburg and in Greenville. The awards from this scholarship are reserved for students who have financial need. The recipients must exhibit good character, academic achievement, and leadership skills.

The Parrish Family Annually Funded Scholarship was established by Mr. and Mrs. Jeffrey Parrish of Columbia, S.C., in 2010. The scholarship from this fund is reserved for a student from South Carolina who has demonstrated leadership ability, overall school spirit and participation, sound academic achievement in high school; but may not necessarily be at or near the top 10% to 20% of his/her graduating class. Instead, this scholarship should be used for a student who, at the recommendation of his/her guidance counselor or principal in conjunction with the Wofford Admission Office, is deemed as one who will benefit the most by attending Wofford College.

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

The Richardson Summer Scholar Scholarship was established in 2009 by the current and former recipients of the Richardson Family Endowed Scholarship to honor Jerry '59 and Rosalind Richardson and their family for their tremendous generosity and support of the scholars during and after their years at Wofford. Funds from this scholarship will be used to pay a stipend to a student while he or she participates in a summer internship at a place of their choice. The recipient must exemplify a need for a stipend and cannot be a current Richardson Scholar. The recipient must be nominated by the Career Services Office. Nominees must agree to participate in an interview similar to the Richardson Scholarship interview.

The Rotary Club of Spartanburg Scholarship is awarded to a graduate of a Spartanburg County High School. Preference is given to scholarship applicants who were members of the Interact Club while in high school.

The SCICU Scholarships are supported with gifts to the South Carolina Independent Colleges and Universities consortium. Annual scholarships are presently administered through this program in the names of the following regional businesses and other organizations: The Bailey Foundation; BB&T; Bank of America; Duke Power; Sonoco Products Co.; SCANA Corp./SCE&G; S.C. Student Loan Corporation, Wachovia, a Wells Fargo Company; and the UPS Foundation.

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

The J M Smith Foundation Scholarship Fund was established in 2007 by the J M Smith Foundation. Awards from this fund are reserved for worthy students pursuing a program of study in pre-pharmacy or in computer science.

The Spartanburg County Foundation Scholarship was created by the Spartanburg County Foundation and is awarded to worthy and deserving residents of Spartanburg County who attend Wofford College. There are four scholarships awarded each year and there is one recipient in each class at Wofford.

The Algernon Sydney Sullivan and Mary Mildred Sullivan Scholarships were established in 1969 by the Algernon Sydney Sullivan Foundation. Awards may be made to students who have need, but community service and good character are the primary qualifications for the scholarship.

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

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

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

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

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

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

The Wofford College Success Initiative is a projects-driven learning community that complements the college's liberal arts tradition. Students chosen for the Success Initiative must possess talents, interests, or experiences that have profoundly affected their world view. They will dedicate nine hours per week to the program's curriculum of non-credit individual and team projects. In addition to participation in the program, Success Initiative Scholars are awarded annual scholarships in the amount of \$10,000, adjusted for changes in comprehensive fees.

OTHER ENDOWMENT SUPPORT

Through the years, gifts from alumni and other friends have enabled Wofford to build its permanent endowment. The college's endowment market value as of June 2011 was approximately \$161 million. The growth of Wofford's endowment provides additional operating funds for the college, thereby affording financial stability to the academic program. The Board of Trustees established the minimum gift level to create specific endowed funds. These include:

Faculty chair	\$1,500,000
Professorship	\$1,000,000
Lecture Series	\$100,000
Scholarship	\$50,000
Library Book Fund	\$25,000

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

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

Endowed funds whose market values total at least \$500,000 are listed below.

The John Pope Abney Memorial Endowed Scholarship Fund, established by the Abney Foundation

The Paul and Cathryn Anderson Endowed Scholarship Fund, established by Paul Anderson, Class of 1930, and his wife Cathryn Anderson

The Bonner Scholarship Program Endowed Scholarship Fund, established by the Bertram F. Bonner Foundation

The S. Hart Booth Jr. and Margaret Bishop Booth Endowed Scholarship Fund, established by Mr. and Mrs. S. Hart Booth Jr.

The William H. Brabham '71 Memorial Endowed Scholarship, established in 1985 in his memory by family members and friends

The W. Dean Cannon Endowed Scholarship Fund, established by Dean Cannon, Class of 1950

The J. Harold Chandler Endowed Scholarship Fund, established by J. Harold Chandler, Class of 1971, and his family

The Chapman Family Chair in Humanities, established by the James A. Chapman family

The Close Foundation Endowed Scholarship Fund, established by the Close Foundation.

The John C. Cobb Chair in Humanities, established in his memory by his sister, Ann Cobb Johnson of Spartanburg, S.C.

The Charles E. Daniel Endowed Scholarship Fund, established by the Daniel Foundation of South Carolina

The Daniel/Elmore G. and Dorothy C. Herbert Endowed Scholarship Fund, established by matching funds from the estate of Homozol Mickel Daniel

The Daniel/Douglas Henry Joyce Endowed Golf Scholarship Fund, established with matching funds from the estate of Homozel Mickel Daniel

The Daniel/Reeves Family Endowed Scholarship Funds, established with matching funds from the estate of Homozel Mickel Daniel

The Walter C. Daniel Jr. and Thelma Miller Daniel Endowed Scholarship Fund, established by bequests from their estates

The Ralph A. Durham Endowed Scholarship Fund, established by friends of Mr. Durham, Class of 1925

The James G. and Laura E. Ferguson Endowed Scholarship Fund, established by Mr. and Mrs. James G. Ferguson of Laurens, S.C.

The Samuel Pate Gardner Chair, established by the estate of Samuel P. Gardner, Class of 1918

The Mr. and Mrs. T. R. Garrison Professorship in Humanities, established by the estate of T. R. Garrison, in memory of their son, William McClure Garrison

The Fred A. Gosnell, Sr. and Family Endowed Scholarship Fund, established by Fred A. Gosnell, Sr., Class of 1914, and his family

The R. Earle Gregory and Ellen R. Gregory Endowed Leadership Scholarship Fund, established by Robert E. Gregory, Class of 1964, in memory of his parents

The DeWitt L. Harper Endowed Scholarship Fund, established in 1985 by Mrs. DeWitt L. Harper in memory of her husband, Class of 1921

The Peter Berley Hendrix Professorship in Religion, established by the estate of Peter B. Hendrix

The Elmore G. and Dorothy C. Herbert Endowed Scholarship Fund, established by the estate of Dr. Elmore G. Herbert

The Herman N. Hipp Endowed Scholarship Fund, established in memory of Herman N. Hipp by his widow, Jane F. Hipp, and their children, Edward '80, Neel, Mary, Gage, and William

The Marvin L. Holloway Endowed Scholarship Fund, established in 1983 by Marvin L. Holloway, Class of 1933

The Laura and Winston Hoy Endowed Professorship, established by Laura and Winston Hoy of Myrtle Beach, S.C.

The R. Michael James Family Endowed Professorship, established by R. Michael James, Class of 1973

The Lewis P. Jones Distinguished Visiting Professorship, established by Susu and George Dean Johnson, Class of 1964, to support annually a semester-long visit by a nationally prominent professor of history

The Douglas Henry Joyce Endowed Golf Scholarship Fund, established by Douglas Henry Joyce, of Nashville, Tenn., a member of the Class of 1979

The William R. Kenan Jr. Professorship, established by the William R. Kenan Charitable Trust

The James N. Kirby and Shirley T. Kirby Endowed Scholarship Fund, established in 2005 by James N. "Buddy" Kirby, Class of 1961

The Ruth O. and Joab M. Lesesne Jr. Endowed Scholarship Fund, established by alumni and other friends

The Dean Frank Logan and Madeline W. Logan Endowed Scholarship Fund established by friends of Mr. and Mrs. Logan to honor their 37 years of service to Wofford

The W. Hastings McAlister Memorial Endowed Scholarship Fund, established as a memorial to W. Hastings McAlister, Class of 1974

The Dr. and Mrs. Larry Hearn McCalla Chair in Biology, established by the estate of Homozel Mickel Daniel

The Dr. and Mrs. Larry Hearn McCalla Chair in Chemistry, established by the estate of Homozel Mickel Daniel

The Dr. and Mrs. Larry Hearn McCalla Chair in Mathematics, established by the estate of Homozel Mickel Daniel

The Joseph B. and Wilma Miller Endowed Scholarship Fund, established by Lt. Col. (Ret.) Joseph B. Miller, Class of 1932

The Milliken Endowed Fund for Excellence in Science Teaching, established by Mr. Roger Milliken to promote and recognize excellent teaching in science

The Milliken Endowed Fund for Science Equipment, established by Mr. Roger Milliken for the purchase and maintenance of science equipment

The C. B. "Slim" and Lillian Mooneyham Endowed Scholarship Fund, established in 1989 by Lillian C. Mooneyham. Mr. Mooneyham was a 1934 Wofford graduate.

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

The Guy M. and Agnes Majes Nelson Endowed Scholarship Fund, established by the estate Dr. Guy M. Nelson, Class of 1922, and in memory of his father, Dr. Augustus M. Nelson

The Corry W. Oakes III '89 Endowed Scholarship Fund, established by Mr. George Dean Johnson Jr. of Spartanburg, S.C., in honor of Corry W. Oakes, Class of 1989

The Albert C. Outler Professorship in Religion, established with gifts and a bequest from Robert J. Maxwell

The James Truesdale Outz Jr. Endowed Scholarship Fund, established with a bequest from his widow, Eva Sanders Outz Hoffman, in memory of her husband, a member of the Class of 1932

The Grant Peacock Professorship in Chinese Studies, established by the Grant Peacock Family Foundation

The Perkins-Prothro Endowed Chair in Religion, established by the Joe and Lois Perkins Foundation, the Perkins-Prothro Foundation, and the Prothro family of Wichita Falls, Texas

The Roy Singleton Powell and Elizabeth Perrin Powell Endowed Scholarship Fund, established by Mr. and Mrs. Roy S. Powell, of Spartanburg, S.C.

The Presidential Endowment Fund for Faculty and Curricular Development and Institutional Self-Renewal, established by the William and Flora Hewlett Foundation and the Andrew Mellon Foundation

The Reeves Family Endowed Professorship, established with gifts from the Reeves Foundation

The Reeves Family Endowed Professorship in Finance, established with gifts from the Reeves Foundation

The Reeves Family Endowed Professorship in Humanities, established with gifts from the Reeves Foundation

The Reeves Family Endowed Scholarship Funds, established with gifts from the Reeves Foundation

The Richardson Family Endowed Scholarship Fund, established by Mr. and Mrs. Jerome J. Richardson and their children, Jon, Mark, and Ashley

The Jerry Richardson Endowed Scholarship Fund, established in 2006 by Rosalind and Jerry Richardson, Class of 1959

The Frank R. Roberts Endowed Scholarship Fund, established in 1991, following the death the previous year of Mr. Roberts, a member of the Class of 1917

The Eli F. Sanders Endowed Scholarship Fund, established in 2007 by Greg and Ell Sanders, sons of Eli Sanders, Class of 1954

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

The Newell R. and Caroline M. Whitener Endowed Scholarship Fund, established in 2007 through the estate of Newell Russell Whitener

The Dr. James T. Wiggins Endowed Scholarship Fund, established by Dr. James T. Wiggins, Class of 1956

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Academic Regulations



Daniel Building

Calendar

Wofford's September-May academic year is divided into two semesters and a four-week Interim. The official academic calendar for 2011-2012 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 present their schedules to their faculty advisors for review and approval prior to registration. Schedules calling for more than the normal maximum permissible course load (see the following section) can be carried only with the approval of the Registrar.

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

To be permitted to register for classes, students must clear all 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 advisor 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 may still drop courses (but may not add) after the end of the official add/drop period, but the consequences of doing so are quite different. Students wishing to drop courses should always seek advice on the matter from their advisors and instructors, but this is particularly so when the add/drop period has passed, because all courses dropped after that period will appear on the student's 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 advisor, and the course instructor, and indicating the grade to be recorded, is returned to the Office of the Registrar by the instructor and not by the student. Students who drop courses during the last four weeks of semester classes will automatically and routinely be assigned 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 Freshmen:

<i>Fall Semester</i>	<i>Interim</i>	<i>Spring Semester</i>
Humanities 101	One Project	English 102
A Laboratory Science Course		A Laboratory Science Course
Physical Education		Physical Education
A General Education Required Course		A General Education Required Course
An Elective Course		An Elective Course (or two)

Students in good standing may take up to eighteen hours in a semester without special permission. Students wishing to take more than eighteen 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 eighteen 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 freshmen. Students who do not complete General Education requirements in those areas by the end of their freshman year cannot be guaranteed space in the courses in future semesters. Sophomores and freshmen with advanced standing have registration priority in 200-level English courses. Students who do not fulfill the requirement for a 200-level English course by the end of their sophomore year cannot be guaranteed space in future semesters.

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

For 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 Foreign Languages.

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 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, 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 ENG 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 are ultimately 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 advisor, 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 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 Wofford

Health Services Office 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:

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 Wofford Health Services Office 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:

When it is recommended that an absence be excused, the student must present the statement from the Health Services staff member to the instructor to gain permission to make up the work missed. The instructor should, in every case possible, assist the student in making up the work in a 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 e-mail and the campus post office are channels for official communications. The preferred method of communication is on-campus e-mail, and each student is required to have a valid Wofford College e-mail account. In addition, all students are required to have campus post office boxes where they may receive 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 which brings snow and ice to the area. Every effort will be made to hold classes and to have offices open. Commuting students should understand that classes are held, but that they are to run no unreasonable risk to get to the campus. They will be permitted to make up work they miss. If an exception is made to this policy, area radio and television stations will be notified. 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
B	3.000
B-	2.700
C+	2.300
C	2.000
C-	1.700
D	1.000
F (Failure)	.000
I (Incomplete)	.000
WF (Withdrawal Failing)	.000

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.

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.

AU-Audit

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

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.

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.

WS-Withdrawal Satisfactory

Awarded when a student officially withdraws 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 four courses for which final grades of C-, D, F, or WF were recorded in a prior attempt, without the course hours being counted again as hours attempted. Thus the student who undertakes four repeats or fewer and makes higher grades will receive the full grade-point value of the higher grades. Repeats exceeding the four limit, will be included in all attempts and in the GPA calculation. Please note that the grades earned from all prior attempts will be included on the transcript, however, only the highest grade and associated hours will be included in the GPA calculation.

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 section for further details).

Any instance in which a student would like to take advantage of the repeat policy, s/he she must complete and submit the Repeated Course form available on myWofford. The Registrar's Office must receive this form in order to apply the repeat policy. Otherwise, none of the potential benefits derived from repeating a course will be gained.

The repeat policy is only available to courses taken and repeated at Wofford. Students should also be aware that the grade-point-average 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.

A student who has twice failed a course needed to fulfill a General Education requirement may appeal to be exempted from that requirement. The student wishing to appeal must request that the Dean of the College convene a committee to review his or her case before the end of the add/drop period in the semester following the second failure. The committee's decision is final. The appeal process is only an option for courses necessary to meet General Education requirements. It does not extend to courses taken to fulfill elective hours, major, minor or other program requirements

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:

- attempted at least twelve 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 advisor, the advisor 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 September 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 statement of the standards and procedures for evaluating the results of the student's work. The project should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology.
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 advisor. 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 advisor the student's work is not of sufficient merit to justify continuation.
5. Each student completing an Honors Course shall prepare and submit to the instructor three copies of a written report describing the work done in the course. The student will then undergo a final oral examination by a committee of three faculty members, appointed by the major advisor, and including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour. The major advisor will retain one copy of the final report and submit one copy to the Curriculum Committee for review. The Curriculum Committee copy will then be deposited in the college archives.
6. Students will graduate with "high honors" in their major when they earn a grade of "honors" in the Honors Course and achieve a grade-point average of at least 3.75 in the major. The distinction will be announced at commencement exercises, and shall be noted in a special section of the *Catalogue* and recorded 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 less than 30 credit hours are freshmen. For a student to be considered sophomore, s/he 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 do not consistently make reasonable progress, as noted in the table below, may be subject to academic probation and/or exclusion. 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.

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

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.

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 advisor. 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 s current academic performance is judged to be extremely poor, the Dean of the College may require, after consultation with the Registrar, the student, and the student's faculty advisor, that the student withdraw from the College, whether or not his or her cumulative GPA meets the technical standard for good standing.

Withdrawal from the College

Students who decide to withdraw from the College, either during or at the end of the semester, must contact the Registrar's Office in order to initiate the withdrawal process. The student must also meet with Financial Aid and complete an exit interview with the Dean of Students. A hold is placed on the student's record until all steps are complete. 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.

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 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 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 the Wofford Registrar 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.

Education Records and FERPA Policy

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
E-mail address
Date and place of birth
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.

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



Franklin W. Olin Building, 1992

Degrees Offered

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

Candidates who meet all requirements and successfully complete 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

	<i>Semester Hours Required</i>	
	B.A.	B.S.
English	6	6
Fine Arts.....	3-4	3-4
Foreign Languages	4-10	4-10
Humanities 101	3	3
Natural Science	4-8	12-16
History	3	3
Philosophy.....	3	3
Religion.....	3	3
Cultures and Peoples.....	3	3
Mathematics.....	3	3
Physical Education	2	2
Major work.....	24-39	27-40
Interim Projects	16	16
Electives to attain a Minimum Total of.....	124	124

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.

ENGLISH**SIX SEMESTER HOURS**

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

FINE ARTS**THREE OR FOUR SEMESTER HOURS**

This requirement is met by successfully completing one three-semester-hour 200-level course in Art, Music, or Theatre (except that Music 220 may not be used to meet this requirement), or by successfully completing four semester hours in Music 100, 101, 102, 103, 150, 151, 260 and/or 301.

FOREIGN LANGUAGES**FOUR TO TEN SEMESTER HOURS**

This requirement is met by successfully completing one of the following course sequences or courses, with placement made by the faculty. Normally, placement is determined by previous foreign language study.

Chinese 101, 102 (10 hours); or Chinese 201 (5 hours).

French 101, 102 (6 hours); or 200 or 201 or 202 (4 hours).

German 101, 102 (6 hours); or 201 or 202 (4 hours).

Spanish 101, 102 (6 hours); or 200 or 201 or 202 (4 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:

Biology 104, 150, 151, 212, 214

Psychology 104, 150, 200, 230

Environmental Science 104, 203

Physical Sciences:

Chemistry 104, 123, 124.

Physics 104, 121, 122, 141, 142

Environmental Science 104, 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 Education Department for information regarding which of the courses and sections are acceptable for their science requirements.

NATURAL SCIENCE,

B.S. DEGREE

TWELVE TO SIXTEEN SEMESTER HOURS

This requirement is met either by successfully completing four courses, two in each of two departments, chosen from the following list:

- Biology 150, 151, 212, 214.
- Chemistry 123-124.
- Physics 121, 122; or 141, 142.
- Psychology 150, 200, 210, 230, 300.

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

HISTORY

THREE SEMESTER HOURS

This requirement is met by History 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://myWofford.edu> and at 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 twenty-seven to forty (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.

Under normal circumstances, no more than thirty-six hours in any one program may be applied toward a bachelor degree. Courses used to satisfy General Education requirements are not included in calculating that total.

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 upon request from the Director of Interim. 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 twenty-seven semester hours of course work awarded or accepted by Wofford for the student after he or she matriculates at the college (except that students who earn 124 hours and complete all other requirements for graduation in three years must each complete and pass only three projects).

Credits lost when students fail projects can be regained only by completing and passing projects in subsequent 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 Coordinator 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 may also qualify for graduation by presenting a number of hours with grades higher than C- equal to the overall graduation requirement (124 semester hours) minus the number of hours accumulated in courses and projects graded on the Pass/Fail system, and presenting grades higher than C- in each course used to meet General Education and major requirements.

A candidate is required to perform at a minimum level in all major courses, as well. A 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 thirty-four hours of work toward the degree and more than half of the hours toward the major must be completed at Wofford College. (Courses taken in a Wofford-approved study abroad program are considered to have been completed at Wofford College.) In extenuating circumstances (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 senior 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 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 & 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)
Gender Studies
Information Management
Latin American and Caribbean Studies
Medical Humanities
Neuroscience
Nineteenth Century Studies
Political Thought (Government)
Pure Math (Math)
Teacher Education
World Politics (Government)

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

Pre-Professional Programs

Pre-Engineering

Wofford College has an agreement with Clemson University which 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 advisor, 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 advisor at Wofford. The advisor is listed in the *Student Handbook*.

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

Wofford College has an excellent reputation for preparing persons for the graduate study required for entry into medicine, dentistry, nursing, veterinary medicine, the Christian ministry, and law. Generally, any of the College's majors 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 advisor 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 advisor 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 are also 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 advisor 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 twelve credit hours. The four courses include instruction in leadership, ethics, tactics, military law, administration, and exercise of command. Advanced Program cadets receive a tax-free allowance of up to \$500 each month for up to ten months of the academic year, and are also paid during the four-week summer camp they are required to attend between the junior and senior years.

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

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

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	Education 200.	Foundations of Education
	Education 220.	Teaching Diverse Student Populations
Junior Year	Education 320.	Human Growth and Development
	Education 330.	Educational Psychology
	Education 340.	The Teaching of Reading
Senior Year	Education 420.	Instructional Methods
	Education 430.	Senior Seminar and Field Experience
	Education 440.	Clinical Practice

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

Explanations of the professional education requirements are included in the *Teacher Education Handbook*, the *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 forty-five 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 twelve elective hours in certain courses offered by the Department (Education 200, 220, 320 or 330). After twelve hours the student must be formally admitted to the program in order to take additional professional education courses. Admission to the Teacher Education program should be sought during the sophomore year. Teacher candidates must be admitted to clinical practice one semester prior to student teaching.

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

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

Retention in the Teacher Education Program

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

Specifically, to be retained in the program the teacher candidate must: maintain a grade-point average 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 Education 340, 420, and 430, prior to enrolling in Education 440.

Recommendation for Teacher Licensure

The college advises teacher candidates about requirements of the Teacher Education Program and helps with scheduling the appropriate sequences of courses. Responsibility for starting the program and pursuing it to completion, however, rests upon the individual candidate. Deficiencies in preparation at the time the candidate seeks recommendation for licensure are not the responsibility of the college. Wofford College recommends for licensure only those candidates who have completed satisfactorily all requirements in the three Teacher Education Program components and passed the state-required national examinations.

Courses of Instruction



Roger Milliken Science Center, 2001

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

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

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

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

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

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

At the end of each course description are three numbers 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*

SHAWN M. FORBES, ANDREW F. GREEN, JENNIFER B. JOHNSON, RYAN A. JOHNSON, RICKEY H. MADDEN, MICHAEL L. MERRIMAN, JAMES EDWIN PROCTOR, 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 in 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.

Computer Proficiency Requirement:

Students majoring in Accounting or Finance, or minoring in Accounting, Business, or Finance will be expected to use computers for the following applications: word processing, spreadsheet analysis, internet access, e-mail, and database searches. Students who are not proficient in these applications may elect to take Computer Science 101.

Prerequisites for Majors in Accounting or Finance:

Economics 201, 202; Mathematics 140, and either 160 or 181. A minimum grade of C is required in all prerequisites for majors in Accounting or Finance. Economics 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 thirty-nine hours as follows:

- (1) Thirty-three hours from the following courses, all of which are required: Accounting 211, 341, 345, 351, 352, 412, and 425; Business 331 and 338; Economics 372; and Finance 321;
- (2) Six hours from the following courses: Accounting 342, 411, 413, 426, and selected Accounting 480 courses.

Requirements for the Major in Finance:

Completion of thirty-three hours as follows:

- (1) Accounting 211;
- (2) Six hours from the following courses: Accounting 341, 342, 345, 351, 352, 425 and 426;
- (3) Finance 321 (a grade of C or better is required in Finance 321 as a prerequisite for the 400 level Finance courses);
- (4) Fifteen hours from the following courses: Finance 411, 415, 420, 430, 435, 440, 445, 450 and 480;
- (5) Six hours from Business 331, 338, 339, 340, 347, 348, 350, 376, 448, 480 and Economics 372.

Requirements for the Minor in Accounting

Prerequisite: Math 140

Completion of 18 hours as follows:

- (1) Accounting 211 and Finance 321;
- (2) Accounting 341, 351, 352, and either 345 or 425.

Requirements for the Minor in Finance:

Prerequisite: Math 140

Completion of 18 hours as follows:

- (1) Accounting 211 and Finance 321;
- (2) Twelve hours from any 400-level Finance course

Requirements for the Minor in Business:***

Completion of 18 hours as follows:

- (1) Accounting 211 and Finance 321;
- (2) Twelve 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. 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: Accounting 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: Accounting 341 with a grade of C or higher. Offered fall 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: Account 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: Accounting 211 with a grade of C or higher. Offered fall 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: Accounting 351 with a grade of C or higher, Finance 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: Accounting 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: Accounting 351 with a grade of C or higher. Offered spring 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: Accounting 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: Accounting 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: Accounting 425 with a grade of C or higher. Offered spring semester.

(3/0/3)

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)

448. Business and the Liberal Arts

A seminar that treats business in a liberal arts context, relating key business concepts to ideas from the humanities, social sciences, and sciences. Its focus is on strategic management and on the mature analysis and expression of issues. Offered on an occasional basis.

(3/0/3)

480. 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)

210. 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)

280. 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)

321. Business Finance

A study of the fundamental concepts in financial management, including present value, stock and bond valuation, financial analysis and forecasting, capital budgeting, and long-term financing alternatives. Prerequisite: Accounting 211, Mathematics 140. Offered each semester.
(3/0/3)

411. Investments

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

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

420. Cases in Finance

A study of advanced topics in finance, particularly corporate finance, using the business case methodology. Prerequisite: Finance 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: Finance 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: Finance 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: Finance 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. Prerequisites: Finance 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: Finance 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)

480. Advanced Topics in Finance

Topics and credits may vary from year to year. Prerequisite: Finance 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, DENISE T. FRAZIER, GERALD A. GINOCCHIO,
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:

1. One theory course: Either English 320, African American Literature, or Sociology 307, W.E.B. DuBois and the Development of Black Sociology.
2. Four more courses from the following list, with not more than two, including the theory course, from the same department.

Art 241.	African Art: Gender, Power, and Life-Cycle Ritual
English 320.	African American Literature
English 330.	Black Arts Movement
English 340	African Literature
Government 490	Contemporary African Politics
History 307.	History of the American South to the Civil War
History 308.	History of the American South since the Civil War
History 316.	Topics in African-American History (American Slavery and The American Civil Rights Movement have been the most recent offerings.)
History 490	Topics in African History
Philosophy 331.	African Philosophy
Religion 480.	Black Theology and Ethics
Religion 481.	Religion in the American South
Sociology 240	Race and Ethnic Relations.
Sociology 305.	The Sociological Wisdom of Martin Luther King Jr.
Sociology 306.	The Sociological Lessons of the Life and Times of Malcolm X

Sociology 307 **WEB DuBois and the Development of Black Sociology**
Theatre 480. **African American Drama**

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 and Art History (ART)

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 and coursework in Studio Art. The program in Studio Art is not a major.

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 image and architectural space and the recognition of their social impact. Art History is inherently cross-disciplinary. The task of understanding a work of art in its historical context requires an awareness of the politics and economics, literature and religion of that period. The student majoring in Art History will acquire skills in visual analysis, an awareness of 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, printmaking, and installation art.

Art History Major:

Under normal circumstances, students intending to complete the major in Art History should first take the survey courses – 201, 202, and 203 – which provide a foundation for the program. They should take the course in Art Historiography (411) during the fall semester of the junior year. In addition to the requirements listed below, a semester or Interim spent in study abroad is strongly recommended for all students majoring in Art History. An internship with a museum, gallery, or other arts organization may be arranged during Interim or a regular semester as a way of gaining practical experience and exploring career options.

Requirements for the Major:

Thirty semester hours, as follows: Art 201, 202, 203, and 411; Philosophy 310 or Art History 412; and three other Art History courses, and one Studio Art course.

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

Students pursuing the major in Art History must take and pass an appropriate introductory-level course in Music or Theatre to fulfill the General Education requirement in Fine Arts. Philosophy 310 may not also be applied toward the General Education requirement in Philosophy.

Requirements for the Minor:

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

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

201, 202, 203. Survey of the History of Western Art

An introductory survey of Western art and its major monuments, artists, techniques, styles, and themes. Art 201 encompasses the art of prehistory, the Ancient World, and the early Middle Ages; 202 surveys the art of the later Middle Ages, Renaissance, and Baroque periods; 203 covers the art of the 19th and 20th centuries.

(3/0/3) each course

210. Principles and Types of Architecture

An introduction to the study of architecture through an examination of the principles that underlie architectural design and their use in outstanding historic examples of residential, religious, and civic architecture.

(3/0/3)

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)

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)

245. Studio Art

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

(3/0/3)

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)

256. 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 works of 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 artist, 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.

(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 and Classical Art

A study of the major developments in ancient Greek and Roman art and architecture, including a consideration of the Aegean and Etruscan cultures that preceded them. This course places objects in their cultural context, with emphasis on the use of art as a tool for political propaganda. Prerequisite: At least one course in Art History or permission of the instructor.

(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: At least one course in Art History or permission of the instructor.

(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: At least one course in Art History or permission of the instructor.
(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: At least one course in Art History or permission of the instructor.
(3/0/3)

305. Nineteenth-Century Art

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

321. Art of South Asia

A study of major developments in the visual arts of the Indian subcontinent from the protohistoric era through the seventeenth 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. *Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.*
(3/0/3)

322. Art of China

An examination of topics in the visual arts of China from its protohistoric 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: At least one course in Art History or permission of the instructor. *Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.*
(3/0/3)

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.
(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: at least one prior studio art course, or permission of the instructor.

(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: At least one course in Art History or permission of the instructor.

(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: At least one course in Art History or permission of the instructor.

(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.

(0/0/3)

480. Advanced Topics in Art History

Offered periodically as announced. Recent topics have included "Vincent van Gogh" and "Rome: A City in History." Normally for advanced students.

Prerequisite: Permission of instructor.

(1-4/0/1-4)

Students majoring in Art History may take at least one of these Converse College courses toward completion of their major program:

306. Twentieth-Century Art before 1945

309. Twentieth-Century Art after 1945

315. Women and Art

404. American Art

Biology (BIO)

ELLEN S. GOLDEY, *Chair*

STEPHANIE H. BAKER, GEORGE R. DAVIS JR., STACEY R. HETTES, TRACIE MARIE 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:

Thirty-seven semester hours as follows: Biology 150, 151, 212, and 214, plus six advanced courses chosen in consultation with your Biology faculty advisor. 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.

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

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

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 Biology and Education Departments to review the extent to which departmental and teacher preparation requirements differ and to develop plans for meeting both.

104. Biology: Concepts and Method

Study of topics selected to introduce students to basic concepts in biology and 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 Biology 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 and analytical (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 Biology 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 Biological Inquiry.

(3/3/4)

212. Introduction to Genetics and Molecular Biology

Study of the basic concepts 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.

(3/3/4)

214. Cellular Biology

Study of biochemical, metabolic, structural and functional aspects of cells and cellular systems.

(3/3/4)

250. Introduction to Research

Projects designed to introduce students to research and to critical reading of original research.

(Variable credit in class or lab up to 4 hours)

280. Selected topics in Biology

Selected topics in Biology at the introductory or intermediate level.

(Variable credit in class or lab up to 4 hours)

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 of research papers.

(3/0/3)

322. Biology of the Vertebrates

This course will cover the biology, natural history and diversity of vertebrates, and the evolution of form and function within this group.

(3/0/3)

324. Microbiology

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

(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**
Identical in content to Biology 331 but has a laboratory component.
(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 life-cycle nutrition.
(3/0/3)
- 342. Human Physiology**
Study of the concepts of physiology with emphasis on negative feedback mechanisms responsible for homeostasis in humans.
(3/3/4)
- 344. Mammalian Histology**
Microscopic study of the cellular structure of tissues and organs.
(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. Lab emphasis is on 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 may include evolutionary origins of living mammals, and Order by Order review of the Class, 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. A research project and a research paper are required.
(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.
(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 and Ethology**
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 will also apply the methods of ethology in field and laboratory conditions.
(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.
(3/0/3)

- 423. Immunology**
A concise but comprehensive and up-to-date introduction to immunology.
(3/0/3)
- 424. Immunology**
Identical to content in Biology 423, but has a laboratory component.
(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 inborn errors of metabolism.
(3/0/3)
- 436. Cellular Biochemistry**
Study of the mechanisms of life on the molecular level. Topics include gene cloning and analysis of biotechnology, control of gene expression, control of cell division, and the molecular basis of cancer. In the laboratory, students use modern technologies including DNA fingerprinting, Southern blot, gene cloning, and PCR.
(3/3/4)
- 440. Anatomy**
A system by system approach to understanding vertebrate anatomy and evolution. Human Anatomy is compared to cat and the anatomy of representative 'ancestral vertebrates'.
(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**
Identical in content to Biology 445 but has a laboratory component.
(3/3/4)
- 450. Research**
Original research in an area of student's interest. Prerequisite: Biology 250
(Variable credit in class or lab up to 4 hours)
- 480. Advanced Topics in Biology**
Topics of special interest, special need, or special content.
(Variable credit in class or lab up to 4 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.
(3/0/3)
- 495. Case Studies in Biomedicine**
Study of the biology of human disease through patient-oriented problem solving and self-directed learning.
(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, 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 Chemistry Department 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:

Chemistry 123 and 124

Corequisites for the Major:

Physics 121 and 122, or 141 and 142; Mathematics 181, 182.

Requirements for the Major:

Chemistry 203-204, 203L-204L, 214-214L, 313, 313L, 360.

Participation in departmental seminars in junior and senior years.

Additional Requirements for the Pre-Professional Track:

Chemistry 314 and 314L; 323 and 323L; 411 and 411L; 421 and 421L, 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 Mathematics 210 and to acquire a reading knowledge of German.

Additional Requirements for the Liberal Arts Track:

Chemistry 309 and 309L; 308 and 308L, or 314 and 314L, or 323 and 323L; 421 and 421L, or 411 and 411L; and one four-hour biology course (other than Biology 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: Chemistry 123-124. Corequisites: Chemistry 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: Chemistry 124. Corequisite: Chemistry 203-204.

(0/3/1) each semester

214. Introductory Analytical Chemistry

Fundamental theories and techniques of quantitative chemical analysis.

Prerequisite: Chemistry 124. Corequisite: Chemistry 214L.

(3/0/3)

214L. Introductory Analytical Chemistry Lab

Application of classical procedures for specific determinations. Includes volumetric, gravimetric, and common electroanalytical chemistry techniques.

Prerequisite: Chemistry 124. Corequisite: Chemistry 214.

((0/3/1)

250. Introduction to Research

Elementary investigations in chemistry for students who wish to begin research early in their undergraduate studies. A student may earn a maximum of 4 semester hours in Chemistry 250. Prerequisite: Chemistry 123-124 or permission of the department faculty.

(0/3/1)

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 4 hours)

308. Biotechnology

This course is designed to provide knowledge and skills of biochemical processes and their application to industrial chemistry and microbiology. Prerequisite: Chemistry 204.

(3/0/3)

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: Chemistry 204. Corequisite: Chemistry 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: Chemistry 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: Chemistry 214; Physics 121 and 122, or 141 and 142; Mathematics 181, 182. Corequisite: Chemistry 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: Chemistry 214, Physics 121 and 122, or 141 and 142; Mathematics 181, 182. Corequisite: Chemistry 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: Chemistry 214, Physics 121 and 122, or 141 and 142; Mathematics 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: Chemistry 214, Physics 121 and 122, or 141 and 142; Mathematics 181 and 182. Corequisite: Chemistry 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. Prerequisite: Chemistry 313. (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: Chemistry 323. (0/3/1)

360. Chemical Information Retrieval

An introduction to the retrieval of information from commercial online databases in chemistry, including STN, Dialog, and the World Wide Web. Emphasis is placed on the content and scope of these databases and on the development of effective search strategies. The goal of the course is to provide students with the tools, including the computer skills, necessary to conduct independent literature searches for courses and research. Students also learn how to make effective computer-assisted presentations. This course is graded pass/fail. Prerequisite: Chemistry 204. (1/0/1)

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: Chemistry 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: Chemistry 314. Corequisite: Chemistry 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: Chemistry 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: Chemistry 204. (0/3/1)

450. Senior Research

Guided original research in the field of a student's interest. Introduction to basic principles of library and laboratory research leading to a solution of the problem and a written report. A student may earn a maximum of four semester hours in Chemistry 450. Prerequisites: Permission of instructor and Department Chair. (0/6/2)

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 4 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 Chemistry 250 and Chemistry 450 in the course descriptions above and the section on Honors Courses and In-Course Honors in this *Catalogue*, or consult the department Chair

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, 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 Computer Science Department. Completion of the Emphasis is noted on the student transcript.

Prerequisite for the Emphasis:

Mathematics 181.

Requirements for the Emphasis:

Computer Science/Mathematics 201, Computer Science 235 with a grade of C or higher, Computer Science 350 with a grade of C or higher, and Computer Science 370 (see descriptions of these courses in the Catalogue section on Computer Science, which follows); completion of a major in Biology, Chemistry, Environmental Studies, Mathematics, Physics, or Psychology; and completion of the requirements for the B.S. degree. The student must also 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, have good attendance, and keep a daily journal. After the internship, the student must submit a final report, present a talk on campus about their 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, 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: Computer Science 235 with a grade of C or higher, 350 with a grade of C or higher, 351, 410, Physics 203, and two other Computer Science courses at the 300- and/or 400- levels.

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

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

Requirements for the Minor:

The minor requires completion of six 3- or 4-hour courses as follows: Computer Science 235 and 350 each with grades of C or higher; either Mathematics 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. (Computer Science 101 may not be used to meet these requirements. Physics 203 may be used to meet these requirements.)

101. Introduction to Computers

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

115. Introduction to Web Authoring

An introduction to effective communications using Web technology. No programming background is required. This course focuses on the technologies and tools to construct interesting and effective Web sites, including XHTML, 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)

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 Mathematics 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: Mathematics 181 and C or higher in Computer Science 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: Physics 203 and C or higher in Computer Science 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 Computer Science 235 and in Physics 203, or C or higher in Computer Science 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 Computer Science 235.

(3/0/3)

335. Advanced Web Programming

An advanced study of the design and programming of Web applications. Topics include commercial Web sites; 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 Computer Science 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: Mathematics 181 and C or higher in Computer Science 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 Computer Science 235.

(3/0/3)

351. Advanced Data Structures

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

(3/0/3)

360. Operating Systems

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

(3/0/3)

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 Computer Science 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 Computer Science 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 Computer Science 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 Computer Science 350 and Physics 203.
(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)

Creative Writing

JOHN E. LANE, DENO P. TRAKAS, *Coordinators*

ELIZABETH COX, C. MICHAEL CURTIS, MARK A. FERGUSON

The Creative Writing courses listed below are open, with permission of instructor, to any student. They may also 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:

- English 371. Short Story Workshop
- English 372. Advanced Short Story Workshop
- English 373. Poetry Workshop
- English 374. Advanced Poetry Workshop
- English 375. The Art of the Personal Essay
- English 376. Playwriting Workshop
- English 377. Advanced Playwriting Workshop
- English 378. Novella Workshop

Economics (ECO)

JOHN R. MCARTHUR, *Chair*

KATERINA ANDREWS, JOHN K. FORT, FRANK M. MACHOVEC, WESLEY J. PECH, TIMOTHY D. TERRELL, RICHARD M. WALLACE

Two separate major programs are offered: Economics and Business Economics. For either major, students have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the college's natural science requirement). Students may major in both Economics and Accounting, or in both Economics and Finance. Students may not major in both Business Economics and Economics, or Finance, or Accounting, or Intercultural Studies for Business.

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

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

Prerequisites for the Major in Economics or Business Economics:

Mathematics 140, either Mathematics 160 or 181, and a course in Computer Science.

Requirements for the Major in Economics:

Thirty-one semester hours as follows: Economics 201 and 202 each with grades of C- or higher; Economics 301; one course from Economics 302 or 322; Economics 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 Economics and Education Departments to plan for the related work they must do in history, geography, government, and sociology.

Requirements for the Minor in Economics:

Fifteen semester hours as follows: Economics 201 and 202 each with grades of C- or higher; Economics 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:

Thirty-seven semester hours as follows: Economics 201 and 202 each with grades of C-minus or higher; Economics 301; one course from Economics 302 or 322; Economics 372, and 450; Accounting 211 and 341; Finance 321; one course chosen from Business 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 Economics 201 be completed with a grade of C-minus or higher before attempting 202.
(3/0/3)

280. 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: Mathematics 160 or 181, and C-minus or higher in Economics 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 Economics 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 Economics 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 Economics 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. Prerequisite: C-minus or higher in Economics 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 Economics 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 Economics 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. *Writing intensive*. Prerequisite: C-minus or higher in Economics 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.
(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.
(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 Economics 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: Economics 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 or higher in Economics 301 and C or higher in Mathematics 160 or 181.

(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: Economics 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: Economics 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.

(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.

(3/0/3)

432. Managerial Economics

The application of economic analysis to the management problems of coordination, motivation, and incentives within organizations. Prerequisites: Economics 301 and Mathematics 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 Mathematics 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 Economics 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 Economics 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 Economics 201 or 202.

(1-4/0/1-4)

Education (EDUC)

CYNTHIA A. SUÁREZ, *Chair*
D. EDWARD WELCHEL

The Education Department 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: Education 200, 220, 320, 330, 340, 420, 430, and 440. For further information, consult the *Catalogue* section on the Teacher Education Program and the *Teacher Education Handbook*, or contact the Chair of the Education Department.

200. Foundations of Education

A study of the purposes, background, 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: Education 200 or permission of the instructor. May be taken simultaneously with Education 200. Offered every semester.

(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 4 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: Education 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: Education 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 ten-hour field experience is included. Prerequisites: Admission to the Teacher Education Program and successful completion of Education 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 Education 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; 6 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 4 hours)

English Language and Literature (ENGL)

DENO P. TRAKAS, *Chair*

ALAN D. CHALMERS, ELIZABETH COX, C. MICHAEL CURTIS, CATHERINE ENGLAND, MARK A. FERGUSON, NATALIE S. GRINNELL, SALLY A. HITCHMOUGH, JOHN E. LANE, JOHN D. MILES, JIM R. NEIGHBORS, LINDA POWERS, KIMBERLY A. ROSTAN, JULIE SEXENY, AMY D. SWEITZER, CAREY R. VOELLER, JOHN M. WARE, CAROL B. WILSON

The English Department 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:

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

Requirements for the Major in English:

For the English Major, students must successfully complete ten advanced courses (30 semester hours), three of which (9 semester hours) may come from the Creative Writing sequence (English 371-378), and/or Communication courses (English 381-388), and/or 300-level English/film courses. Major work must include at least one course from each of groups A, B, C, and D, plus one course from either Group E or F. Students who minor in English must take one course from each of Groups A, B, C, and D, but they will not be required to take a course from Group E or F. The groups are as follows:

- A. 301, 302, 303, 304, 305, 306, 307.
- B. 308, 309, 311, 312, 313, 314, 331, 332.
- C. 319, 320, 321, 322, 323, 324, 330, 362.
- D. 316, 325, 326, 327, 328, 329, 333, 334.
- E. 335, 336, 337, 338, 339, 360, 480.
- F. 341, 342, 343, 345.

Credit toward the English major is given for Adolescent Literature only if the student is in the teacher education program.

Students majoring in English may choose to concentrate in Creative Writing. For the concentration in Creative Writing, students must successfully complete ten advanced courses (30 semester hours), four of which (12 semester hours) must come from the Creative Writing sequence (English 371-378). Two of the Creative Writing courses must be in the same genre. Of the six advanced literature courses, at least one must come from each of the groups A-D.

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

With the permission of the Chair of the English Department, Theatre 351, 360, 362, 376, and 480 may be counted toward a major in English.

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

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

Prerequisites and Corequisites for Minor in English:

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

Requirements for Minor in English:

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

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 should 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: Humanities 101.

(3/0/3)

200. Introduction to Literary Study

A study of the genres of poetry and drama designed to develop the student's ability to read literature with sensitivity and understanding and with a sense of literary tradition. Emphasis is on close reading of works from a variety of critical perspectives. The drama includes at least one Greek play and one Shakespearean play. Prerequisites: Humanities 101 and English 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: Humanities 101 and English 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: Humanities 101 and English 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: Humanities 101 and English 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.

301. British Medieval Literature

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

302. Chaucer

A study of Chaucer's major poetry, with some attention to medieval language and culture.
(3/0/3)

303. Early English Drama and Lyric

Early English drama (excluding Shakespeare) and lyric poetry including authors such as Donne, Jonson, Marlowe and Webster.
(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*.
(3/0/3)

305. Shakespeare's Comedies and Histories

A study of Shakespeare's comedies and histories.
(3/0/3)

306. Shakespeare's Tragedies and Romances

A study of Shakespeare's tragedies and romances.
(3/0/3)

307. Seventeenth-Century English Literature

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

- 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.
(3/0/3)
- 309. English Literature of the Restoration and Eighteenth Century, 1660-1800**
A study of important works from the literature of the period, selected from satire (poetry and prose), essays, lyrics, biographies, and drama. The chief authors studied will be Dryden, Swift, Pope, Gray, Johnson, Behn, Congreve, Fielding, and Gay.
(3/0/3)
- 311. The English Romantic Period**
A study of English Romanticism with an emphasis on the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.
(3/0/3)
- 312. The Victorian Period**
A study of representative literature of the Victorian age, with emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites.
(3/0/3)
- 313. Nineteenth Century Issues and Topics**
A study of Victorian prose and poetry selected according to a specific theme that will help students understand the culture and prevalent ideas of the period.
(3/0/3)
- 314. The Irish Revival**
A study of the major writers of the period, including Synge, Yeats, Joyce, and O'Casey, with emphasis on the cultural and historical context of the Irish Renaissance.
(3/0/3)
- 316. Contemporary British Literature**
A study of British literature after World War II, including poetry, fiction, and drama, with emphasis on the cultural and historical context.
(3/0/3)
- 319. Native American Writers**
A study of the works of Native American writers of poetry, drama, fiction and non-fiction prose. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(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.*
(3/0/3)
- 321. American Romanticism**
American literature up to the Civil War.
(3/0/3)
- 322. American Realism and Modernism**
American literature from the Civil War to World War II.
(3/0/3)

323. Southern Literature

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

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.*
(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. Also listed as English 325. Prerequisite: 200- level English course. Also listed as THEA 325.
(3/0/3)

326. Contemporary American Fiction

American fiction after World War II.
(3/0/3)

327. Contemporary American Poetry

American poetry after World War II.
(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. Also listed as THEA 328. Prerequisite: 200- level English course.
(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.
(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 1960's. 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.
(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.
(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.
(3/0/3)

- 333. The Modern Novel**
A study of selected American and British modernist novels, including works by Joyce, Woolf, and Hemingway.
(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.
(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.
(3/0/3)
- 336. European Masterpieces: Antiquity to the Renaissance**
A study of selected masterpieces from the European tradition, including such writers as Homer, Rabelais, Dante, and Cervantes.
(3/0/3)
- 337. European Masterpieces: Seventeenth Century to the Present**
A study of selected masterpieces from the European tradition, including such writers as Moliere, Goethe, Ibsen, Flaubert, and Dostoyevsky.
(3/0/3)
- 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.
(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.*
(3/0/3)
- 340. African Literature**
An exploration of African writers from the 20th and 21st centuries, including Wole Soyinka, Zakes Mda, and Zoe Wicombe. While investigating how African writers have responded to the West's history of overtly sexualized and romanticized discourses on Africa, 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.*
(3/0/3)
- 341. Principles of Literary Criticism**
A survey of criticism and theory, introducing students to various methods of reading and evaluating literary texts.
(3/0/3)

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. Required for licensure as a teacher of English.
(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.
(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. Counts toward the major in English only for those students who are working toward teacher licensure, or with permission of the department chair.
(3/0/3)

345. Literature and Gender Theory

A study of gender theory and the application of the theory to a variety of texts.
(3/0/3)

351. The Art of Film

An introduction to the theory, technique, history, and criticism of film with screenings of major works. Also listed as Theatre 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. Also listed as Theatre 360.
(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-twentieth century American drama is a complex and compelling topic. This class will address ideas and issues of nationhood, the frontier, American identity, race and race relations, and popular and high culture. Also listed as Theatre 362.
(3/0/3)

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 manuscripts in class and meet with instructor for individual conferences.
(3/0/3)

372. Advanced Short Story Workshop

An advanced course in creative writing in which each student will write original short stories. Prerequisite: English 371 or permission of instructor.
(3/0/3)

373. Poetry Workshop

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

374. Advanced Poetry Workshop

An advanced course in creative writing, culminating in the publication of poetry chapbooks. Prerequisite: English 373 or permission of instructor.
(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.
(3/0/3)

376. Playwriting Workshop

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

377. Advanced Playwriting Workshop

An advanced course in creative writing in which each student will write an original play. Prerequisite: English 376 or permission of instructor.
(3/0/3)

378. Novella Workshop

An advanced course in creative writing in which each student will write an original novella. Prerequisite: English 371 or 372 or permission of instructor.
(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. Business and Professional Communication

A series of three one credit-hour courses offered sequentially during one semester. English 381 (Interpersonal Communication) focuses on interpersonal skills, oral communication, and listening; 382 (Team Dynamics) focuses on skills needed for problem solving by small groups; and 383 (Conflict Management) focuses on strategies for decreasing conflict and creating win-win outcomes in the workplace and in the community.
(3/0/1) each course

384. Writing for the Mass Media

An introduction to writing for print journalism, broadcast media, and online settings.
(3/0/3)

385. Reasoning and Writing

An advanced composition course in which students study a wide variety of essays from different disciplines and write for a variety of purposes.
(3/0/3)

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.
(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.
(3/0/3)

388. Public Speaking

A course in preparing and delivering various types of speeches.
(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.
(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, WENYI ZHU

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 six core Environmental Studies requirements (below), select and fulfill the requirements for a Bachelor of Arts or Bachelor of Science 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: Computer Science 201

Requirements for the Major:

Successful completion of six ENVS core requirements (ENVS 101, 201, 202, 203, 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 advisor and the ENVS advisor. 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:

ART 256.	Environmental Art and Installation
BIO 370.	Field Biology
BIO 372.	Field Botany
BIO 374.	Living Mammals of the World
BIO 382.	Ecology
BIO 383.	Ecotoxicology
BIO 385.	Marine Biology
BIO 386.	Freshwater Biology
BIO 399.	Evolution
BIO 497.	Environmental Case Studies
BUS 350.	Business and the Environment

ECO 333.	Environmental Economics
ECO 334.	Economics of Property Rights
ECO 336.	Economics of Native Americans
ECO 338.	Water: Law, Economics and Policy
ENVS 326.	Introduction to Environmental and Nature Writing
ENVS 327.	Major Themes in Environmental Writing
ENVS 332.	Hydrology and Water Resources
ENVS 333.	Environmental Geology
ENVS 336.	Climate Change
GEO 201.	Introduction to Geography
GEO 280.	Selected Topics in the Geosciences
GEO 400.	Regional Environmental Studies
GEO 480.	Advanced Topics in the Geosciences
GOV 382.	Global Issues
GOV 423.	NGOs in World Politics
HIST 317.	History of the American Frontier
HIST 386.	History of Science
HUM 475.	Independent Study in Interdisciplinary Learning Communities
PHIL 215.	Environmental Ethics
PHIL 223.	Philosophy of Science
PHIL 225.	Science and Religion
PHIL 244.	Theories of Human Nature
PSY 300.	Learning and Adaptive Behavior
REL 385.	Religion, Literature and the Environment
SOC 225.	Human Ecology
SOC 302.	Environmental Sociology
SOC 311.	Ecological Anthropology
SOC 314.	Prehistoric and Historic Native Americans

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 will also 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)

104. Concepts & Methods in Environmental Science

A general science education course that emphasizes the understanding of interactions between the natural environment and human beings. Specifically, this course integrates sustainability themes with fundamental concepts in environmental science, such as ecosystems, biodiversity, natural resources, energy and environmental pollution. Does not count towards a major in Environmental Studies or toward science requirements for the B.S. degree.

(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)

280. Selected Topics in Environmental Studies

Selected topics in Environmental Studies at the introductory or intermediate level. (Variable credit up to 4 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.

(3/0/3)

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.
(3/0/3)

449. Environmental Studies Senior Capstone Project

This course requires students to complete a substantial project. Class meetings will build skills in proposal development and incorporate critical analysis of project implementation.
(4/0/4)

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 ENV5 program requirements.
(3/0/3)

480. Advanced Topics in Environmental Studies

Selected topics in Environmental Studies at an advanced level.
(Variable credit up to 4 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 4 hours)

400. Regional Environmental Studies

An interdisciplinary elective in which advanced students blend knowledge and interest from their major fields with the methodology and perspectives of earth science to understand regional environmental systems and problems. The course is designed as a bridge between the cultures of the scientist and the humanist. Prerequisite: Permission of instructor.
(3/3/4)

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 4 hours)

Foreign Languages

CAROLINE A. CUNNINGHAM, *Chair*

JOHN C. AKERS, LAURA H. BARBAS RHODEN, CAMILLE L. BETHEA,
BEATE BRUNOW, BEGOÑA CABALLERO-GARCIA, LI QING KINNISON,
KIRSTEN A. KRICK-AIGNER, PATRICIA G. NURIEL, CATHERINE L.
SCHMITZ, JUDITH ILIANA VILLANUEVA, ANA MARÍA J. WISEMAN,
DENNIS M. WISEMAN, YONGFANG ZHANG

The Department of Foreign Languages 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 Foreign Languages and Education Departments to review the extent to which Departmental and teacher preparation requirements differ and to develop plans for meeting both.

Restrictions:

Students who have received credit for a 200- level or 300- level foreign language course may not take or repeat a course at a lower level in the same language and receive credit or grade-points for it (except that courses 201, 202 may be taken in any order). Students who have received credit for a foreign language course at the 100- level may not take or repeat a lower numbered 100- level course in the same language and receive credit or grade points for it.

Prerequisites for Major in Chinese, French, German or Spanish:

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

Requirements for Major in Chinese, French, German or Spanish:

Chinese: LI QING KINNISON, *Coordinator*

The Chinese Major consists of 35-36 semester-hours in Chinese, beginning at the 200 level. Students majoring in Chinese must choose either the Language Track (36 hours) or the Culture Track (35 hours). Students who begin with Chinese 101 as freshmen are strongly encouraged to choose the Language Track. Students majoring in Chinese are expected to complete a semester of study abroad in a country where Chinese language is spoken.

Language Track: 30 semester-hours of language courses (Chinese 201, 202, 301, 302, 401, 402); and 6 hours of electives selected from Chinese 306, 307, 411, 412, and 480, or other courses (approved by

the Program Coordinator) whose principal focus is Chinese, Asian or East Asian culture, history, religion, politics, philosophy, art history, etc.

Culture Track: 20 semester-hours of language courses (Chinese 201, 202, 301, 302); and 15 hours of electives selected from Chinese 306, 307, 411, 412, and 480, or other courses approved by the Program Coordinator whose principal focus is Chinese, Asian or East Asian culture, history, religion, politics, philosophy, art history, etc.

French: CATHERINE L. SCHMITZ, *Coordinator*

The French Major consists of 24 semester-hours in French, including at least 18 semester-hours in courses numbered 300 or higher, including French 303 (in which the student must earn a C or higher in order to continue in the major); French 304 or French 306; French 308; and two 400- level courses in French at least one of which must be in literature. Students majoring in French are expected to complete a semester of study abroad in a country where French language is spoken.

German: KIRSTEN A. KRICK-AIGNER, *Coordinator*

The German Major consists of 24 semester-hours in German, including at least 18 semester-hours in courses numbered 300 or higher, including German 303 (in which the student must earn a C or higher in order to continue in the major); German 304 or German 306; German 308; and two 400- level courses in German at least one of which must be in literature. Students majoring in German are expected to complete a semester of study abroad in a country where German language is spoken.

Spanish: LAURA H. BARBAS RHODEN, *Coordinator*

The Spanish Major consists of 24 semester-hours in Spanish, including at least 18 semester-hours in courses numbered 300 or higher, including Spanish 303 (in which the student must earn a C or higher in order to continue in the major); Spanish 305 or Spanish 307; Spanish 308; and two 400- level courses in Spanish at least one of which must be in literature. Students majoring in Spanish are expected to complete a semester of study abroad in a country where Spanish language is spoken.

Requirements for Minor in Chinese Studies

LI QING KINNISSON, *Coordinator*

The curriculum for the Minor in Chinese Studies will consist of 19-23 semester-hours. All students who minor in Chinese Studies must complete Chinese 201 and Chinese 202 and at least three courses from Chinese 301, Chinese 302, Chinese 306, Chinese 307, Chinese 411, Chinese 412, Religion 356, Religion 357, Philosophy 335 and Government 362. Students choosing the Minor in Chinese Studies are expected to complete a semester of study abroad in a country where Chinese language is spoken.

Requirements for Minor in German Studies

KIRSTEN A. KRICK-AIGNER, *Coordinator*

The Minor in German Studies consists of German 201 and German 202 (or the equivalent), at least two courses in German numbered 300- level or higher, and two courses related to German-speaking culture from Philosophy 353, Philosophy 356, Religion 323, History 388, History 370, or History 380. Students may also include an appropriate independent study course, or a senior seminar 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.

Foreign Language (FL)

223. Foreign 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: Chinese 101 or 201; French, German, or Spanish 201. Corequisite: concurrent enrollment in Chinese 102 or 202; or French, German or Spanish 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. Intermediate Active Chinese

These intermediate level Chinese courses are to enhance command of the basic structures and vocabulary, to increase ability to communicate in Chinese both in speaking and writing, and to further develop interest in the Chinese language and culture. Intermediate Active Chinese hopes to cultivate students' interest in Chinese language and culture and lay a solid foundation for further study in Chinese.
(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: 3 viewing hours per week (241 = 1 credit hour), 6 viewing hours per week (242 = 2 credit hours). Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The courses may be repeated up to a maximum of 4 credit hours. Prerequisite: 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 4 hours)

301. High Intermediate Chinese

High Intermediate Chinese encourages students to increase their sophistication in reading and writing in Chinese in more formal styles. The course is conducted primarily in Chinese. Study materials include texts, web sources, and Chinese language television. (5/1/5)

302. Advanced Low Chinese

Advanced Low Chinese encourages students to continue to increase their sophistication in reading and writing in Chinese in more formal styles. The course is conducted primarily in Chinese. Study materials include texts, web sources, and Chinese language television. (5/1/5)

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. *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. *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. (5/1/5)

402. Advanced Chinese II

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.
(5/1/5)

411. Chinese Films

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. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)

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.
(3/3/4)

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: French 102 or the equivalent.
(3/3/4) 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: 3 viewing hours per week (241 = 1 credit hour), 6 viewing hours per week (242 = 2 credit hours). Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The courses may be repeated up to a maximum of 4 credit hours. Prerequisite: French 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 4 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: French 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 major aspects and issues of French social and political life today while stressing the differences with their own American culture. Conducted in French. Prerequisite: French 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 metropole, in selected nations or regions of Europe (Belgium, Switzerland), Africa (the Maghreb, West Africa), and the Americas (the Caribbean, Quebec). Focus is on the social and cultural institutions of non-French francophones and their concerns as expressed in a foreign idiom. Conducted in French. Prerequisite: French 303 or permission of instructor. *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 which illuminate the content of a text through an appreciation of style, syntax, and rhetorical device. Diverse literary genres are studied, including works of prose (fiction and non-fiction), poetry, 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: French 303 or permission of instructor. (3/0/3)

380. Foreign Language Drama Workshop

Participation in foreign language drama productions. Prerequisite: Permission of instructor. (3/0/3)

412. The French Novel

Readings from selected texts selected from representative 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 towards Advanced level proficiency (ACTFL guidelines) in the four language skills. Conducted in French. Prerequisite: French 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 towards Advanced level proficiency (ACTFL guidelines) in the four language skills. Conducted in French. Prerequisite: French 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 towards Advanced level proficiency (ACTFL guidelines) in the four language skills. Conducted in French. Prerequisite: French 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 towards Advanced level proficiency (ACTFL) in the four language skills. Conducted in French. Prerequisite: French 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: French 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: French 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. The focus on grammar and writing skills will be supported by various listening and speaking activities. 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. This course is taught in French. Prerequisite: French 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: French 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. Student 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 will also learn to recognize and transcribe with accuracy the major speech variations which exist among native speakers and will produce speech that can be understood without difficulty by native interlocutors. Conducted in French and English. Prerequisite: French 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 4 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: German 102 or the equivalent. (3/3/4) 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: 3 viewing hours per week (241 = 1 credit hour), 6 viewing hours per week (242 = 2 credit hours). Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The courses may be repeated up to a maximum of 4 credit hours. Prerequisite: German 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 4 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: German 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: German 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 will also be discussed. Conducted in German. Prerequisite: German 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: German 303 or permission of instructor.
(3/0/3)

380. Foreign Language Drama Workshop

Participation in foreign 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: German 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: German 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: German 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: German 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: German 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: German 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 4 hours)

Portuguese (PORT)

304. Accelerated Portuguese: Language and Culture

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 will also learn about Brazilian culture through the use of language, readings, music, films, and other authentic materials. This course will count as an elective in the Spanish major.
(3/1/3)

480. Advanced Topics in Portuguese

The study of selected topics at the advanced level in Portuguese.
(Variable credit In class or lab up to 4 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.
(3/3/4)

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: Spanish 102 or the equivalent.
(3/3/4) 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: 3 viewing hours per week (241 = 1 credit hour), 6 viewing hours per week (242 = 2 credit hours). Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The courses may be repeated up to a maximum of 4 credit hours. Prerequisite: Spanish 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 4 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: Spanish 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. Prerequisite: Spanish 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: Spanish 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: Spanish 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: Spanish 303 or permission of instructor(s). *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)
- 380. Foreign Language Drama Workshop**
Participation in foreign language drama productions. 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: Spanish 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: Spanish 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: Spanish 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: Spanish 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: Spanish 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: Spanish 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: Spanish 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: Spanish 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: Spanish 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: Spanish 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 4 hours)

Gender Studies (GSP)

KAREN H. GOODCHILD, 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:

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

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

Art 241.	African Art: Gender, Power, and Life Cycle Ritual
Art 412.	Women in Renaissance and Baroque Art
Chinese 299.	The Image of Women in Chinese Literature
English 338.	Early Women Writers
English 345.	Gender Theory and Literature
English 480.	Advanced Topics in Literature
French 400.	Francophone Women Writing on "Other" Cultures
History 319.	History of American Women
History 385.	Women in European History
History 389.	Topics in Modern Intellectual History
Philosophy 216.	Social and Political Philosophy
Philosophy 303.	Feminist Philosophy
Psychology 260.	Human Sexuality
Sociology 315.	Sex, Gender, and the Family
Spanish 308.	Modern Writers of the Hispanic World (with approval of Coordinators)

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)

Geology

Geology courses are listed under the Environmental Studies major.

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. Twenty-four semester hours are required beyond Government 202 and 203 (for a total of 30). Within the 24 semester hours, the following distribution requirement must be met:

Six semester hours in Division A (American Government) beyond Government 202;

Six semester hours in Division B (International Relations and Comparative Government) beyond Government 203;

Six semester hours in Division C (Political Theory); and

Six additional hours from any Division.

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

Optional Concentrations in the Major:

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

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

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

Political Thought Concentration: Any upper level course in political theory beyond the major requirement in Division C (for a total of at least three courses selected from Government 391, 392, 435, 436, 437, 440, and 495), and also a senior directed study course in political theory (Government 450).

Requirements for the Minor:

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

Non-Divisional Courses

202. Foundations of American Politics

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

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 parties.
(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: History 100, 101, 102.

Requirements for the Major:

A major consists of twenty-seven semester hours.

Students majoring in history must complete History 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, 311, 314, 316, 317, 319, 320, 325;
- (b) at least three semester hours in early European history (330, 340, 341, 350, 351, 360, 383);
- (c) at least three semester hours in modern European history (361, 370, 371, 378, 379, 380, 381, 382, 384, 385, 387, 388, 389);
- (d) at least three semester hours from History 460 or 465 (courses taught by the Lewis P. Jones Visiting Professor);
- (e) at least three semester hours from one of the following courses: 391, 392, 396, 397; and
- (f) at least three hours of elective credit (201, 202, 380, or any 300- or 400-level course not otherwise used to meet another distribution requirement).

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 History and Education Departments to plan for the related work they must do in Geography, Government, Economics, and Sociology.

Prerequisites for the Minor:

Two of the following: History 100, 101, 102.

Requirements for the Minor:

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

- 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 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)
- 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. American Colonial Society to 1763**
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. The Ancient World**
Ancient history from the rise of civilization in the Fertile Crescent until the dissolution of Roman imperial rule in Western Europe in the 5th century C.E. The course focuses in particular on ancient Greek and Roman culture and politics.
(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 twelfth-century Renaissance.
(3/0/3)
- 341. The Late Middle Ages and Renaissance (1100-1500)**
An examination of life just before and during what is generally held to have been one of the greatest social, cultural, and intellectual events in Western history – the Italian Renaissance. Special attention is given to late medieval society and the Black Plague, as well as to the social and economic conditions that gave rise to the Italian Renaissance. The latter part of the course focuses on the culture of the Renaissance and its export to Northern Europe and on the impact of the Renaissance on European history.
(3/0/3)

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 Craze of the sixteenth century. The course will focus on changing views of witchcraft and folk belief during the sixteenth 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)

391. Modern Middle East

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

(3/0/3)

392. Modern East Asia

A survey of the history of East Asia since the beginning of the 19th century with particular attention given to Asia's encounter with the West. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*

(3/0/3)

393. 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)

394. 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)

396. Colonial Latin American History

A study of the pre-Columbian and colonial eras of Latin American history examining the economic, political, and social aspects of colonial life, looking in particular at the adaptation of Spanish and Native American institutions to the new colonial reality. Study also includes the formation of ethnic and national identities between the 16th century conquest and the independence movements of the early 19th century. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*

(3/0/3)

397. Modern Latin American History

An examination of Latin American history since Independence focusing upon the continuing issues of ethnicity and race relations, as well as the impact of global capitalism on Latin America. Emphasis is also placed on rural and urban social movements, peasant rebellions, political developments, and the relations of Latin American nations with the United States. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*

(3/0/3)

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)

Humanities (HUM)

ANNE B. RODRICK, *Coordinator*

There are several opportunities for students to conduct interdisciplinary study in the humanities: (1) All freshmen are required to take a seminar introducing them to college-level study in humanities. While not strictly interdisciplinary, the seminars are taught by faculty members from the various humanities departments at the college. (2) Advanced courses are offered by faculty who have interdisciplinary interests and training. (3) An interdisciplinary major is provided by the selection and integration of work in several departments.

The Humanities major is intended for students with specific interests which cut across the existing majors offered in humanities disciplines: Art History, English, Foreign Languages, History, Philosophy, Religion, and Theatre. It offers students who have this interest the opportunity to design their major, but it also requires of these students extra initiative to do so. Students considering this major should understand that it is not intended for those who simply have a broad interest in the humanities; such students should major in one of the humanities departments and take electives in the others.

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

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

101. Freshman Seminar in Humanities and Composition

A course designed to engage students, during their first semester, in small-group seminars in humanistic inquiry, with special attention given to value questions and issues. The course includes substantial reading and group discussion, considerable work on English composition skills (comparable to that typically encountered in first-semester college English courses), and the writing of numerous short essays and other papers. Sections of the course are taught by members of the departments of English language and literature, fine arts, foreign languages, history, philosophy, and religion. Normally required of all freshmen.

(3/0/3)

240. Medicine and 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.

(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)

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 freshmen. 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 Computer Science Department. 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; twelve semester hours of Computer Science as follows: Computer Science 235 with grade of C or higher, 350 with grade of C or higher, either 330 or 335, and 410. The student must also 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, have excellent attendance, and keep a daily journal. 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 thirty-three semester hours in advanced courses approved by the Coordinator. Normally, courses will be selected from the offerings in economics, English, fine arts, foreign languages, government, history, humanities, religion, and sociology.

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:

Thirty-three 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)

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 freshmen. Topics and prerequisites vary.
(1-4/0-1/4)

Internships (INTR)

W. SCOTT COCHRAN, *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 work a minimum of 10 hours per week. This course is for internships prior to Junior year and offered only in the 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 work a minimum of 10 hours per week. This course is for internships prior to Senior year and offered only in the Summer terms. Prerequisite: Instructor Permission.

(1/0/1)

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 must also complete one course taught in French or Spanish at the 300- or 400-level that pertains to Latin America or the Caribbean. An additional two courses pertaining to the region and selected in consultation with the program Coordinator will complete the requirements. These two courses may be chosen from among specified courses in Biology, Economics, English, Finance, Government, History, Religion, 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: Latin American and Caribbean Studies 320 and 321.

(3/0/3)

Mathematics (MATH)

TED R. MONROE, *Chair*

ANNE J. CATLLA, MATTHEW E. CATHEY, LEE O. HAGGLUND, SHARON E. HUTTON, CHARLOTTE A. KNOTTS-ZIDES, 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 (3 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 (3 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 (9 semester hours)

Three of the following: MATH 330, 421, 422, 441, 442, 445 or other courses numbered 400 or higher and approved by the Coordinator of the Major.

Electives (6 semester hours)

Two courses selected from MATH courses numbered 200 or higher.

Research (0-3 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 (6-12 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 (3 semester hours)

COSC 235

Core requirements (15 semester hours)

MATH 181-182

MATH 210

MATH 220

MATH 260

Upper level block (9 semester hours)

Three of the following: MATH 431, 432, 441, 442.

Upper level elective (3 semester hours)

One of the following: MATH 410, 432, 442, or other courses numbered 400 or higher and approved by the Coordinator of the Major.

Electives (9 semester hours)

Two applied mathematics courses from the following: MATH 201, 240, 320, 330, 421, 422, or other courses approved by the Coordinator of the Major.

One pure mathematics course numbered 200 or higher and approved by the Coordinator of the Major.

Research (0-3 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 Mathematics and Education Departments to develop plans for meeting all requirements.

Corequisite for major (3 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 (6 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. Mathematics: The Study of Patterns

An introduction to the essence of mathematics, namely, the discovery and verification of patterns, and to the historical role of mathematics in shaping culture.
(3/0/3)

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 Computer Science 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)

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)

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

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

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)

470. Independent Study in Mathematics

Independent study of selected topics in Mathematics at an advanced level. Specific topics vary from semester to semester. Pre-requisite: 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 in Medical Humanities offers students an integrated and interdisciplinary approach to the study of healthcare 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 healthcare 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 Introductory course: Philosophy 210. BioMedical Ethics

2. One related science course:

BIO 350.	Current Issues in Biology
BIO 480+	Advanced Topics in Biology*
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

*Only courses that are case studies in biomedicine and public health

3. Two courses from the following:

ECON 340.	Economics of Medical Care
HIST 387.	History of Medicine
HUM 240.	Medicine and Literature
PHIL 340.	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.

(0/0/3)

Military Science (MILS)

LTC PAUL R. BOLLINGER, *Chair*
MSG ROBERT T. BOWMAN, SFC ADAM C. DOBSON, CPT ROSA L.
EDGINGTON

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, whitewater 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.

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 freshmen 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 freshmen 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)

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)

420. 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 US 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 its evolution as well.
(3/0/3)

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, 150, 151, and 260) 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. (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)
- 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)
- 480. Advanced Topics in Music**
Selected topics in music at the advanced level.
(1-4/0/1-4)

Neuroscience (NEUS)

DAVID W. PITTMAN, *Coordinator*

KARA L. BOPP, GEORGE R. DAVIS JR., STACEY R. HETTES,

JOHN F. MOELLER, ALLISTON K. REID.

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.

Biology Requirements:

BIO 212, BIO 214, BIO 250 (or PSY 200 or CHEM 250), BIO 342.

Psychology Requirements:

PSY 200 (or BIO 250 or CHEM 250), PSY 310, PSY 330.

Approved Electives:

Two of the following: BIO 344, BIO 392, BIO 445, PSY 210, PSY 300, PSY 351.

Neuroscience Requirements:

NEUS 321; NEUS 322; NEUS 447 or 448.

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)

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)

Nineteenth Century Studies

SALLY A. HITCHMOUGH, ANNE B. RODRICK, *Coordinators*

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

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

Program Requirements:

History 380. Europe in the Age of Anxieties, 1850-1914

English 470 or History 470. Independent Study. The independent study, undertaken in the senior year, of an interdisciplinary topic approved by the student's advisor. (Also counts toward the major.)

One of the following:

English 311. The English Romantic Period

English 312. The Victorian Period

One of the following:

English 331. The Early English Novel

English 332. The Later English Novel

English 337. European Masterpieces

One of the following:

History 370. Europe in the Age of Revolutions, 1789-1850

History 384. Modern Britain

One of the following:

English 321. American Romanticism

History 201. History of the United States, 1607-1865

History 202. History of the United States since 1865

History 305. History of South Carolina

History 307. The American South to the Civil War

History 308. The American South since the Civil War

History 311. Selected Topics in American Social History

Two from any of the above or the following:

Art 305. Nineteenth Century Art

Special Topics Seminars

Other courses approved by the Coordinators.

Philosophy (PHIL)

CHARLES D. KAY, *Chair*

JAMES T. BEDNAR, CHRISTINE S. DINKINS, JEREMY E. HENKEL, STEPHEN A. MICHELMAN, NANCY M. WILLIAMS

Requirements for the Major:

The major requires nine courses in addition to courses taken to satisfy the General Education requirement. At least six of these courses must be at the 300- level or above. The courses taken to satisfy the major must include the following:

- A. Four core courses:
 - One course chosen from 347, 348.
 - Three courses in History of Philosophy chosen from 351, 352, 353 and 358.
- B. One course in logic and/or reasoning (206 or 321).
- C. One course in ethical theory (311 or 425).
- D. Senior Directed Study (450) or Senior Honors Project in Philosophy.

Requirements for the Minor:

The minor requires five courses in addition to courses taken to satisfy the General Education requirement. At least three of these courses must be at the 300- level or above. The courses taken to satisfy the minor must include at least two of the following: 345, 351, 352, 353, and 358.

Philosophy Courses Meeting Requirements in Other Programs:

Several courses in the department are required for other majors or are optional ways to satisfy requirements in other majors. These courses include 218, 225, 310, 331, 335, and 342. Please refer to the description of each course for further information.

Any philosophy course used to meet another requirement (e.g., a General Education requirement or a requirement for another major) may be used to satisfy a philosophy major or minor distribution requirement. However, the hours for that course will not count toward the Philosophy major or minor. Religion 327 may be counted toward completion of the Philosophy major provided that it is not also used to complete some other requirement.

Introductory Courses:

120. Introduction to Philosophy

An introduction to the methods of philosophical thinking through discussion and analysis of selected classical and contemporary texts and problems. Open only to freshmen and sophomores during the regular semesters; open to all students in the summer sessions.

(3/0/3)

206. Reasoning and Critical Thinking

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

(3/0/3)

210. Bio-Medical Ethics

An introduction to ethics through a study of its applications in the area of health care. The course includes a survey of the major ethical theories and focuses on a selection of important problem areas such as euthanasia, reproductive technologies, human experimentation, and the justice of health care distribution.
(3/0/3)

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.
(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.
(3/0/3)

218. Computers, Ethics, and Society

An introduction to ethics through a study of its applications in the area of computers and information science. Through the detailed analysis of selected case studies, the course will explore the questions raised by computer technologies and their impact on business, scientific research, and society. This course is a requirement for the Computer Science major. Prerequisite: Computer Science 235 or permission of the instructor.
(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)

223. Philosophy of Science

An examination of the methods, aims, and limits of scientific inquiry, with special attention to the evaluation and construction of arguments. The course will explore the logic of scientific explanation and the nature of scientific laws, theories, and change.
(3/0/3)

225. Science and Religion

An examination of the nature of science and religion and their historical and contemporary relationships. The course will explore a selection of traditional problem areas such as evolution, cosmology, ethics, and education. This course may count toward requirements for the Religion major.
(3/0/3)

244. Theories of 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.
(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

An introduction to feminist theory with an emphasis on the variety of responses to the situation of women in modern society. Topics may include gender socialization, sexuality, popular culture and self-image, sexist language, women and religion, and multiculturalism. *Successful completion of this course satisfies the theory requirement for 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.

(3/0/3)

311. Principles of Ethics

A study of the major systems of ethical thought, both ancient and modern, and their development. Emphasis is on the critical examination and reevaluation of those systems in light of contemporary social developments and non-Western thought.

(3/0/3)

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, but are not limited to, familial love, marriage, homosexuality, prostitution, pornography, erotic love, sexual objectification, and the different forms of friendship. Emphasis is on the study of how gender norms inform our understanding of the controversies surrounding these topics.

(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)

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.

(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 includes some discussion of different ideas of God within the Western tradition. This course may count toward requirements for the major in Religion.

(3/0/3)

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. Western Philosophy in Antiquity and the Middle Ages

A survey of classical and medieval thought focusing on the core topics of interest to the philosophers of those eras: the nature, purpose, and best life of persons; the ideal State; and the nature of the physical world and God. Emphasis is on discussion of primary texts drawn from pre-Socratic fragments, the works of Plato and Aristotle, and representatives of diverse philosophical traditions through the 14th century.

(3/0/3)

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. Nineteenth-Century European Philosophy

A survey of the development of 19th century philosophy beginning with Kant's *Critique of Pure Reason*. The course examines Kant's legacy in Hegel, Marx, Kierkegaard, and Nietzsche, focusing on primary texts. Issues for discussion include the role of cognition in constituting the world, the rational basis of faith, and historical and economic determinants of consciousness.

(3/0/3)

358. Topics in the History of Philosophy

An examination of the work of a particular philosopher, philosophical movement, or time period in the history of philosophy. Topics will be announced whenever the course is offered and will change according to student and faculty interest.

(3/0/3)

425. Rationality and Commitment

A critical examination of the issue of the extent to which reason can and should guide our moral commitments.

(3/0/3)

450. Senior Directed Study

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

(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 1-3)

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, EDGAR I. FARMER JR., NATHAN P. FUQUA, KATHERINE G. HANGSTEFER, PAUL J. HARRISON, TODD J. INTERDONATO, BRYAN G. JACKSON, AMY B. KIAH, A. WADE LANG, ERIC M. NASH, RALPH D. POLSON, JESSICA S. RIDGILL, JACK L. TEACHEY, STEVEN E. TRAYLOR, ELIZABETH D. WALLACE, DAVID S. WOOD, NATHAN W. WOODY, MICHAEL K. YOUNG

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

Physical Education 102 may be repeated with different activities. None of the other courses may be repeated.

The Physical Education Department 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)

Physics (PHY)

G. MACKAY SALLEY, *Chair*

J. DANIEL LEJEUNE, DANIEL W. WELCH, STEVEN B. ZIDES

Requirements for the Major:

The Physics Department offers two major tracks to help students prepare for a variety of careers. Both tracks require Physics 141-142. Auxiliary requirements (23 or 24 semester hours) for both tracks are Chemistry 123-124; Mathematics 181, 182, 210, and 240; and a Computer Science course (200-level or higher) or Physics 203. Requirements specific to each track are listed below.

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

Industry Track:

This program is for those who plan to attend graduate school in a field other than physics and those who plan immediate employment in areas such as industry, government, or public schools. The course requirements (27 semester hours) are Physics 206, 211, 221, 311, and 331; two semesters of 370; plus nine more hours selected from other physics courses at the 200-level or above (excluding 203).

Pre-Professional Track:

This program is for those who plan to enter graduate school in physics in preparation for a career in the field. The course requirements (29 semester hours) are Physics 211, 221, 331, 441, and 442; two semesters of 370; plus 12 more hours selected from other physics courses at the 200-level or above (excluding 203).

Physics course prerequisites require a grade of C or higher in the prerequisite unless specifically noted otherwise in the course description.

104. Physics: Concepts and Method

A study of topics selected to introduce students to basic concepts in physics and/or astronomy, and to the scientific method. Does not count toward a major in Physics nor toward science requirements for the B.S. degree.

(3/3/4)

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: Mathematics 181 during or prior to 141, and Mathematics 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: Physics 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: Physics 122 or 142, and Mathematics 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: Physics 121, 122 or 141, 142; and Mathematics 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: Physics 121-122, or 141-142; and Mathematics 210.

(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: Physics 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: Physics 211.

(Variable credit in class or lab up to 4 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: Physics 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: Physics 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: Physics 221 and Mathematics 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: Physics 211 and Mathematics 210.
(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: Physics 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: Mathematics 210, 240; Physics 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: Physics 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: Physics 221, 331, 341, and 371.
(Variable credit in class or lab up to 4 hours)

Psychology (PSY)

JOHN C. LEFEBVRE, *Chair*

KARA L. BOPP, CECILE M. NOWATKA, DAVID W. PITTMAN,
ALLISTON K. REID

Corequisite for the Major:

Mathematics 140.

Requirements for the Major:

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

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

Students who major in Psychology must meet the requirements for the B.S. degree. Thus, they are required to complete eight hours of laboratory science outside the Psychology Department. Biology 212 is strongly recommended as one of the four-hour courses to be completed toward this requirement. Biology 104, Chemistry 104, Geology 104, and Physics 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 Psychology and Education Departments to review the extent to which Departmental and teacher preparation requirements differ and to develop plans for meeting both.

Introductory Courses

104. Psychology: Concepts and Method

A study of topics selected to introduce students to basic concepts in psychology and to the scientific method. Does not count toward a major in Psychology or toward science requirements for the B.S. degree.

(3/3/4)

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.

200. Experimental Methods

A survey of the research methods used to obtain scientific knowledge in psychology, with an emphasis on experimental design and the interpretation of research results. Prerequisite or corequisite: Mathematics 140.

(3/3/4)

210. Sensation & Perception

A study of the functions of sensory systems as they relate to behavior and the mechanisms of perception. Prerequisite: Psychology 230.

(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.

(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)

250. Social Psychology

An exploration of the basic questions addressed by social psychology (e.g., how people influence each other) and the classic experiments conducted to test the theories.

(3/0/3)

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: Psychology 200.

(3/3/4)

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 Psychology Department 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 Psychology Department 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 4 hours)

310. Cognitive Science

A survey of the experimental analysis of human memory and cognition, including such topics as the organization of human memory systems, knowledge representation, language, imagery, attention, and connectionist modeling.

Prerequisite: Psychology 200.

(3/0/3)

315. Human Memory

A seminar course designed to examine specific research questions, methods, findings and conclusions about human memory. Students will learn about specific topics of human memory by reading, analyzing and discussing current and classic original journal articles. Emphasis will be placed on improving skills of critical thinking, article reading, APA style writing, and public speaking in the context of memory research. The course requires advanced knowledge of experimental design; therefore it is typically taken during a student's junior or senior year.

Prerequisite: Permission of the instructor.

3/0/3

320. Personality

The development and identification of personality from an experimental/empirical standpoint. Prerequisite: Psychology 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: Psychology 220.

(3/0/3)

330. Behavioral Neuroscience

An advanced study of the concepts and techniques of behavioral neuroscience.

Prerequisite: Psychology 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: Psychology 330.

(0/3/1)

340. Adult Development and Aging

A study of development (cognitive, emotional, and social, through adulthood and aging) and of relevant issues such as Alzheimer's disease and death. Prerequisite: Psychology 240.

(3/0/3)

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: Psychology 200.
(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.

Prerequisites: Mathematics 140, Psychology 200.
(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: Psychology 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: Psychology 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. Prerequisites: Psychology 200 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 4 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 4 hours)

Religion (REL)

BYRON R. MCCANE, *Chair*

A. K. ANDERSON, ELIZABETH ELLEN YOUNG BARSTOW, KATHERINE
J. JONES, DANIEL B. MATHEWSON, LEVI McLAUGHLIN, RONALD R.
ROBINSON

Prerequisites for the Major:

Religion 200, 204 or 205; 201 or 202; and 203.

Corequisites for the Major:

English 388.

Requirements for the Major:

Twenty-seven semester hours in courses selected from groups II-V, including Religion 474, 475 and at least one course from each of those four groups, II-V. Satisfactory completion of Greek 201 and/or Philosophy 342 may each be counted as three hours toward fulfillment of the Religion major requirements.

Prerequisites for the Minor:

Religion 200, 204 or 205; 201 or 202; and 203.

Requirements for the Minor:

Twelve semester hours in courses selected from groups II-V, including courses from at least two of the groups.

I. Introductory Courses

200. Religions of the World

An introduction to the major living religions found throughout the world, including Hinduism, Buddhism, Judaism, Christianity, and Islam. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)

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)

202. The New Testament

The emergence of Christianity in the world as seen from an analysis of New Testament writings.
(3/0/3)

203. The Christian Faith

The major convictions of the Christian faith examined historically and in relation to their relevancy for modern life.
(3/0/3)

204. 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)

205. 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)

206. Japanese Religion through Pop Culture

A study of religion in Japan as it manifests in cultural forms broadly defined as “popular” – such as manga, anime, literature, film, music, dance, and sport. Questions addressed by the course include: How do concerns about ethnic and national identity shape people’s perceptions of the world and their search for meaning? And how do concepts of spirituality, morality, and the afterlife influence ways in which people function in their everyday lives? *Successful completion of this course satisfies the Cultures and Peoples requirements for graduation.*

(3/0/3)

280. Selected Topics in Religion

Selected topics in Religion at the introductory or intermediate level.

(1-4/0/1-4)

II. The Bible

301. The Historical Jesus

An historical examination of Jesus of Nazareth, with special attention to the problems posed by the literary sources. Current historical and archaeological scholarship will be explored in order to identify what can and cannot be affirmed about Jesus with historical confidence.

(3/0/3)

302. In Search of Paul

An investigation of Paul the apostle, including the content of his letters, the course of his life, and the normative assertions of his theology. Paul’s long-term influence on religion and culture will be evaluated.

(3/0/3)

303. The Johannine Literature

A critical study of the Gospel, the Apocalypse, and the Letters traditionally ascribed to “John” in the light of the religious, historical, and literary issues which they raise.

(3/0/3)

310. Lost Christianities

An exploration of orthodoxy and heresy in early Christianity, with special focus on alternative forms of Christianity that did not survive. Particular attention will be devoted to Gnosticism, Arianism, Donatism, and Pelagianism, as well as non-orthodox scriptures and the selection of the New Testament canon.
(3/0/3)

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.
(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.
(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. Summer only.
(3/0/3)

III. 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. Prerequisite: One 200- level course in Philosophy and one 200- level course in Religion, or permission of instructor.

(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)

IV. Religious Traditions

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)

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 (continuing Religion 355) of major Asian religions focusing on Hinduism and Buddhism, but including also Jainism, Sikhism, and modern religious movements in Asia. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*

(3/0/3)

357. Buddhism

An examination of Buddhism in India, Sri Lanka, China, Japan, and Tibet, with attention to its historical, anthropological, sociopolitical, and philosophical development and to narratives which reflect the various Buddhist traditions. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*

(3/0/3)

358. Hinduism

An examination of Hinduism as a culture of great diversity and complexity. The course explores textual, narrative, historical, and anthropological information about Hinduism, as well as the different roles and practices of Hindu men and women. Prerequisite: An introductory course in Religion or permission of instructor. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)

V. Theory

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)

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)

385. Religion, Literature & the Environment

Covering writers from Henry David Thoreau to Rachel Carson, Wendell Berry to Annie Dillard, students discuss religion and ecology, including ecospirituality, ecotheology, and environmental ethics. Writings from a spectrum of religious views are presented, and recent popular religiously based environmental movements are surveyed.

(3/0/3)

425. 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. Prerequisite: Open to seniors majoring in Religion; to others by permission of the instructor.

(3/0/3)

426. Religion and Film

This one-hour course, for graduating seniors only, will be offered each spring. The class will meet weekly to discuss films that deal with a variety of topics involving religion, ethics and values.

(1/0/1)

470. Independent Study

Extensive investigation of an approved topic culminating in a full-length essay. Credit hours to be determined by the instructor. Normally restricted to students completing the major in Religion.

(Variable credit up to 3 hours)

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)

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:

Twenty-seven semester hours as follows: Sociology 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 Mathematics 140.

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

Requirements for the Minor:

Fifteen semester hours as follows: Sociology 210, 330, 340, plus two electives in the department. Sociology 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 social problems such as crime, poverty, inequality, and racism, emphasizing the interplay of the various institutions of society.

(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 nonwestern cultures have a far broader range of both gender roles and sexualities. This class examines gender roles and human sexuality primarily in nonwestern 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 nonquantitative methods in sociological research, including case studies, participant observation, and unstructured interviews. Students will apply these methods in their own study of a social scene. *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)
- 307. W.E.B. DuBois and the Development of Black Sociology**
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

This course focuses on a particular area of interest within the subdiscipline of Visual Anthropology. As a social science methodology, anthropologists often use video recordings to document culture visually. To expand students' social science research skills, this course teaches students basic film making and film editing techniques. The course leads students through a series of case studies about non-Western peoples around the world. Students will explore cross-cultural patterns and differences in human societies by viewing these 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 this region. *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 nonexperimental 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 department courses.

(1-4/0/1-4)

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.

- ENG 303 Early English Drama and Lyric (non-Shakespeare)
- ENG 305 Shakespeare's Comedies and Histories (Early Plays)
- ENG 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 Nineteenth Century American Drama

Group C.

THEA 303	Directing I
THEA 304	Movement
THEA 376	Playwriting Workshop I
THEA 401	Acting II
THEA 404	Advanced Movement
THEA 410	Theatre for Youth
THEA 476	Advanced Playwriting

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,
- d) prepare a final portfolio that will include a collection of their best work.

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.

110. Stagecraft

An introduction to the technical aspects of live theatre and the elaborate creative problem-solving skills necessary to make the leap successfully from page to stage, including: scene shop, lighting operations, sound systems, scenic painting, stage management, properties, and the procedures followed by the Department of Theatre for a Main Stage theatre production.
(3/0/3)

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. Some crew work on the current theatre department production is required. This course is required for theatre majors.
(3/0/3)

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 4 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 4 hours)

301. Acting

This course deals with the basics of acting technique (vocal, body movement, improvisation). All students enrolled will participate actively in laboratory productions. Prerequisite: Permission of instructor.

(2/4/3)

302. Advanced Acting

Advanced study of the principles of performance focusing on lengthening scene studies and various techniques. Prerequisite: Permission of Instructor.

(2/4/3)

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)

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. Also listed as English 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. Also listed as 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. Also listed as 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. Also listed as 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. 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 nineteenth 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 as ENG 362. Prerequisite: Any 200-level English course.
(3/0/3)
- 376. Playwriting Workshop**
A course in creative writing focusing on plays. Also listed as 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 some of the vast artistic range 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. Permission of instructor required.
(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 6 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)

470. Independent Project

A student initiated project, approved and supervised by a faculty member, integrating learning in the major.

(0/0/3)

476. Advanced Playwriting

In this workshop, students will write at least two ten-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 4 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 4 hours)

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The Register



The Board of Trustees

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

The following list identifies those persons who serve as trustees for the 2011-12 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 Corporation)
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 Corporation
Spartanburg, S.C.

FREDERICK D. GIBBS '87

President and Chief Executive Officer, Banc Capital & Financial Services
Spartanburg, S.C.

JIMMY I. GIBBS

President and Chief Executive Officer, Gibbs International
Spartanburg, S.C.

D. CHRISTIAN GOODALL '79

Chairman and Chief Executive Officer, Continental American Insurance
Columbia, S.C.

H. NEEL HIPPI JR.

Owner, Hipp Investments L.L.C.
Greenville, S.C.

JOHN W. HIPPI '75

District Superintendent, United Methodist Church
Orangeburg, S.C.

LAURA J. HOY
Myrtle Beach, S.C.

R. MICHAEL JAMES '73
Vice Chair
General Partner, WEDGE Capital Management L.L.P.
Charlotte, N.C.

JAMES M. JOHNSON '71
President and Chief Executive Officer, Johnson Development L.L.C.
Birmingham, Ala.

DOUGLAS H. JOYCE '79
President, Synthesis Advisors, Inc.
Nashville, Tenn.

HUGH C. LANE JR.
President and Chief Executive Officer, The Bank of South Carolina
Charleston, S.C.

MARSHALL L. MEADORS JR. '55
Bishop (Retired), United Methodist Church
Anderson, S.C.

BETTY J. MONTGOMERY
Campobello, S.C.

DANIEL B. MORRISON JR. '75
President, Carolina Panthers
Charlotte, N.C.

M. STEWART MUNGO '74
President, The Mungo Company
Irmo, S.C.

CORRY W. OAKES III '89
President and Chief Executive Officer, OTO Development L.L.C.
Spartanburg, S.C.

L. LEON PATTERSON '63
Chairman, The Palmetto Bank.
Greenville, S.C.

D. GRANT PEACOCK
President, Grant Peacock & Company Inc.
Greenville, 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

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 Company
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.

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 2011-12 academic years.

INGO ANGERMEIER

Healthcare 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
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 Corporation
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.

E. DAVIDSON FOSTER

Business Executive
Columbus, Ga.

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
Corporation (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 Corporation
Apparel and Specialty Fabrics Division
Spartanburg, S.C.

STEVEN W. MUNGO '81

President, Construction Division, The Mungo Company
Irmo, S.C.

KIRK H. NEELY

Pastor, Morningside Baptist Church
Spartanburg, S.C.

DAVID RIGGINS

Business Executive
Charlotte, N.C.

JOHN H. ROBISON

Retired 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.

Wofford College National Alumni Executive Council, 2011

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 eighteen to twenty individuals appointed to three-year terms and meeting twice a year.

Members of the AEC for 2011 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 Board of Trustees of Wofford College, 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, 2011

Anthony Bryan Brooks (2007)

President-Elect, Wofford College National Alumni Association
Vice President, Medalist Capital Inc., Charlotte, N.C.

Sally Sue Garris Brown '96 (2009)

Columbia, S.C.

Nancy Dawn Williams Burks '81 (2011)

Radiologist, Simpsonville, S.C.

James Clifford Crawford III '78 (2009)

Cheraw, S.C.

Molly Hughes Cherry '93 (2008)

President, Wofford College National Alumni Association
Attorney, Nexen Pruet, Charleston, S.C.

Alan Lance Crick '95 (2011)

U.S. Attorney, Greenville, S.C.

Gray Thomas Culbreath '85 (2010)

Attorney, Collins & Lacy PC, Columbia, S.C.

Tracy Harrell Dunn '87 (2011)

Assistant Dean & Associate Professor, Benedict College, Columbia, S.C.

- Wade Patrick Keisler '80 (2009)
 President, Dalwood Development Corporation, Lexington, S.C.
- Elizabeth O'Dell McAbee '91 (2011)
 Corporate Paralegal, Denny's Corporation, Spartanburg, S.C.
- Monique McDowell '92 (2010)
 Attorney, Southern Company, Atlanta, Ga.
- Craig Delano Melvin '01 (2009)
 Anchor and Reporter, WRC-TV NBC Universal, Washington, D.C.
- Anthony Phillip Miles '91 (2011)
 Franchise Business Consultant, Hardees Food Systems Inc., Atlanta, Ga.
- Roy Bridges Morton '84 (2010)
 President and Owner, Architectural Heritage, Birmingham, Ala.
- Curtis Lynn Nichols Jr. '96 (2010)
 Director, Internal Auditing, Denny's Corporation, Spartanburg, S.C.
- Hunter Cavin Quick '71 (2007)
Past-President, Wofford College National Alumni Association
 Attorney, Quick, Widis & Nalibotsky, Charlotte, N.C.
- Maureen Ward Shealy '96 (2011)
 Attorney, Children's Dental Center, Cartersville, Ga.
- Michael David Trammell '85 (2009)
 Certified Public Accountant, Dixon-Hughes, Spartanburg, S.C.
- Benjamin Dell Waldrop '93 (2011)
 Owner and President, Century Printing & Packaging, Greenville, S.C.
- Alvin Francis Wells '83 (2010)
 Rheumatology & Immunotherapy Center, Clinical Assistant Professor,
 Rosalind Franklin University of Medicine & Science, Oak Creek, Wis.
- Joshua Steven Whitley '05 (2011)
 Attorney, Haynsworth, Sinkler Boyd, Columbia, S.C.
- J. Richard Williamson '75 (2009)
 Physician/Ob-gyn, Orangeburg, S.C.
- Andrew Parris Young '96 (2010)
 Corporate Client Director, Morgan Stanley/Smith Barney, Charlotte,
 N.C.
- William Scott Gantt '83 (2009)
National Annual Fund Chair – ex-officio
 President, Benefit Controls of the Carolinas Inc., Charlotte, N.C.
- George Dial DuBose '83 (2010)
President, Terrier Club – ex-officio
 President and Managing Partner, Nalley Commercial Properties, Easley,
 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 2011-2012 are listed below.

CHAIRPERSONS, 2010-2012

Lynn and Vic Bailey
Spartanburg, S.C.

Class of 2012

Mark & Lynne Blackman
Spartanburg, S.C.

George & Sally Burdette
Greenville, S.C.

Rick & Sue Conner
Spartanburg, S.C.

Pat & Liz Craig
Montgomery, Ala.

Bill '80 & Janny DeLoache
Charlotte, N.C.

Lambert & Deloris Farmer
Lexington, Ky.

Wink & Diane Fisher
Birmingham, Ala.

Claude & Ginny Galphin
Signal Mountain, Tenn.

Sydney & Rose Gooden
Lawrenceville, Ga.

Jimmy & Meekin Herlong
Columbia, S.C.

Bill & Maudie Huff
Columbus, Ga.

Steve Johnson
Greenville, S.C.

Eddie & Linda Martin
Johnson City, Tenn.

Raymond McIntyre
Atlanta, Ga.

Ed Murphy & Jane Cashin
Simpsonville, S.C.

Kim O'Quinn
Columbia, S.C.

Wrennie Pitt & Elizabeth Repetti
Winston Salem, N.C.

Marc Rapport
Columbia, S.C.

Randy & Brigid Smith
LaGrange, Ga.

David '75 & Mandy Stroup
Charlotte, N.C.

George '72 & Anne Tyson
Lakeland, Fla.

Jim & Lane Walker
New Iberia, La.

Doug & Gail Whitehead
Marietta, Ga.

Bubba & Bridget Wolfe
Spartanburg, S.C.

Class of 2013

Sam & Moyer Albergotti
Anderson, S.C.

Steve & Chris Bearden
Summit, N.J.

John & Carol Benfield
Charleston, S.C.

Rick & Linda Carper
Waxhaw, N.C.

Don & Joyce Coggins
Spartanburg, S.C.

Dial '83 & Kathy '84 DuBose
Easley, S.C.

Mark & Ginny Ezekiel
Vestavia Hills, Ala.

Trey & Sandy Futch
Lawrenceville, Ga.

Curt & Cindy Grantham
Charlotte, N.C.

Jim & Kathy Hardison
Winston-Salem, N.C.

Jeff & Claire Horney
High Point, N.C.

Trip & Sarah Johnstone
Greenville, S.C.

Brian & Mary Anne Larkin
Mount Pleasant, S.C.

Doug & Susan Marion
Chester, S.C.

Joey & Kim McMillin
Inman, S.C.

Vic & Becky Mitchener
Charlotte, N.C.

Tim & Pride Owens
Columbia, S.C.

John '77 & Kaycee Poston
Charleston, S.C.

Todd & Sherry Sawicki
Atlanta, Ga.

Dan & Nancy Schwartz
Miami, Fla.

Jack & Chris Scott
Greenville, S.C.

Beau '81 & Weesa Tiller
Columbia, S.C.

Peter & Lisa Wilson
Covington, La.

David & Katherine Wise
Spartanburg, S.C.

Ed & Chandra Young
Atlanta, Ga.

Class of 2014

Tod & Diane Augsburger
Lexington, S.C.

Billy & Cathy Bagwell
Spartanburg, S.C.

Tim & Nancy Browne
Loris, S.C.

Phil & Katrina Feisal
Greenville, S.C.

Mark & Molly Klopfenstein
Atlanta, Ga.

Ralph & Julie Kytan
Marietta, Ga.

Ben & Utahnah Miller
Charlotte, N.C.

Bill & Susan Oldham
Spartanburg, S.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

Raleigh & Laura Green
Johnson City, Tenn.

James '81 & Anne Meadors
Charleston, S.C.

Mike & Robin Putnam
Wesley Chapel, N.C.

Dorn '80 & Debbie Smith
Florence, S.C .

Henry & Karen Thompson
Summerville, S.C.

Greg & Phyllis Valainis
Spartanburg, S.C

The Administration, *September 1, 2011*

Office of the President

DuPré Administration Building

Benjamin B. Dunlap, B.A., 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*

David M. Whisnant, B.S., Ph.D., *Vice President for Educational Technology*

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*

Kristofer M. Neely, B.A., M.F.S., *Assistant Dean and Coordinator for Studio Art*

The Center for Professional Excellence

Phase V

W. Scott Cochran, B.A., M.B.A., *Dean of the Center*

Jennifer A. Dillenger, B.A., B.S., *Director of Career Services*

Courtney B. Shelton, B.A., M.A., *Director of Success Initiative*

Lisa Ware, B.A., M.A., *Director of Outreach Programs*

Matthew K. Hammett, B.A., M.Ed., *Assistant Director of Career Services*

Library Services

Sandor Teszler 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*

Luke A. Meagher, B.A., M.L.I.S., M.A.S., *Rare Books Librarian and Littlejohn Collection Archivist*

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*

Registration and Records

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*

Student Affairs

Campus Life Building

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 Safety

Andrews Field House

James Randall Hall, B.S., *Director of Campus Safety and Security*

Conference Services

Campus Life Building

John I. Blair, B.A., M.A.T., *Director of Conference Services*

Student Health Services

Hugh R. Black Building

Elizabeth D. Wallace, B.S., R.N., *Associate Vice President for Students Affairs and Director of Health Services*

Tammy S. Gilliam, A.P.R.N., B.C., F.N.P., D.N.P., *Nurse Practitioner*

Perry A. Henson, B.A., Ed.S., *College Counselor*

Gail C. Holt, R.N., *College Nurse*

Eric Cole, M.D., *College Physician*

Lisa M. Lefebvre, B.S.N., *College Nurse*

Melvin D. Medlock, M.D., *College Physician*

Christian Nowatka, M.D., *College Physician*

Mack C. Poole, M.D., *College Physician*

Ralph A. Tesseneer, M.D., *College Physician*

Residence Life

Campus Life Building

Brian J. Lemere, B.S., M.A., *Assistant Dean of Students and Director of Residence Life*

Vacant, *Assistant Director of Residence Life*

Student Activities

Campus Life Building

Vacant, *Director of Multicultural Affairs and Diversity Education*

Steven E. Traylor, B.A., M.A., *Director of Intramurals and Campus Recreation*

Vacant, *Director of Student Activities*

Business Management

Snyder House

Robert L. Keasler, B.S., M.P.A., C.P.A., *Senior Vice President for Operations and Finance*

Sheena C. H. Anderson, *Contracts and Risk Management and Assistant to the Senior Vice President*

Business Office

Snyder House

Jason H. Burr, B.S., *Associate Vice President of Facilities and Capital Projects*

Barbie F. Jefferson, B.A., M.A., C.P.A., *Associate Vice President of Finance*

Amanda C. Abrams, B.S., M.P.A., C.P.A., *Assistant 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 *Snyder House*
Carole B. Lister, *Director of Human Resources*

Physical Plant *Evins Street Facility*
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 *Papadopoulos Building*
Marion B. Peavey, B.A., M.A., *Senior Vice President for Development and College Relations*

Prospect Relations and Major Gifts *Papadopoulos Building*
Lynda H. Bennett, *Coordinator of Prospect Research*
Susan D. Gray, B.A., *Director of Donor Relations*
Thomas M. Henson Jr., B.A., M.Ed., *Assistant Director of Development*
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 *Papadopoulos Building*
Elizabeth M. Fields, B.A., *Assistant Director of Alumni Affairs and Annual Giving*
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 *Papadopoulos Building*
Lisa H. DeFreitas, B.A., *Director of Annual Giving*
Hannah L. Alley, B.A., *Assistant Director of Annual Giving*

Planned Giving *Papadopoulos Building*
D. Smith Patterson, B.A., M.B.A., *Director of Gift Planning*

Communications and Marketing *Burwell Building*
Douglas C. Gabbert, B.A., M.S., *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*
Patricia A. Smith, B.S., *Associate Director of Communications*
Janella Lane, *Executive Assistant to the Vice President for Communications and Marketing*

Enrollment Management

Brand R. Stille, B.A., *Vice President for Enrollment*

Hugh S. Black Building

Admission

Hugh S. Black Building

Samuel S. Shepard, B.S., *Director of Admission*
B. Terrell Ball, B.A., M.Ed., M.Ed., *Associate Director of Admission*
Jennifer Lister, B.A., M.Ed., *Associate Director of Admission*
Palmer J. Straughn, B.A., *Associate Director of Admission*
Andrea S. Saunders, B.A., M.A., *Director of the Campus Experience*
Davidson R. Hobson, B.A., *Admission Counselor*
Thomas W. Fenner, B.A., *Admission Counselor*
Anna K. Hurd, B.A., *Admission Counselor*
Collins W. McCraw, B.A., *Admission Counselor*
J. Krista Jones, B.A., *Admission Counselor*
Sara B. Riggs, B.A., B.S., *Admission Counselor*

Financial Aid

Hugh S. Black Building

Kay Cash Walton, B.S., *Director of Financial Aid*
Carolyn B. Sparks, B.A., *Assistant Director of Financial Aid*
Lisa B. Switzer, *Financial Aid Counselor*
Ladda Xayavongsa, B.A., *Financial Aid Counselor*

Information Technology

Jason H. Womick, B.A., B.S., M.Ed., *Vice President for Information Technology and Institutional Research*

F. W. Olin Building

Raymond R. Ruff, *Director of Institutional Research and Special Projects*

Information Technology

F. 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

F. 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., *Web Designer*

Campus Ministry

Halligan Campus Ministry Center

Main Building

Ronald Ray Robinson, B.A., M.Div., Th.M., D.Min., *Perkins-Prothro*
Chaplain and Professor of Religion

Talmage Boyd Skinner Jr., B.A., M.Div., M.C.E., D.Min., *Chaplain, Emeritus*

Center for Global & Community Engagement *Snyder House Annex*

Bonner Scholars and Wofford Engaged

Jessalyn Wynn Story, B.A., *Director of Service Learning and Bonner*
Scholars

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*

Michael W. Ayers, B.A., M.A., *Head Football Coach*

Russell N. Bradley, *Director of Video Services*

Tara R. Brooks, B.S., M.A., *Assistant Women's Volleyball Coach*

ShaDon Q. Brown, B.S., M.S., *Assistant Football Coach*

Jason B. Burke, B.S., M.S., *Assistant Baseball Coach*

Allen O. Clark, B.A., *Assistant Athletics Director for Development*

Phillip B. Disher, B.A., *Assistant Baseball Coach*

Edgar I. Farmer, B.A., *Head Women's Basketball Coach*

Nathan P. Fuqua, B.A., *Assistant Football Coach*

J. Randal Hall, B.S., *Head Rifle Coach*

Katherine G. Hangstefer, B.S., *Head Women's Tennis Coach*

Paul J. Harrison, B.A., J.D., *Assistant Men's Basketball Coach*

Corey J. Helle, B.A., *Head Volleyball Coach*

Ann J. Hopkins, B.A., M.B.A., *Business and Operations Manager*

Todd J. Interdonato, B.A., M.A., *Head Baseball Coach*

Bryan G. Jackson, B.S., M.Ed., *Head Cross Country and Track Coach*

Aaron M. Johnson, B.A., *Assistant Football Coach*

Peter Kalinowski, B.S., *Assistant Football 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., *Associate Athletics Director for Development*

Mark D. Line, B.S., M.A., *Associate Director of Athletics for Sports Program*

Victor H. Lipscomb, B.A., *Head Men's Golf Coach*

Len D. Mathis, B.S., *Assistant Athletics Director for Marketing and*
Promotions

Eric M. Nash, B.S., *Assistant Football Coach*

Ralph D. Polson, B.S., *Head Men's Soccer Coach*

Mark C. Prosser, B.S., *Assistant Men's Basketball Coach*

Elizabeth W. Rabb, B.A., M.L.A., *Assistant Athletics Director for*
Compliance

Roderick A. Ray, B.S., *Head Men's and Women's Tennis Coach*
Jessica S. Ridgill, B.A., *Assistant Women's Basketball Coach*
Angela J. Ridgeway, B.A., *Head Women's Golf Coach*
Todd A. Riedel, B.A., M.Ed., *Head Strength Coach*
Shelby H. Taylor, B.S., *Ticket Manager*
Jack L. Teachey, B.S., *Assistant Football Coach*
D. Brent Williamson, B.A., M.A., *Assistant Athletics Director for Media Relations*
David S. (Shiel) Wood, B.A., *Assistant Football Coach*
Nathan W. Woody, B.A., *Assistant Football Coach*
Kevin M. Young, B.A., *Assistant Athletics Media Relations Director*
Michael K. Young, B.S., *Head Men's Basketball Coach*

The Faculty, 2010-11

Academic year of appointment to faculty is indicated in parentheses after each name. For faculty on temporary assignments, the semester(s) taught during 2010-11 are named within the parentheses.

Martin Erwin Aigner (Fall 2010, Spring 2011)

Lecturer in Computer Science

B.A., University of Salzburg School of Music (Austria); M.A., University of Vienna School of Music (Austria)

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 (2010)

Professor of Civic Engagement and Leadership

B.A., M.B.A., Dartmouth College

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

Mahdia Ben-Salem (Fall 2010)

Lecturer in Foreign Languages
D.E.U.G., M.A., Nice University; Ph.D., University of Tennessee at
Knoxville

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

Paul Richard Bollinger (2009)

Lieutenant Colonel, United States Army
Professor of Military Science
B.A., M.A., Chapman University

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 2010, Spring 2011)

Lecturer in English
B.A., M.A.T., Winthrop College

Noel Anderson Brownlee (Fall 2010, Spring 2011)

Lecturer in Biology
B.S., B.A., Wofford College; Ph.D., Medical University of South Carolina;
M.D., University of South Carolina School of Medicine

Mark Stephen Byrnes (2001)

Associate Professor of History
B.A., Lafayette College; M.A., Ph.D., University of Texas at Austin

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

Matthew Edward Cathey (2004)

Assistant 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
- Roy Wheaton Cole (Spring 2011)
 Lecturer in Military Science
 B.S., U.S. Military Academy; M.Div., Episcopal Theological School
- Tammy Looper Cooper (Spring 2011)
 Lecturer in Chemistry
 B.A., Central Wesleyan College; M.B.A., Southern Wesleyan University
- Michael Stevenson Corbin (Fall 2010)
 Lecturer in Art
 B.F.A., University of Cincinnati; M.A., Converse College
- Elizabeth Barks Cox (2006)
 John Cobb Professor of Humanities
 B.A., University of Mississippi; M.F.A., University of North Carolina at Greensboro
- Nigel Kenneth Cox (Fall 2010)
 Lecturer in Biology
 B.Sc., University of Aberdeen; M.S., London School of Hygiene and Tropical Medicine; Ph.D., University of Bristol
- Caroline Allen Cunningham (1984)
 Professor of French and Spanish
 B.A., University of Georgia; M.A., Ph.D., University of North Carolina
- 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
- 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 2010)
 Lecturer in Humanities
 B.A., Wake Forest University; M.A., University of Virginia
- Benjamin Bernard Dunlap (1993)
 President of the College and Chapman Family Professor of Humanities
 B.A., University of the South; B.A., M.A., University of Oxford (England);
 Ph.D., Harvard University
- Rosa Looney Edgington
 Captain, United States Army
 B.S., Clemson University

Patrick William Edwards (Fall 2010, Spring 2011)

Lecturer in Psychology

B.S., University of South Dakota; B.S., Ph.D., University of Georgia at Athens

David Spurgeon Eford (2010)

Assistant Professor of Art History

B.F.A., Cornell University; M.A., University of Georgia; Ph.D., Ohio State University

John Farrenkopf (2006)

Associate Professor of Government

B.A., Trinity College; B.A., Georgetown University; Ph.D., University of Virginia

Kerry Mulvaney Ferguson (Fall 2010, Spring 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 2010, Spring 2011)

Lecturer in Philosophy

B.A., M.A., University of Oxford; Ph.D., University of Edinburgh

Jane Schoonover Forbes (Fall 2010, Spring 2011)

Lecturer in Computer Science

B.A., University of Georgia, M.B.A., Case Western Reserve University

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

Denise Tatum Frazier (Fall 2010)

Assistant Professor of Spanish

B.A., Southwestern University; M.A., Ph.D., Tulane University

Gerald Allen Ginocchio (1980)

Professor of Sociology

B.S., University of Wisconsin; M.A., Ph.D., University of New Hampshire

- Ellen Sue Goldey (1995)
 Professor of Biology
 B.S., University of the South; M.S., Ph.D., Miami University
- Lillian Esther González
 Associate Professor of Accounting
 B.A., Wofford College; C.P.A., M.P.A., Clemson University
- 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
- Lee Oliver Hagglund (1977)
 Professor of Mathematics
 B.A., Gustavus Adolphus College; Ph.D., Duke University
- Persephone Emily Harbin (Fall 2010)
 Lecturer in English
 B.A., Converse College; M.A., Vanderbilt University; Ph.D., Vanderbilt University
- Stacey Rene Hettes (2003)
 Associate Professor of Biology
 B.S., King's College; Ph.D., University of California-Riverside
- Jameica Byers Hill (1993)
 Professor of Chemistry
 B.S., Wofford College; Ph.D., Clemson University
- Sally Anne Hitchmough (1996)
 Associate Professor of English
 B.A., University of Sheffield (England); M.A., Ph.D., University of Southern California
- Amy H. Holbein (Fall 2010, Spring 2011)
 Lecturer in Studio Art
 B.A., East Carolina University
- Daniel Walker Howe (Spring 2011)
 Lewis P. Jones Visiting Professor of History
 A.B., Harvard University; M.A., Oxford University; Ph.D., University of California, Berkeley
- Woodrow Wilson Hughes (Fall 2010)
 Lecturer in Economics
 B.A. Furman University; M.A., Ph.D., University of South Carolina

- Tracie Marie Ivy (2010)
Visiting Assistant Professor of Biology
B.S., University of Illinois; M.S., Ph.D., Illinois State University
- 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)
Assistant Professor of Accounting
B.S., B.A., M.S., Appalachian State University; C.P.A.
- Jeremy Louis Clark Jones (Fall 2010, Spring 2011)
Lecturer in English
B.A., Goucher College; M.F.A., Warren Wilson College
- Katherine Janiec Jones (2006)
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
- James Albert Keller (1972/ Retired May 2011)
Samuel Pate Gardner Professor of Philosophy
S.B., Massachusetts Institute of Technology; M.Div., Pittsburgh Theological Seminary; M.Phil., Ph.D., Yale University
- Christopher Stewart King (Fall 2010, Spring 2011)
Lecturer in Philosophy
B.A., Furman University; M.A., Villanova University; Ph.D., Vanderbilt University
- Oswald Harris King (Spring 2011)
Lecturer in German
B.A., Wofford College; M.B.A., M.A., University of South Carolina
- Brandon Ray Kinley (Spring 2011)
Lecturer in Biology
B.S., Wofford College; Ph.D., Clemson University
- 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
- Charlotte Ann Knotts-Zides (1999)
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
 B.A., Wofford College; M.F.A., Bennington College
- Boyce Mendenhall Lawton, III (Fall 2010)
 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
- Joseph Daniel Lejeune (1988-February 2002) (2007)
 Professor of Physics
 B.S., University of Southwestern Louisiana; Ph.D., Texas A & M
 University
- Mark David Line (1985)
 Associate Athletics Director and Instructor in Physical Education
 B.S., Erskine College; M.A., Western Kentucky University
- Kelly Davis Heniford Lowry (Fall 2010, Spring 2011)
 Lecturer in Philosophy
 B.A., Wofford College; J.D., Vermont Law School
- Frank Michael Machovec (1988)
 Professor of Economics
 B.S., Towson State University; M.A., University of Denver; Ph.D., New
 York University
- Rickey Horace Madden (2009)
 Associate Professor of Business
 B.S., Erskine College; M.B.A., University of North Carolina at Chapel
 Hill; Ph.D., University of Georgia
- Samantha Brooke Maddox (Spring 2011)
 Lecturer in Education
 B.A., Wofford College; M.Ed., Converse College; Ed.D., University of
 South Carolina

- Daniel Bruce Mathewson (2005)
Assistant Professor of Religion
B.A., Messiah College; M.T.S., Duke University Divinity School; Ph.D.,
Emory University
- John Robert McArthur (1990)
Professor of Economics
B.S., M.S., Montana State University; Ph.D., Claremont Graduate School
- Byron Ralph McCane (2003)
Albert C. Outler Professor of Religion
B.A., University of Illinois; M.Div., Trinity Evangelical Divinity School;
Th.M., Ph.D., Duke University
- William Gary McCraw (1989)
Associate Professor of Music
B.S., Wofford College; M.M., University of South Carolina
- Levi McLaughlin (2009)
Assistant Professor of Religion
B.A., M.A., University of Toronto (Canada); Ph.D., Princeton University
- AliceKay McMillan (Fall 2010, Spring 2011)
Lecturer in Studio Art
B.A., Furman University; M.F.A., East Tennessee State University
- Michael Lee Merriman (2009)
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)
Associate Professor of Philosophy
A.B., Vassar College; M.A., Ph.D., State University of New York Stony
Brook
- John Douglas Miles (2008)
Assistant Professor of English
B.A., University of North Carolina, Wilmington; M.A., North Carolina
State University; Ph.D., University of New Mexico
- Ronald Allen Miller (Fall 2010, Spring 2011)
Lecturer in Music
B.A., Limestone College
- 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

- Christopher Hammett Myers (Fall 2010, Spring 2011)
Lecturer in Computer Science
B.A., Wofford College
- Kristofer Mitchell Neely (Fall 2010, Spring 2011)
Assistant Dean of Studio Art and Instructor
B.A., Wofford College; MFA, Goddard College
- James Robert Neighbors (2003)
Associate Professor of English
B.A., University of Washington; M.A., Ph.D., University of Wisconsin-Madison
- Jennie Lynn Neighbors (Fall 2010, Spring 2011)
Lecturer in English
B.A., Seattle Pacific University; M.F.A., The Naropa Institute
- Kimberly Rebecca Nguyen (Fall 2010, Spring 2011)
Lecturer in Biology
B.S., University of Akron; Ph.D., Kent State University
- 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 2010, Spring 2011)
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
- Kathleen Sobczyk Player (Spring 2011)
Lecturer in Economics
B.A., Wofford College; Ph.D. (ABD), Clemson University
- Elisa Jane Pollack (Fall 2010)
Assistant Professor of Foreign Languages
B.A., Grinnell College; M.A., Ph.D., University of North Carolina at Chapel Hill
- 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
- Marsha Ann Howze Redden (Fall 2010, Spring 2011)
Lecturer in Psychology
B.A., Louisiana State University; M.S., Memphis State University; Ph.D., Louisiana State University
- 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
- Ronald Ray Robinson (2003)
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
- Kimberly Adele Rostan (2008)
Assistant Professor of English
B.A., Duke University; M.A., Ph.D., University of Wisconsin, Madison
- George Mackay Salley (2002)
Associate Professor of Physics
B.S., Wofford College; Ph.D., University of Georgia
- 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
- John Lewis Seitz (Spring 2011)
Professor of Government, Emeritus
B.A., M.P.A., Syracuse University; Ph.D., University of Wisconsin
- Christi vonLehe Sellars (1993)
Instructor in Music
B.Mus., M.M.Ed., Converse College
- 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 2010, Spring 2011)
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

- Richard Phillip Stone (Fall 2010)
Lecturer in Government
B.A., Wofford College; M.A., University of Georgia; Ph.D., University of South Carolina
- Jeanine Plowman Stratton (Fall 2010)
Lecturer in Psychology
B.S., Western Michigan University; M.S., Ph.D., Florida State University
- William Simon Stricklen (2006)
Captain, United States Army
B.S., Appalachian State University
- 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
- 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
- Thomas Lucas Tiller Jr. (Fall 2010)
Lecturer in Biology
B.S., Wofford College; M.D., Medical University of South Carolina
- 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
- Millard Barton Ulmer (Fall 2010)
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
- Karen Wheeler Warren (Fall 2010, Spring 2011)
 Lecturer in English
 B.A., Wofford College; M.A., East Carolina University, Ph.D., University
 of North Carolina at Greensboro
- Daniel Wayne Welch (1978)
 Professor of Physics
 B.S., University of Southwestern Louisiana; M.S., Ph.D., Clemson
 University
- Dewey Edward Welchel (2000)
 Associate Professor of Education
 B.A., M.Ed., Ed.D., University of South Carolin
- 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 2010, Spring 2011)
 Vice President for Educational Technology and Professor of Chemistry
 B.S., University of Illinois; Ph.D., University of Wisconsin
- 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
- Ana María Jansen Wiseman (1984)
 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

Jason Harold Womick (Fall 2010, Spring 2011)

Vice President for Information Technology and Institutional Research
and Lecturer in Computer Science

B.A., B.S., Wofford College; M.Ed., University of South 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

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 (Spring 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, 2010-11

Clarence Lewis Abercrombie III (1973/Retired May 2010)

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 Griwold

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

- 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.
- 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 Maulsby
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 2010

Bachelor of Arts Degree

Matthew Adams Abec
Jenny Lee Afkinich
Malik Abdulshahiyhd Al-Muslim
Kaley Elizabeth Almond
Michael Laney Alverson
Edward Douglas Andrew
Christopher Michael Bailey
Susan Kelly Banks
Kyle Daniel Barnes
Kyle Raymond Bateh
Cornelia Frances Battles
Kyle Wayne Behrendt
Charles Wilson Belue
Sarah Louise Bettis
Elizabeth Margaret Blaz
Gary Anthony Blount Jr.
Tracy Bruce Boorman
Leia Ruth Boudet
Keshia Amaya Boyd
Aville Barnes Boyle IV
Scott Manning Brabham
Kristin Leigh Bradley
Forrest Donald Bridges II
Marshall McCown Bridges
Katie Michelle Brown
David Dunbar Bruenner
William Gardner Bruenner
Sarah Cecile Burns
Elana Taleis Burrell
Caitlin Ashlie Buxton
Kelly Lorraine Campbell
Randolph Jay Carlson Jr.
McKenzie Carson
Meredith Ann Carter
Jordan Elizabeth Cash
Chelsea Suzanne Chapman
Mark Dale Chappell Jr.
Adam Zorn Chelton
Mitchell Jay Clark
Thomas Rowe Coley
Raiford Elizabeth Collins
Evan George Conard
Caroline Reeves Cotter
James Clifford Crawford IV
James Darrell Dailey III
Christopher Ryan Dalton
Meredith Marie Dark
Aldina Dautovic
Jasmine Alexis Davis
Justin Curry Davis
Steven Scott Davitte
Ashley Nicole DeCleene
Natalie Charlotte Dench
Andrew Harrison Digby
Michael Trayser Dunaway
Grant Ellis Duren
Kelly Anne Dwyer

Steven Kenneth Fagan Jr.
Stevie Layne Fields
Christopher Thomas Fischer
William Barrett Fitch
Dustin Gregory Fore
Joseph Edward Fornadel III
Lindy Logan Foust
James Robert Fowler III
William McKenzie Gambill
Marshall Garrett Garcia
Michael Quinn Gault
Brittney Rose Getz
George Russell Glenn
Corey Andrew Godzinski
Abigail Ann Goodan
Catharine Margaret Gould
Katie Michel Grainger
Natalie Shanelle Gramblin
Jessica Leigh Grantham
Blair Marie Green
Matthew Tyler Greene
Jeffrey Motte Griffin
Manan Gupta
Quincy Marshall Harbison
Mildred Townsend Hardison
Sarah Patricia Harste
Andrew Stewart Hartnett
Kyle Aaron Hayes
Kathleen Wrenn Hearn
Katherine Olivia Hendricks
William Jacob Henerey
Sarah Marie Herbert
James Augustus Herlong Jr.
Cindy Hernandez
Jessica Rachel Himmelstein
William Richardson Hipp
Jessica Michelle Holcomb
Leland Covington Hollowell
Courtney Brooke Holmes
Courtney Katrace Holmes
Kaitlin Jan Honea
John Alexander Hooks
Jonathan Douglas Hufford
Justin James Hunter
Thomas Marion Hunter III
Anna Katherine Hurd
Robert Irazoque
Jake Daniel Jacobs
Amanda Caroline Jarvis
Brittini Jade Jenkins
Emily Elizabeth Johnson
Mychael Dominique Johnson
Rebekah Leigh Engle Johnson
Michael Spears Jolly III
Anna Jordan Jones
Delandris Keon Jones
Ashton Leigh Jordan

Justice Roder Joslin
Allyson Elizabeth King
John Williamson Kittredge
Megan Elizabeth Klipfel
Marissa Lynn Kmonicek
Charlotte Covington Knight
Matthew Wayne Kordsmeier
Zachary Alexander Kuthe
Othniel Wienges Laffitte
Larry Clayton Lanier Jr.
Lamont Latigue
Philips Harding Leach Jr.
Kelsey Beth Leahy
William Blake Lehman
Jordan Rhea Leonhardt
Jamie Marie Lillard
Alyse Jordan Line
Kyle Bennett Livingston
Tiffany Lee Lovelace
Lily Blake Lucas
Raina Nicole Luthra
Andrew Taliaferro Maddux
Ashley Lynn Mancill
Julian Hunt Marion
David Latimer Martin
Cameron Barbrey McCraw
Michael Ian McKenzie
Michelle Marie McLaughlin
Garrett Joseph Medeiros
John Alexander Meekins
Heather Elizabeth Meier
Corey Allen Memmott
Jordan Phillip Mickleberry
Brad Michael Miller
Muldrow Burgess Mills
Christopher Shane Moore
Chelsea Leigh Morgan
Shakara Denise Morrison-Shuford
Anne Cameron Moss
Marcus Allen Mulkey II
Matthew James Mullen
Bailey Elizabeth Mullikin
Sammy Nassri
Bethany Kate Needham
Morgan Taylor Neuhoff
Sarah Hannah Newman
Christopher Scott Norton
Natalia Nunez
Richard Austin Palmer
Sarah Elizabeth Palmer
Philip Drew Parks
Zachery Boyd Parmer
Laura Jennifer Parris
Alexandra Rene Partagas
Sarah McClain Patterson
Jeremy Barton Peters
Emily Rose Phillips
Hilary Ann Phillips
Ryan Alexander Phillips
Elizabeth Riley Poston
William LeRoy Prosser

George Reginald Pryor Jr.
Kathryn Watts Purgason
Katherine Osborn Rankin
Jordan Whitney Rawl
John Richard Raymond
Robert Blair Reath
Joshua Timberlake Reichard
William Rowan Render
William Leslie Renneker
Cassandra Marie Rex
Caitlin Gayle Richardson
Jerome Johnson Richardson III
Alexia Danielle Ridenour
Sara Brunson Riggs
Neil Hunter Robinette
Stephen Barnes Robison
Mary Miles Rogers
Walter David Rouse Jr.
William Blakely Ruble
Annie Laurie Rumler
Howard Lee Salters Jr.
Andrew Franklin Scott
Shane Michael Scully
Stephen Alex Shapiro
Allison Marie Sheehan
Chelsea Shondelle Shropshire
Chelsea Caitlin Smith
Hunter Alexander Smith
Sabrina Marie Smyers
Vivian Estelle Sox
Candice Dreher Springs
Stephen Lee Strickland
Bailey Elizabeth Tapert
Ashley Elizabeth Tate
Jared William Tetrick
Jennifer Erin Thiessen
Kaiser Thomas III
Christopher Daniel Tommie
Laura Leigh Trent
Noel Carson Turner III
Cody Steven Van Der Linden
Kathlyn Mary Varno
Paul Marc Vecchione
Austin Matthew Vick
James Henderson Walker
Marion Sadler Walker
William Clarke Walker
Joseph Anton Warman
Caroline Elizabeth Waugh
Edward Austin Webb
Mary Kathryn Weimar
Jane Gresham Werrell
Sara Taylor White
Kirk Andrew Whitehead
Tonni Danille Wickline
Allen Nathaniel Wilkerson
Woodrow Preston Willard
Anndel Kininmonth Williams
Kemper McCollum Wray
Jared Richard Ziegler
William Joseph Zweier

Bachelor of Science Degree

Jeevan Chechakunnil Abraham
Travis Drew Adamson
Tia Pilar Anders
Andrew Pickens Anderson
Vanessa Antoine
Thomas Adam Auten
Carrie Blanton Baker
Brittany Leigh Baugher
Andrew Patrick Bellebaum
Erika Rachel Bishop
James Edward Brady
Lisa Michelle Bratton
Benjamin Andrew Brinson
Bryan William Brooks
Amy Michelle Bruce
Meredith Ann Calcina
Christopher Michael Campbell
Kelsey Elyse Carter
Heather Lynne Coggins
Hampton Wade Collins IV
Martin Michael Crawley
Annemarieke de Vlaming
Kristen Nicole DeYoung
Benjamin Gregory Dunlap
Joseph Edward Fornadel III
Brittney Rose Getz
George Russell Glenn
Blake Bishop Goodbar
Courtney Angel Gregory
Manan Gupta
Nancy Ellerbe Halligan
Kerin Kelsey Hartvigsen
Mallory Brooke Haynie
Rebecca Browning Hayter
Charles Manly Head
Jessica Rachel Himmelstein
Lauren Anna Holland
Jonathan Douglas Hufford
Sarah Elizabeth Hughes
Branson William Hyatt
Lacie Allison Hyatt
Allyson Reece Irwin
Christina Marie Jackson
Lauren Susanne Jamison
Meredith Barrett Jones
Lauren Frances Keisler
Mohamed Kelli
Katharine Anna Kenyon
Ryan Patrick Linton
Tiffany Lee Lovelace
Raina Nicole Luthra

Natalie Gordon Lynch
Laura Jean Macaulay
Christina King Mastry
Janae Latrice McClurkin
Michael William McDonnell
Nicholas Scott Mills
Hayes Eugene Modlin
David Douglas Moffat
Sammy Nassri
Natalia Nunez
Richard Lee O'Neal
Sahaj Rohit Patel
Laura Callaway Patterson
Deana Vienkam Phouksouvath
Monica Anne Ploetzke
Richard James Plumley Jr.
Jordan Whitney Rawl
Virginia Ruth Regan
Danielle Elizabeth Rekers
William Leslie Renneker
Cassandra Marie Rex
Sara Brunson Riggs
Elijah Robinson III
Zachary Joseph Roman
Melanie Ruth Roys
Yakov Rubinchik
Jessie Starr Sahrms
Nicklaus James Schuermann
Patrick Grayson Sellars
Jonathan McGrady Shay
Ravjeet Singh
Hunter Alexander Smith
Richard Anderson Steadman III
Stephen Lee Strickland
Joanna Rebekah Suddath
Heather Marie Thompson
Aubrey Ann Thomson
Jonathan Doak Tolbert
Taylor Rebecca Tritt
Anjum Daud Vazifdar
Jessica Ruth Walker
Meredith Leigh Walker
Alexandra Lee Wallace
Daniel Brian Washburn
Andrew March Wilson
Thomas Michael Witt Jr.
Stacey Nicole Wood
Christian Jensen Wulf
Kevin Richard Wykel
Mark Charles Yates Jr.
Bailey Sabree Youn

Honorary Degrees

Thomas Casey Brittain Doctor of Humanities
Frederick S. Middleton III Doctor of Laws

Honors in 2010 Graduating Class

Summa Cum Laude

Tracy Bruce Boorman
Leia Ruth Boudet
Kristen Nicole DeYoung
George Russell Glenn
Manan Gupta
Kyle Aaron Hayes
Lauren Anna Holland

Jonathan Douglas Hufford
Raina Nicole Luthra
Ashley Lynn Mancill
Sarah Hannah Newman
Jennifer Erin Thiessen
Edward Austin Webb

Magna Cum Laude

Marshall McCown Bridges
McKenzie Carson
Annemarieke de Vlaming
Andrew Harrison Digby
Joseph Edward Fornadel III
Brittney Rose Getz
Blair Marie Green
William Jacob Henerey
Leland Covington Hollowell
Emily Elizabeth Johnson
Katharine Anna Kenyon
Charlotte Covington Knight
Matthew Wayne Kordsmeier

Alyse Jordan Line
Laura Jean Macaulay
Hayes Eugene Modlin
Chelsea Leigh Morgan
Laura Callaway Patterson
Emily Rose Phillips
William LeRoy Prosser
Jordan Whitney Rawl
Danielle Elizabeth Rekers
Chelsea Shondelle Shropshire
Ashley Elizabeth Tate
Kirk Andrew Whitehead
Thomas Michael Witt Jr.

Cum Laude

Jeevan Chechakunnil Abraham
Kyle Daniel Barnes
Cornelia Frances Battles
Kyle Wayne Behrendt
Andrew Patrick Bellebaum
Erika Rachel Bishop
Elizabeth Margaret Blaz
Katie Michelle Brown
Amy Michelle Bruce
Meredith Ann Calcina
Randolph Jay Carlson Jr.
Hampton Wade Collins
Caroline Reeves Cotter
Christopher Ryan Dalton
Justin Curry Davis
Benjamin Gregory Dunlap
Steven Kenneth Fagan Jr.
Corey Andrew Godzinski
Blake Bishop Goodbar
Matthew Tyler Greene
Jeffrey Motte Griffin
Nancy Ellerbe Halligan
Sarah Patricia Harste
Rebecca Browning Hayter
Katherine Olivia Hendricks
Jessica Rachel Himmelstein
Courtney Brooke Holmes
Sarah Elizabeth Hughes
Justin James Hunter
Branson William Hyatt
Lauren Susanne Jamison

Amanda Caroline Jarvis
Ashton Leigh Jordan
John Williamson Kittredge Jr.
Megan Elizabeth Klipfel
Tiffany Lee Lovelace
Lily Blake Lucas
David Latimer Martin
Michelle Marie McLaughlin
Heather Elizabeth Meier
Anne Cameron Moss
Sammy Nassri
Bethany Kate Needham
Natalia Nunez
Richard Lee O'Neal
Richard Austin Palmer
Jeremy Barton Peters
Hilary Ann Phillips
Ryan Alexander Phillips
Monica Anne Ploetzke
Katherine Osborn Rankin
Virginia Ruth Regan
William Rowan Render
Cassandra Marie Rex
Sara Brunson Riggs
Elijah Robinson
Melanie Ruth Roys
Yakov Rubinchik
Nicklaus James Schuermann
Chelsea Caitlin Smith
Hunter Alexander Smith
Richard Anderson Steadman

Stephen Lee Strickland
Joanna Rebekah Suddath
Jonathan Doak Tolbert
Laura Leigh Trent
Cody Steven Van Der Linden
Paul Marc Vecchione

Meredith Leigh Walker
Mary Kathryn Weimar
Jane Gresham Werrell
Sara Taylor White
Tonni Danille Wickline
Anndel Kininmonth Williams

High Honors in History

Sara Hannah Newman

High Honors in Philosophy

Randolph Jay Carlson Jr.

High Honors in Religion

William LeRoy Prosser

Algernon Sydney Sullivan Awards

Elijah Robinson III
Lee C. Hanning

Mary Mildred Sullivan Awards

Kelsey Beth Leahy
Elsie R. Wright

Class of 2010

<i>B.A. Graduates</i>	<i>236</i>
<i>B.S. Graduates</i>	<i>102</i>
<i>TOTAL GRADUATES</i>	<i>338</i>

Student Body Statistics

Students Entering September 2010

Freshmen (Commuting 19, Resident 412) ..431	Former Students (Commuting 3, Resident 2).....5
Transfer Students (Commuting 4, Resident 16).....20	Special/Non-Credit Students (Commuting 11, Resident 0).....11
	Total New Students 467

Geographical Distribution of Student Body 2010-2011

Alabama 22	South Carolina900
APO 1	Tennessee.....48
Arkansas.....3	Texas.....15
Arizona 1	Vermont 2
California3	Virginia.....38
Canada 1	Washington 1
Colorado2	West Virginia.....2
Connecticut3	Total U.S.....1484
Florida.....39	
Georgia.....115	Brasil.....1
Illinois.....6	Canada 1
Indiana4	China 1
Kansas2	France 1
Kentucky12	Germany 1
Louisiana6	Hong Kong..... 1
Maine2	Hungary 1
Maryland9	Indonesia 1
Massachusetts.....3	Lithuania..... 1
Michigan3	Moldova 1
Minnesota.....3	New Zealand.....1
Mississippi 1	Russia 1
Nevada 2	Rwanda6
New Hampshire..... 1	South Africa..... 1
New Jersey4	Sweden 1
New York4	United Kingdom.....1
North Carolina.....192	Total21
Ohio.....19	
Oklahoma2	Total Enrollment..... 1505
Pennsylvania.....13	

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