

Academic Regulations



DuPré Administration Building, 1854

Calendar

Wofford's September-May academic year is divided into two semesters and a four-week Interim. The official college calendars for 2007-2008 and 2008-2009 are 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 college 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 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.

Course Load

The normal course load for a student in a semester is four or five full courses (those of three or four semester hours credit each). In addition, each freshman is to take a one-hour course in Physical Education each semester; freshmen and sophomores may take one-hour or two-hour courses in Military Science; and any student, if selected for participation, may take one-hour courses in Music. The normal (and maximum) load in Interim is one project.

First-semester freshmen may take no more than the four full courses, plus Physical Education and the one- or two-hour options. All but one of the courses are prescribed as indicated in the following outline.

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

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

Course Restrictions

Enrollment space in 100- and 200- level Foreign Language courses, in science courses numbered 104, in English 102, and in Physical Education courses is reserved for freshmen. Students who do not complete General Education requirements in those areas by the end of their freshman year cannot be guaranteed space in the courses in future semesters. While space is not reserved in beginning-level courses in science (except for those numbered 104), freshmen will be accommodated in one of the following: Biology 111, Chemistry 123, or Physics 121.

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 or grade-points for it (except that courses 201, 202 are not sequential and 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 Mathematics 160 and 181 are two separate courses, a student may not take both courses during their Wofford career.

In Physical Education, students may participate for credit in only the two courses as called for in General Education requirements, and will not be granted more credits in physical education than the required two semester hours.

A student may earn a maximum of eight semester hours in the applied Music courses (Music 100, 101, 102, 150, 151, 260), and only two of the eight can be in Music 260. A student may earn a maximum of six semester hours in Theatre 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 Computer Science 280; in Communication Studies, a student may earn a maximum of six semester hours in English 400; and in Chemistry, a student may earn a maximum of four semester hours in Chemistry 250 and a maximum of four semester hours in Chemistry 450.

Grading System

Wofford College employs two grading systems, the first of which is the A-F system that includes the grades A (Superior) through A-, B+, B, B-, C+, C, C-, D, F (Failure), I (Incomplete), WP (Withdrawal Passing), and WF (Withdrawal Failing). The WP is given only if a student officially withdraws from the course on or before the date specified in the college calendar as the last day to drop with a passing grade, and is passing at the time of the official withdrawal.

The second system is the Pass/Fail System used for most Interim projects and for physical education and honors courses. This system uses grades of H (Pass with Honors), P (Pass), U (Unsatisfactory/Fail), N (Incomplete), WS (Satisfactory work at time of withdrawal), and WU (Unsatisfactory work at time of withdrawal). The WS is given only if the student officially withdraws from the course or project on or before the date specified in the college calendar as the last day to drop with a passing grade, and is passing at the time of official withdrawal. While the two grading systems (A-F and Pass/Fail) are independent and not directly comparable, the following may be useful as a guide in interpreting their meaning: A range, superior; B range, very good; C range, average; D, poor; F, failure; H, superior; P, very good through average; U, failure.

The I grade indicates that for some legitimate reason not all the work required of the student has been completed and thus a final grade determination cannot be made. All Incompletes for courses must be made up not later than mid-term of the following semester (including those of students not then enrolled), except under extremely extenuating circumstances as determined by the instructor and the Registrar. A grade of F will be recorded for any course whose work has not been made up by the deadline.

The N grade is used only rarely for Interim work, and then only with the expectation that it will be in effect for no longer than one week after the

end of the Interim, by which time all work should be completed and final evaluation made. A grade of U will be recorded for any course whose work has not been made up by the deadline.

A system of grade-point averages is used to determine Wofford students' status regarding graduation, honors, the Dean's List, academic probation and exclusion, and other considerations of academic status. The calculation of the grade-point average includes only the grades recorded on work graded A-F and taken at Wofford, or taken in Wofford-related foreign study programs, or at Converse College when the cross-registration program is in effect, or at the University of South Carolina Upstate when approved in advance by the Wofford Registrar as part of the cross-registration agreement with that institution.

Grade-point values are assigned to grades as follows: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D = 1.0; F = 0; WF = 0. The grade-point average is determined by multiplying the number of hours in each course and Interim project attempted and graded A through F by the grade points for the grade received, and dividing the total grade points by the total number of hours attempted.

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

Examinations

Final examinations are normally part of every course. A student who wishes to take an examination during the examination week at a time other than the scheduled time may do so only at the discretion of the course instructor. Under no circumstances may an examination be administered before or after the established examination week without the approval of the Dean of the College. Such approval is given for an individual student only in cases of illness, death in the family, or other extremely extenuating circumstance.

Reports on Academic Progress

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

Academic Honors

The Dean's List

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

- attempted at least twelve hours in the semester; and
- achieved a grade-point average of 3.60 or higher for the semester.

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 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 of the faculty a request that the student be permitted to undertake an Honors Course. The request shall be accompanied by a detailed proposal from the student setting forth clearly the work to be done. In addition, the instructor must submit a statement of the standards and procedures for evaluating the results of the student's work. The project should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology. A proposal for the Honors Course must be submitted to the Curriculum Committee of the faculty by April 14 of the student's junior year.
3. An Honors Course may be undertaken only in the senior year and will carry six hours of credit over two semesters. Final grade options are 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 attempt In-Course Honors in accordance with the following regulations:

1. The student must have had at least one previous semester at Wofford and must have attained a 3.0 average, either cumulative or in the last full semester completed at Wofford.
2. A written request for In-Course Honors and a planned program of study must be presented to the course instructor before the end of the third week of the semester. Approval of the application and program of study must be obtained from the course instructor, the Chair of the department in which the course is offered, and the Dean of the College. A special form for this purpose is available at the Office of the Registrar.
3. In-Course Honors work shall consist of independent study under tutorial guidance and relating to the subject of the course in which it is undertaken. It should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology. In-Course Honors work will include a 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.

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 day of classes to the ending date noted in the college calendar, students who wish 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 students' permanent records. A course dropped after the official add/drop period but on or before the day four weeks prior to the last day of semester classes may be recorded with the grade WP if the student carries out the official drop process and is passing the course at the time he or she officially drops; otherwise the grade WF will be recorded. The drop 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 grades of WF for those courses.

For information regarding the effect of the WF grade on the grade-point average, refer to the Grading System section which appears earlier in this chapter of the *Catalogue*.

Some financial aid awards require that recipients be enrolled full-time. Financial aid recipients, including student athletes, veterans, and international students, should consult the Director of Financial Aid before they drop any course at any point in the semester.

Repeating Courses

Students may repeat four courses for which final grades of C-, D, F, or WF were recorded in the prior attempt, without the course hours being counted again as hours attempted. Thus the student who undertakes four repeats or fewer and makes higher grades will receive the full grade-point value of the higher grades; but for repeats beyond four, *all* attempts in those courses will be included in the calculation of the grade-point average.

Interim projects and certain courses may not be repeated by any student. Humanities 101 may not be repeated, and under certain conditions, Chinese, French, German, and Spanish 101, 102, 200, 201 and 202 may not be repeated (see Course Restrictions section, found earlier in this chapter of the *Catalogue*).

In any instance in which a student repeats a course, he or she must complete and submit a notification form available at the Office of the Registrar or on the Registrar's Web page at www.wofford.edu/registrar/. Otherwise, none of the benefits potentially to be derived from repeating will be gained. Note also that even though courses may be repeated, the prior attempts and grades are not removed from permanent records, and, of course, credit hours are awarded only once.

The opportunity for the credit or grade-point benefits of repeating courses as discussed here is available only when the courses are both first taken and repeated at Wofford. Students should also be aware that the grade-point-average benefit is only available when the same course is repeated. The benefit does not extend to other courses in the department.

A student who has twice failed a course (or courses in the same department) needed for a General Education requirement for graduation may appeal to be exempted from that requirement. Before the end of the add/drop period in the semester following the second failure, the student wishing to appeal must request that the Dean of the College convene a committee to review his or her case and to decide whether to grant the exemption sought. The committee's decision is final. Although a similar appeal opportunity exists in relation to courses listed as prerequisites to majors in Economics or Business Economics, there is no such opportunity regarding courses taken to earn elective hours or to meet requirements for majors.

Class Standing

For a student to rank as a sophomore, he or she must have earned a minimum of thirty semester hours; as a junior, sixty semester hours; as a senior, ninety semester hours.

Course Work at Other Institutions

A student who wishes to take course work at another college or university and to apply that work toward the requirements for a Wofford degree must secure the advance approval of the Registrar and the Chairs of the Wofford departments in which the desired courses would normally be offered. The

Chairs will determine the suitability and equivalency of the courses, while the Registrar will consider whether the student's request meets certain required conditions.

Among the conditions for eligibility for work taken elsewhere are that the student may not repeat at another college or university a course he or she has failed at Wofford; may take work only at a senior college or university if he or she has accumulated as many as sixty semester hours; may not take course-hour loads considered by the Wofford Registrar to be excessive; may not take courses offered by correspondence, television, extension, online, shipboard or wilderness leadership expeditions; and may not take at another college or university in the Spartanburg area any course or courses being offered at Wofford in that same semester or term.

For other circumstances affecting eligibility for work taken elsewhere, refer to the section on Academic Probation and Exclusion toward the end of this chapter of the *Catalogue*, and the paragraph on the Residency Requirement early in the chapter on Degree and Program Requirements.

Upon receipt by the Wofford Registrar of official transcripts of work taken elsewhere, credits will be accepted for those approved courses in which the student received grades higher than C-. Semester hours for courses accepted on transfer will be adjusted to conform to Wofford's curriculum. The grades on courses taken elsewhere are not included in the computation of a student's grade-point average. The exception is for course work done in Wofford-related foreign study programs, or at Converse College when the cooperative cross-registration program is in effect, or at the University of South Carolina Upstate when approved in advance by the Wofford Registrar as part of the cross-registration agreement with that institution. In these three programs credits are accepted for all approved courses officially documented as having been passed, and the grades for all courses thus taken are included in the computation of grade-point averages in the same fashion as grades for courses taken at Wofford.

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

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

Auditing Courses

A student who wishes to audit a course in which space is available must do so through 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 early in the semester. The notation "Audit" will be affixed to the student's permanent record.

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

Class Attendance

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

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

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

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

Through the Dean of the College, the instructor sends the student a Class Attendance Warning, requesting an interview. Since the Class Attendance Warning is official and provides documentation, and because copies are sent to the student's advisor, the Registrar, and parents, as well as to the student, it is important that faculty use it to communicate the warning and the interview request to the student.

If the student fails to respond to that warning, or if an interview is held but is unsatisfactory, or if the student fails to show satisfactory improvement in attendance and/or in academic performance, the instructor sends to the Dean of the College for approval a Required Class Withdrawal notice for the student. Upon approval, the Dean informs the instructor, the student, and other interested parties (including the student's parents) of the required withdrawal. The student is assigned a grade of WP or WF as determined by the instructor.

Absence from classes is sometimes a sign of more serious underlying problems. In order that the college can determine if a student is in trouble or needs assistance, faculty are asked to call the Dean of Students whenever a student has two consecutive absences in a class.

Student absences resulting from participation in official college events are generally to be considered excused. The policy, approved by the faculty, is as follows:

An *official* college event is (a) an athletic event approved by the faculty through its Committee on Athletics or (b) a non-athletic event ap-

proved by the Dean of the College. The Faculty Athletics Committee will provide the faculty with copies of all athletics schedules as soon as such schedules are approved. The Athletics Department will provide the faculty with a roster listing students who will participate in those events and indicating the class times students may miss as a result. As far in advance as possible, the Dean of the College will notify the faculty of any non-athletic event approved and will name the students who will participate in the event.

Although the college will identify, through the procedures outlined above, the events treated as “official,” it is the students’ responsibility to inform their course instructors as soon as possible and not later than one week in advance of any tests or other required work they will have to miss in order to participate in the event. The notices from the Athletics Department and/or the Dean serve as confirmation of the information provided by students. Because students bear the responsibility for completing all academic requirements of their courses, it is important that they arrange their academic and extracurricular schedules in such a way as to minimize conflicts, and that they make arrangements when conflicts do occur. Indeed, students should examine their academic and athletic and other extracurricular schedules at preregistration and again prior to the start of each semester in order to identify conflicts and discuss them with the instructors to seek a suitable agreement. This responsibility is especially crucial in the case of laboratory exercises, the scheduling of which is absolutely fixed.

If students unavoidably miss tests or other required work to participate in official events, in most such cases they may expect their instructors to arrange some non-punitive way for them to make up the work. Some laboratory exercises, however, cannot be replicated and thus cannot be “made up,” and when students must choose between attending such a laboratory or an official event, they must also accept the consequences of the decisions they make; they will not be punished for their decisions by either their lab instructors or the persons to whom they are responsible in the official events, but nevertheless they must recognize that their absence from either the lab or the event will affect the evaluation of their performances or contributions. Clearly, therefore, it is very important that students minimize conflicts between their curricular and extracurricular schedules, and work out arrangements in advance for dealing with any unavoidable conflicts.

If students are remiss in their academic duties, then they may be penalized for work not performed. If students feel that they have been unfairly penalized for missing tests or other required work, and that they have acted according to their responsibilities, then they may present a plea to the Dean of the College who, after conferring with the persons involved, will resolve the impasse. The Dean’s resolution will be binding on all parties.

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

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

Students requesting an excuse because of illness must present to the faculty member a statement signed by the Director of Health Services or by one of the nurses in the 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:

A statement may be issued for students who have been ill at home or hospitalized off-campus and who then present to the Health Services Office a written statement from a physician certifying the illness or hospitalization.

A statement may be issued when it has been verified that students are seen by one of the college physicians through an appointment made by the Wofford Health Services Office.

Students should not miss class for medical examinations and treatment which can be scheduled during times they do not have a class or lab, but a statement will be issued if Health Services personnel can verify that the procedure took place and that the schedule conflict was unavoidable.

When it is recommended that an absence be excused, the student must present the statement from the Health Services staff member to the instructor to gain permission to make up the work missed. The instructor should, in every case possible, assist the student in making up the work in some non-punitive way.

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

Class Meetings and Inclement Weather

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

Academic Probation and Exclusion

Wofford College expects students to be performing academically at levels which indicate that they are profiting from their opportunity. This means at least that the students are expected to be making reasonable progress toward attaining the grade-point average (GPA) required for degrees. In situations in which such progress is not evident, as measured by the graduated qualitative standards shown in the table below, Wofford places students on academic probation and academic exclusion, not only as notice that their sub-par ac-

demetic work has endangered their opportunity to continue, but also as incentive to seek whatever motivation, discipline, and assistance may be necessary to improve their performance. Students' records are evaluated against these standards at the end of each semester and summer session.

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

The GPAs to which the table refers are *cumulative* figures and are based only on work undertaken at Wofford, or in Wofford-related foreign study and cross registration programs, when approved in advance by the Wofford Registrar. The GPAs include *all* such work *except* hours graded on a Pass/Fail basis and work in which the student receives the grade of WP. In the chart below, "GPA hours" include those attempted at Wofford in addition to those attempted in the institutions and programs stated above.

<i>Students with GPA hours in these ranges:</i>	<i>Are placed on probation if their GPAs are below these levels:</i>	<i>Are placed on probation and 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 achieve the minimum levels of performance required are placed on probation for the subsequent semester or are placed on probation and excluded from Wofford for the subsequent semester. (The status of exclusion includes probation.) A student on probation remains in that status until his or her grades improve to at least the minimum 2.00 GPA.

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

Any student, whether or not his or her cumulative GPA is at the level required for good standing, will be considered to be academically eligible to re-enroll following any semester or summer session in which he or she earns a current GPA of at least 2.50 on a full load of at least twelve new hours.

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

Normally, a student who is excluded may attempt to achieve good standing in the first summer session following his or her exclusion. But students who have been excluded more than once may be required to wait for periods as long as two years before they are allowed to enroll in a summer term or receive consideration for readmission. Application for the readmission of excluded students should be directed, when timely, to the Registrar.

Although excluded students may regain good academic standing through successful work in summer session, they lose their priority for residence hall

rooms and for financial aid when they are excluded. (See *Catalogue* section on Financial Aid.)

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

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

Response to Communications from Faculty and Staff

Students are expected to respond to all communications from members of the faculty or staff of the college. Both e-mail and campus post office are channels for official communications. The preferred method of communication is on-campus e-mail, and each student is required to have a valid Wofford College e-mail account. In addition, all students are required to have campus post office boxes and active residence hall telephone voice mail accounts 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.

Withdrawal from the College

In the interest of the welfare of both the student and the institution, Wofford expects each student who withdraws from the college to have an exit interview with the Registrar. In extenuating circumstances, such interviews may be conducted by telephone.

Degree and Program Requirements



Franklin W. Olin Building, 1992

Degrees Offered

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

Candidates who meet all requirements and successfully complete the major in Art History, Chinese, English, French, German, Government, History, Humanities, Intercultural Studies, Intercultural Studies for Business, Philosophy, Religion, Sociology, Spanish, or Theatre qualify for the B.A. degree.

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

Candidates who meet all requirements and successfully complete the major in Accounting, Economics, Business Economics, Computer Science, 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 successfully complete 154 hours and meet all requirements for each degree, including the successful completion of two majors, one in a B.A. field and one in a B.S. field, will qualify for both degrees. (Note, however, that double majors involving one B.A. field and one B.S. field do not ordinarily or necessarily require the completion or result in the award of two degrees.)

Requirements for Degrees

It is the responsibility of each student to know and meet the requirements for the completion of his or her degree.

Achievement of the bachelor degree is based on a broad distribution of studies among representative fields of liberal arts learning and a concentration of studies in one field. The object of this distribution, accomplished by requirements that each student successfully complete courses in designated departments and programs, is to give the student a general view of our intellectual heritage and to broaden his or her outlook. The concentration, provided for by the requirement that each student complete a major in one academic discipline or program, gives opportunity for the student to achieve a competence in a particular field of scholarship.

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

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

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

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

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

	<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 101 or 102.....	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

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

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, 150, 151, and/or 260.

FOREIGN LANGUAGES **FOUR TO TEN SEMESTER HOURS**

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

Chinese 101,102 (10 hours).

French 101, 102 (6 hours); or 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.

**NATURAL SCIENCE,
B.A. DEGREE** **FOUR TO EIGHT SEMESTER HOURS**

This requirement is met either by successfully completing two courses, preferably in the same department or program chosen from the following list; or by successfully completing Physics 173. (Physics 173 is a fast-paced course in general physics requiring advanced preparation in science and mathematics.)

Biology 111, 113, 212, 214.

Chemistry 123-124.

Geology 111, 112, 113.

Physics 121, 122; or 141, 142; or 173.

Psychology 200, 210, 230, 300.

The introduction to science series: Biology, Chemistry, Geology, Physics, and Psychology 104. To meet the requirement in this program, students must complete one in life science (Biology or Psychology) and one in physical science (Chemistry, Geology or Physics).

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

NATURAL SCIENCE, B.S. DEGREE TWELVE TO SIXTEEN SEMESTER HOURS

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

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

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

HISTORY THREE SEMESTER HOURS

This requirement is met by History 101 or 102.

PHILOSOPHY THREE SEMESTER HOURS

This requirement is met by Philosophy 120 or any 200- level Philosophy course.

RELIGION THREE SEMESTER HOURS

This requirement is met by Religion 200, 201, 202, 203, or 204.

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 on the Wofford Web. Courses meeting this option focus on the study of cultures **other** than European and European-settler cultures, or the interaction between and comparison of European and non-western cultures.

MATHEMATICS THREE SEMESTER HOURS

This requirement is met by successfully completing three semester hours in Mathematics in any course in the department.

PHYSICAL EDUCATION TWO SEMESTER HOURS

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

Major Work Requirements

At the close of the sophomore year, students normally select the academic area in which they will take their major work. At that point, the student completes the major work form, which is then reviewed for approval by the Chair of the student's major program and filed with the Registrar. The

student will then be advised in the major department, and will notify the previous advisor of the change.

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

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

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 the two 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.

The graduation requirement for Interim is that each student must complete and pass four projects (one for each full-time year or equivalent at Wofford). More specifically, each student must complete and pass one project for every twenty-seven semester hours of course work awarded or accepted by Wofford for the student after he or she matriculates at the college (except that students who 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 winter Interim periods (during any of which only one project may be undertaken by any student, as is always the case) or in the summer.

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

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

When other extenuating circumstances in individual cases require such, the Coordinator of the Interim and the Registrar will determine whether the student's Interim requirements for graduation have been met.

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

A candidate may also qualify for graduation by presenting a number of hours with grades higher than C- equal to the overall graduation requirement (124 semester hours) minus the number of hours accumulated in courses and projects graded on the Pass/Fail system, and presenting grades higher than C- in each course used to meet General Education and major requirements.

The quality of a student's major work must be such that he or she finishes with a grade-point average of 2.0 or higher in all work that could be applied toward the major. Grades earned in all required and elective courses (not Interim projects) attempted in the discipline(s) comprising the major are included in the calculation. Grades earned in prerequisites are not included. A candidate may also meet the standard for quality of work in the major by presenting grades higher than C- in the minimum number of hours required for the major *and* in each of the courses specifically required for the major.

Grades earned at Wofford College, 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 of those hours at an accredited senior college or university other than Wofford. Before undertaking such work, the student must obtain the approval of the Registrar and the Chair of any department concerned.

Elective Programs of Study

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

Academic Minors

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

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

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

Interdisciplinary Depth and Integration

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

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

Several concentrations are offered as tracks within a major:

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

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

Pre-Professional Programs

Pre-Engineering

Wofford College has agreements with two institutions which afford students the opportunity to become liberally-educated engineers. The programs usually involve three years of study at Wofford, followed by two years at the other institution. After a student has completed General Education requirements and certain prescribed courses in mathematics and the physical sciences at Wofford, and has been recommended by the advisor, he or she will normally be automatically accepted at the school of engineering at Columbia University or Clemson University. With successful continuation into the second year at the professional school, the student may be awarded the B.S. degree by Wofford, and after meeting requirements at the professional school (usually by the end of the second year there), the student is awarded the B.S. degree in Engineering by that school.

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

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

Wofford College has an excellent reputation for preparing persons for the graduate study required for entry into medicine, dentistry, nursing, veterinary medicine, the Christian ministry, and law. Generally, any of the college's majors provides useful and appropriate background for students who wish to enter professional schools. There are, however, certain specific course requirements which must be met for admission to most professional and graduate schools. Therefore, it is necessary for interested students to consult early and frequently with the appropriate program advisors at Wofford.

Students interested in studies 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 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 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 \$400 each month for up to ten months of the academic year, and are also paid during the four-week summer camp they are required to attend between the junior and senior years.

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

In addition to the Basic and Advanced Programs of classroom instruction, the Military Science Department at Wofford sponsors numerous extracurricular activities which are designed to complement skills learned in the classroom.

Presently offered are adventure activities such as rappelling, orienteering, whitewater rafting, and paint-ball war games.

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

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

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

Retention in the Teacher Education Program

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

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

Recommendation for Teacher Licensure

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

Courses of Instruction



Roger Milliken Science Center, 2001

On the following pages are brief statements concerning course offerings, prerequisites, and major requirements. For more complete information, contact department Chairs or the Registrar.

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

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

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

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

Course Numbering System

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

In general, courses numbered in the 250's, 450's, or 460's are research courses or directed study courses; those numbered in the 470's are independent study courses; and those numbered in the 280's, 290's, 480's, or 490's are either selected or advanced topics courses. Selected topics courses numbered 297-299 and 497-499 fulfill the Cultures and Peoples requirement for graduation. Honors courses, which may be developed for individual senior students, are numbered in the 500's.

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

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

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

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

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

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

Course and Program Descriptions

Accounting, Business, and Finance

JAMES EDWIN PROCTOR, *Chair*

SHAWN M. FORBES, LILLIAN E. GONZÁLEZ, ANDREW F. GREEN,

JENNY B. JOHNSON, PHILIP S. KEENAN, STEPHEN C. PERRY,

WM. EDDIE RICHARDSON, PHILIP G. SWICEGOOD

The Department of Accounting, Business, and Finance offers a major in Accounting, a minor in Business, and a major 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, with the Department of Foreign Languages in offering the major in Intercultural Studies for Business, and with the Department of Computer Science in offering the Emphasis in Information Management. These three programs are described elsewhere in this chapter of the *Catalogue*.

Students may not major in both Accounting and Finance. Additionally, students majoring in Accounting or Finance may not major also in Business Economics or Intercultural Studies for Business. The minor in Business is not available to students majoring in Accounting, Business Economics, Finance, or Intercultural Studies for Business.

Computer Proficiency Requirement:

Students majoring in Accounting, Finance, or Intercultural Studies for Business, or minoring in Business, will be expected to use computers for the following applications: word processing, spreadsheet analysis, internet access, e-mail, and database searches. Students who are not proficient in these applications may elect to take Computer Science 101. Accounting 345, Accounting Information Systems, is required in the majors and in the minor offered in this department. Students in these programs will become proficient in using a financial calculator.

Prerequisites for Majors in Accounting 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.

Requirements for the Major in Accounting:

Completion of forty hours as follows:

- (1) thirty-seven hours from the following courses: Accounting 211, 341, 342, 345, 351, 352, 411, 412, 425 and 480; Business 372, 448, and 449; and Finance 321.
- (2) three hours from Business 331, 338, 348, and 376.

Requirements for Major in Finance:

Completion of forty hours as follows:

- (1) twenty-two hours from the following courses, all of which are required: Accounting 211, 341, 345 and 425; Business 372, 448 and 449; and Finance 321;
- (2) three hours from Business 331, 338, 348, and 376.
- (3) fifteen hours from the following courses: Accounting 342; Finance 411, 420, 430, 435, 440, 445, and 480.

Requirements for the Minor in Business:

Completion of eighteen hours as follows:

- (1) twelve hours from the following courses, all of which are required: Accounting 211, 345; Finance 321; and Business 372.
- (2) six hours from Business 331, 338, 348, 376, and certain approved Accounting 480 and Finance 480 courses. Students may not take both Business 331 and 348 for credit.

Accounting

211. Accounting Principles

Introduction to the basic concepts and methodology of financial accounting, with emphasis on the analysis and recording of business data, and the preparation and use of corporate financial statements. Offered every semester.

(3/0/3)

280. Selected Topics in Accounting

Selected topics in Accounting at the introductory or intermediate level.

(1-4/0/1-4)

341. Cost Accounting I

Introduction to managerial accounting, with emphasis on management use of accounting data for planning, budgeting, and decision making. Prerequisite: Accounting 211. Offered every semester.

(3/0/3)

342. Cost Accounting II

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

(3/0/3)

351. Intermediate Accounting I

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

(3/0/3)

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. 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. Offered each semester. For seniors only.
(3/0/3)

480. Advanced Topics in Accounting

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

Business

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, including such major topics as performance, worker productivity, social responsibilities, managerial skills, organizational theory, and strategy. Both historical and contemporary examples are used to illustrate important concepts. The course contains a significant writing component that is used to analyze current issues in management. Students may not receive credit for both Business 331 and Business 348. Offered spring semester.
(3/0/3)

338. Marketing

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

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. Prerequisite: Finance 321. Students may not receive credit for both Business 348 and Business 311. Offered alternately fall and spring semester.

(3/0/3)

372. Business Law

A study of the contracts, uniform commercial code, and the legal environment of business.

(3/0/3)

376. Collaborative Problem-Solving

Students are assigned to teams to solve actual organizational problems. The instructor assists in team-building and oversees students' projects. Students are responsible for much of their scheduling, assignments, and follow-up. Each team presents its results at the end of the project. Open first to students majoring in Accounting and Finance, then to other interested students if space is available. Offered on occasional basis.

(3/0/3)

448. Business and the Liberal Arts

This is a capstone course required of students majoring in Accounting or Finance, but open to other interested students on a space-available basis. It treats business in a liberal arts context, relating key concepts to ideas from the humanities, social sciences, and sciences. Its focus is on strategic management and on the mature analysis and expression of issues. Prerequisite: Permission of instructor for students not majoring in Finance. Offered every semester. For seniors only.

(3/0/3)

449. Business Strategy Game

The Business Strategy Game is an online exercise in which student teams run an athletic footwear company in competition against companies run by other class members. Company operations parallel those of actual athletic footwear companies. Just as in actual practice, companies compete in a global market arena, selling branded and private-label athletic footwear in four geographic regions — Europe-Africa, North America, Asia-Pacific, and Latin America. The course meets weekly to review industry and company results. For seniors only.

(1/0/1)

480. Advanced Topics in Business

Topics and credit may vary from year to year. Prerequisite: Permission of instructor. Offered on occasional basis.

(1-4/0/1-4)

Finance**210. Personal Finance**

A study of personal financial matters in preparation for a lifetime of personal financial management. Topics to be studied include goal setting; spending, saving, borrowing and investing; risk management and insurance; taxes; planning for retirement. (This course is for elective credits only. It does not satisfy any requirements for the Accounting or Finance majors.) Offered every semester.

(3/0/3)

- 280. Selected Topics in Finance**
This listing covers a variety of topics. Ordinarily, these offerings require few, if any, prerequisites and do not count toward fulfillment of the Finance major. Offered on occasional basis.
(1-4/0/1-4)
- 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 with a grade of C or higher, Mathematics 140. Offered every 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 fall 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 fall semester.
(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 every semester.
(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 fall 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 fall semester.
(3/0/3)
- 445. Financial Statement Analysis**
A study of the basic techniques, research methods, and strengths and limitations of financial statement analysis. Students will review financial data to predict earnings and financial ratios, as well as techniques to value equity securities and to predict takeover targets, debt ratings, and bankruptcies. Prerequisites: Finance 321 with a grade of C or higher. Offered fall semester.
(3/0/3)
- 480. Advanced Topics in Finance**
These vary from offering to offering and may be used as partial fulfillment of the requirements of the Finance major. Prerequisite: Finance 321 with a grade of C or higher or permission of instructor. Offered on occasional basis.
(1-4/0/1-4)

African/African American Studies

GERALD A. GINOCCHIO, JIM NEIGHBORS, *Coordinators*

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

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

Program Requirements:

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

1. One theory course: Either English 320, African American Literature, or Sociology 240, Race and Ethnic Relations.
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
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.)
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
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)

Biology

GEORGE W. SHIFLET, JR., *Chair*

CLARENCE L. ABERCROMBIE, STEPHANIE H. BAKER, GEORGE R. DAVIS, JR., ELLEN S. GOLDEY, STACEY R. HETTES, DAVID I. KUSHER, JOHN F. MOELLER, ROBERT E. MOSS, DOUGLAS A. RAYNER

Requirements for the Major:

Thirty-eight semester hours as follows: Biology 111, 113, 212, and 214, plus six advanced courses chosen in consultation with the Department Chair. Two of these may be three-hour, non-laboratory courses. No more than two three-hour courses in Biology may be counted toward the major. No student planning to major in Biology should take advanced courses before completing 111, 113, 212, and 214.

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

As related work, eight hours of laboratory courses in another science are required for the B.S. degree. Chemistry 104, Geology 104, Physics 104, and Psychology 104 do not contribute to this requirement.

Students majoring in Biology may concentrate in *Neuroscience*. Administered by the departments of Biology and Psychology, the 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 Biology and the program in Neuroscience. 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)

- 111. Introductory Animal Biology**
Usually the first course taken in the major, student learning goals for this course include fostering an understanding of evolutionary relationships among species, laying a strong foundation in animal anatomy and physiology, honing observation and dissection skills, and developing effective study habits and collaborative working techniques. The content includes introductory level coverage of cell function, embryology, and the phylogeny, physiology and morphology of protists and animals.
(3/3/4)
- 113. Introduction to Plants and the Ecosystem**
Study of the structure and function of vascular plants, with an emphasis on flowering plants. Also an introduction to major ecological principles, especially at the levels of the community and the ecosystem.
(3/3/4)
- 212. Introduction to Genetics and Development**
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.
(3/3/4)
- 214. Introduction to Molecular and Cell Biology**
Study of the structure and function of biological systems at the cellular level as well as the development of multicellular organisms.
(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)
- 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)
- 340. Human Anatomy and Development**
Designed for students interested in human healthcare professions, a system-by-system approach to understanding the anatomy of the human body. Lecture material is supplemented with computer imaging and comparative laboratory dissection.
(3/3/4)

- 342. Human Physiology**
Study of the leading ideas and concepts of the physiology of animals, with emphasis on human systems.
(3/3/4)
- 344. Mammalian Histology**
Microscopic study of the cellular structure of tissues and organs.
(3/3/4)
- 350. Current Topics In Biology Seminar**
An in-dept 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 natural history of selected groups of native animals and plants. Emphasis on techniques for field capture and identification of animals and collection and identification of non-vascular plants.
(3/3/4)
- 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**
Study of the environmental interactions that determine the distribution and abundance of organisms. Ecological principles discussed at the level of the organism, the population, the community, and the ecosystem. To prepare students for graduate study, a research project and paper are required.
(3/3/4)
- 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**
Study of the physical and biological components marine ecosystems, with an emphasis on the diversity of organisms and their ecological adaptations to the sea.
(3/0/3)
- 386. Freshwater Biology**
Study of the physical and biological attributes of freshwater ecosystems. The course examines the biological communities of a variety of aquatic systems and the lab provides students with experience in field work.
(3/3/4)

- 399. Evolution**
Introduction to the facts and theories of biological evolution. Topics include historical overview, evidence for evolution, evolutionary genetics, adaptation and natural selection, evolution of diversity, the fossil record, and extinction.
(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. Advanced Topics in Cell Biology**
Study of the mechanisms of life on the cellular level. Topics may include cell metabolism, enzyme mechanisms and regulation, cell-cell communication, and inborn errors of metabolism.
(3/0/3)
- 436. Advanced Topics in Molecular Biology**
Study of the mechanisms of life on the molecular level. Topics include gene cloning and analysis of biotechnology, control of gene expression, control of cell division, and the molecular basis of cancer. In the laboratory, students use modern technologies including DNA fingerprinting, Southern blot, gene cloning, and PCR.
(3/3/4)
- 440. Comparative Anatomy**
A phylogenetic approach to the study of animal anatomy with emphasis on extensive comparative dissection of representative vertebrate species.
(3/3/4)
- 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)
- 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. Environmental Case Studies

This course in biology challenges students to consider the many environmental issues that confront us locally, nationally, and internationally. 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

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.

Corequisites for the Major:

Physics 121 and 122, or 141 and 142, or 173; Mathematics 181, 182.

Requirements for the Major:

Chemistry 123-124, 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. Co-requisites: 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 physicochemical 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, or 173; 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, or 173; 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, or 173; 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, or 173; 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.

Communication Studies

LINDA POWERS, *Coordinator*

DENO P. TRAKAS, CAROL B. WILSON

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

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

English 290. Selected Topics in Communication Studies

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

English 381, 382, 383. Business and Professional Communication

A series of three one credit-hour courses offered sequentially during A series of three one credit-hour courses offered sequentially during one semester. English 381 (Interpersonal Communication) focuses on interpersonal skills, oral communication, and listening; 382 (Team Dynamics) focuses on skills needed for problem solving by small groups; and 383 (Conflict Management) focuses on strategies for decreasing conflict and creating win-win outcomes in the workplace and in the community.
(3/0/1) each course

English 384. Writing for the Mass Media

An introduction to writing for print journalism, broadcast media, and in public relations and advertising settings.
(3/0/3)

English 385. Reasoning and Writing

An advanced composition course in which students study a wide variety of essays from different disciplines and write for a variety of purposes.
(3/0/3)

English 387. Business and Professional Writing

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

English 388. Public Speaking

An introduction. Students are expected to prepare and deliver various types of speeches.
(3/0/3)

English 400. Communications in the Community

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

English 490. Advanced Topics in Communication Studies

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

Computational Science

ANGELA B. SHIFLET, *Coordinator*

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

Prerequisite for the Emphasis:

Mathematics 181.

Requirements for the Emphasis:

Computer Science 175, 235 with a grade of C or higher, 350 with a grade of C or higher, and 370 (see descriptions of these courses in the *Catalogue* section on Computer Science, which follows); completion of a major in Biology, Chemistry, Mathematics, Physics, or Psychology; and completion of the requirements for the B.S. degree. The student must also complete an internship involving computing in the sciences (no course credit). Before the internship, the student must complete at least two of the required Computer Science courses and submit a résumé. Interning full time for 10 weeks, the student is expected to work well, have good attendance, and keep a daily journal. After the internship, the student must submit a final report and a Web page describing the work, and must have a positive evaluation from the internship supervisor. The coordinator of the Emphasis on Computational Science must approve the internship and all required materials.

Computer Science

ANGELA B. SHIFLET, *Chair*

JOSEPH D. SLOAN, DAVID A. SYKES, DANIEL W. WELCH

The Department, which offers a major and a minor in Computer Science, has a variety of courses to help students acquire the knowledge, experience, and skills to use a computer as an effective tool for problem solving in many areas. Students completing the major in Computer Science may qualify for either the B.A. degree or the B.S. degree, depending upon how they meet the college's natural science requirement. The department also offers an Emphasis in Computational Science for students majoring in Biology, Chemistry, Mathematics, Physics, or Psychology (see *Catalogue* section on Computational Science) and an Emphasis in Information Management for students majoring in Accounting, Business Economics, Economics, Finance, or Intercultural Studies for Business (see *Catalogue* section on Information Management).

Requirements for the Major:

Computer Science: 235 with a grade of C or higher, 350 with a grade of C or higher, 351, 410, two other Computer Science courses at the 300- and/or 400- levels, and Philosophy 203.

Mathematics: Mathematics 181, 182, 220, 235; Mathematics 431 or Computer Science 340; and at least one of Mathematics 140, 320, 330, 421, or Computer Science 175.

Philosophy: Philosophy 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, Mathematics 235, 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 is considered to be a Computer Science course and may be used to meet this requirement.)

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 pages 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, including XHTML, CSS, and JavaScript, that facilitate the construction of interesting and effective Web sites.

(3/0/3)

175. 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 175. Prerequisites: Biology 111 or Chemistry 123, or Physics 121, or any 200-level or above Psychology course, or Math 181.

(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

A course in the study of selected topics in Computer Science at an intermediate level. It is intended for students who do not plan to major in Computer Science as well as for those who do. Specific topics vary from semester to semester. Prerequisite: Permission of the instructor.

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

310. Computer Graphics

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

(3/0/3)

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

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 becoming prevalent for storing scientific information, the course covers the concepts and development of distributed relational databases. Effective visualization of data helps scientists extract information and communicate results. Students will learn fundamental concepts, tools, and algorithms of computer graphics and scientific visualization in three dimensions. Throughout, applications in the sciences are emphasized. Prerequisite: C or higher in Computer Science 235.
(3/0/3)

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)

470. Advanced Independent Study in Computer Science

Independent study of selected topics in Computer Science at an advanced level. Specific topics vary from semester to semester. Prerequisite: Permission of the instructor.
(Variable credit in class or lab up to 4 hours)

480. Advanced Topics in Computer Science

A study of selected topics in Computer Science at an advanced level. Specific topics vary from semester to semester. Prerequisite: Permission of the instructor.
(Variable credit in class or lab up to 4 hours)

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

JOHN R. MCARTHUR, *Chair*

KATERINA ANDREWS, JOHN K. FORT, FRANK M. MACHOVEC, WESLEY 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, 302 and 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-eight semester hours as follows: Economics 201 and 202 each with grades of C-minus or higher; Economics 301, 302, 372, and 450; Accounting 211 and 341; Finance 321; Business 449; one course chosen from Business 331, 338, or 348; 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)
- 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)
- 372. Business Law**
A study of the contracts, uniform commercial code, and the legal environment of business.
(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)
- 432. Managerial Economics**
The application of economic analysis to the management problems of coordination, motivation, and incentives within organizations. *Writing intensive*. 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 mercantalism" 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

D. EDWARD WELCHEL, *Chair*
CYNTHIA A. SUÁREZ

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

200. Foundations of Education

A study of the purposes, background, 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)

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. It provides information about four groups of students from diverse cultural backgrounds, and students who are linguistically diverse. In addition, the course content will include practical strategies for adapting instruction to meet the learning needs of all students. Prerequisites: Education 200 or permission of the instructor. May be taken simultaneously with Education 200. Offered every semester.
(3/0/3)

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

Psychology of learning, learning theories, and stages of development as applied to the learner in the classroom. Attention is given to research into learning problems, management and assessment of learning, and the least restrictive environment for exceptional learners. Integration of career guidance and career planning in grades 9-12 is included. Prerequisite: Education 200 or permission of instructor. Offered fall semester.
(3/0/3)

340. The Teaching of Reading

Theories, methods, and materials for teaching and enhancing reading and study skills at the middle and secondary levels (grades 7-12). Course content includes (1) a survey of techniques, strategies, materials, and technological resources which facilitate students' reading and study skills in content areas; (2) an introduction to the fundamental knowledge and skills needed to help students through remediation to build self-esteem and confidence in various reading/study activities; and (3) a study of applied communication skills for the Tech Prep Program. Special attention is devoted to the diagnosis of reading difficulties, prescriptive remediation techniques, and computer-assisted instruction. A twelve-hour field experience is included. Prerequisites: Education 200, 220, 320, 330.
(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: Education 200, 220, 320, 330, 340. Offered fall semester.
(3/0/3)

430. Senior Seminar and Field Experience

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

DENO P. TRAKAS, *Chair*

ALAN D. CHALMERS, ELIZABETH COX, C. MICHAEL CURTIS, DENNIS

M. DOOLEY, MARK A. FERGUSON, NATALIE S. GRINNELL, SALLY A.

HITCHMOUGH, JOHN E. LANE, NANCY B. MANDLOVE, JOHN D. MILES,

JIM NEIGHBORS, LINDA POWERS, KIMBERLY A. ROSTAN, JULIA SEXENY,

AMY D. SWEITZER, 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. 320, 321, 322, 323, 324, 362.
- D. 316, 325, 326, 327, 328, 333, 334.
- E. 336, 337, 339, 360, 480.
- F. 341, 342, 343, 345.

Of the 10 courses on the 300-level that English majors are required to take, three (9 hours) may come from communications, creative writing, and/or film. Credit toward the English major is given for Adolescent Literature only if the student is in the teach 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 four groups listed above.

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

With the permission of the Chair of the English Department, Theatre 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 Communication courses or the Creative Writing sequence. The other four courses must consist of at least one course in each of the four categories (A, B, C, and D) as designated in the requirements for the English major.

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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.
(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 the 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 (Early Plays)**
A study of the principal plays of the first half of Shakespeare's career, especially the comedies and histories.
(3/0/3)
- 306. Shakespeare (Later Plays)**
A study of the principal plays of the latter half of Shakespeare's career, especially the major tragedies and romances.
(3/0/3)
- 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)
- 320. African American Literature**
This course intends to study in some depth a selection of African American writing from the twentieth century. Questions of origins, conceptual models, and the constitution of African American culture will be addressed. Readings will stress the diversity and multiplicity of African American literature. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)
- 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**
Selected readings across four centuries of ethnic American writing, with emphasis on the historical and cultural context of each text. Writings include Native American creation stories, slave narratives, urban immigrant fiction, Black revolutionary poetry and plays, and Hispanic and Asian American narratives. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)
- 325. Modern Drama**
The rise of realism, including plays of Chekhov, Ibsen, and Strindberg. Also listed as Theatre 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**
Drama after World War II, including Beckett, the Modernists, and the Post-Modernists. Also listed as Theatre 328.
(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)
- 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)

- 339. Comparative Literature of the Emerging World**
 A study of the literature of emerging peoples, including Asian, African, Central and South American, African American, and Native American literatures, designed to enhance understanding and appreciation of the diversity of cultures that make up our world and our heritage. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
 (3/0/3)
- 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.
(0/3/3)
- 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

- 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)
- 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**
An introduction. Students are expected to prepare and deliver various types of speeches.
(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

ELLEN S. GOLDEY, JOHN E. LANE, *Coordinators*

Environmental Studies 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 ES study for a total of 29-40 semester hours depending on the student's track in ES focus.

Prerequisites for the major:

Bachelor of Arts Track: None

Bachelor of Science Track: Computer Science 175

Requirements for the Major:

Environmental Studies 101, 201, 202, 203, 448, 449.

Successful completion of six ES core requirements (ES101, 201, 202, 203, 448, and 449) and an ES core Focus. Three courses for a particular ES Focus will be chosen from courses with an emphasis on environmental problems or issues. All courses for a focus must be approved by the interdepartmental ES oversight committee, therefore ES students must work in close consultation with their ES advisor. Two of the three focus courses should be at the 300- level. Students will choose focus courses on an individual basis in consultation with their academic advisor and the ES advisor.

Requirements for the Minor:

For the minor in Environmental Studies students must successfully complete ES 101, 201, 202, 203, and 448 for a total of 17 semester hours.

ES Focus Courses:

Biology 370.	Field Biology
Biology 372.	Field Botany
Biology 374.	Living Mammals of the World
Biology 382.	Ecology
Biology 383.	Ecotoxicology
Biology 385.	Marine Biology
Biology 386.	Freshwater Biology
Biology 399.	Evolution

Biology 497.	Environmental Case Studies
Economics 333.	Environmental Economics
Economics 334.	Economics of Property Rights
Economics 336.	Economics of Native Americans
Geology 111.	Introduction to Physical Geology
Geology 112.	Introduction to Historical Geology
Geology 113.	Introduction to Environmental Geology
Geology 201.	Introduction to Geography
Geology 280.	Selected Topics in the Geosciences
Geology 400.	Regional Environmental Studies
Geology 480.	Advanced Topics in the Geosciences
Government 382.	Global Issues
Government 423.	NGOs in World Politics
History 317.	History of the American Frontier
History 386.	History of Science
Humanities 475.	Independent Study in Interdisciplinary Learning Communities
Philosophy 215.	Environmental Ethics
Philosophy 223.	Philosophy of Science
Philosophy 225.	Science and Religion
Philosophy 244.	Theories of Human Nature
Psychology 300.	Learning and Adaptive Behavior
Sociology 225.	Human Ecology
Sociology 302.	Environmental Sociology
Sociology 311.	Ecological Anthropology

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.

(3/1/4)

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 will be an introduction to the application of the scientific method to the study of the environment. It will focus 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)

448. Environmental Studies Senior Seminar

The required ES Senior Capstone seminar will focus around a local environmental problem or topic and will challenge both the majors and minors. The capstone will meet on Tuesday/Thursday late afternoons at Glendale Shoals Environmental Studies Center. Every other week the Center will schedule a speaker. Each semester the ES Speakers Series will offer a set of 6 local, regional, and national guests to address the assigned problem or topic over the course of the semester. These speakers will be open to the public, but capstone students are required to attend. The seminar will meet for discussion on days when speakers are not scheduled. Students must have completed all of the ES core courses before taking the capstone.

(3/0/3)

449. Environmental Studies Senior Project

This course will require students to complete a substantial project in Environmental Studies.)

(Variable credit 3 or 4 hours)

480. Advanced Topics in Environmental Studies

Selected topics in Environmental Studies at an advanced level.

(Variable credit up to 4 hours)

Fine Arts

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

Art and Art History

PETER L. SCHMUNK, *Coordinator*
KAREN H. GOODCHILD

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.

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, 245, and 411; Philosophy 310; and four other Art History courses.

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

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

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)

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)

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, Velazquez, 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)
- 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 are urged to 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

Music

W. GARY MCCRAW, *Coordinator*
EUN-SUN LEE, CHRISTI L. SELLARS

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)
- 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)
- 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)

Theatre

MARK A. FERGUSON, *Director*
COLLEEN BALLANCE, SULLIVAN WHITE

Successful completion of Theatre 201 satisfies the General Education requirement in Fine Arts. Courses taken to fulfill requirements of the Theatre major cannot be used to fulfill General Education requirements or requirements of another major.

Corequisite for the Major:

Courses in Music or in Art/Art History to meet the General Education Requirement in Fine Arts.

Requirements for the Major:

Twenty-eight semester hours as follows:

- (1) Twelve hours from Theatre 201, 202, 301, 303, all of which are required.
- (2) Six hours from two dramatic literature courses in Theatre (300- level or above).
- (3) Six hours from two courses from one of the two groups, A or B.
Group A. Theatre 380, 381

Group B. Theatre 325, 328, 360, 362, 376, and any 3-hour advanced (300- level or above) dramatic literature course from English or Foreign Language.

- (4) One hour from satisfactory performance in Theatre 400 as production or co-production stage manager in a major production directed by a faculty member or guest director.
- (5) Three hours from a senior capstone project. The project is proposed by the student and approved and supervised by the instructor. It can be satisfied by work in either Theatre 400 or 470.

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

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

- (6) Successful completion of the comprehensive major exit exam (75% or better).

201. Introduction to the Theatre

Script analysis, dramatic structure, production styles, introductory overview of acting, directing, and the technical elements of production: lighting, set design and construction, costuming, make-up, theatre management. Participation in some phase of major play production (onstage or offstage) 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)

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 English 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 English 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 English 360. Prerequisite: A 200- level English course and Theatre 201.
(3/0/3)
- 362. Nineteenth Century American 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 English 362. Prerequisite: A 200- level English course.
(3/0/3)
- 376. Playwriting Workshop**
A course in creative writing focusing on plays. Also listed as English 376. Prerequisite: Permission of instructor.
(3/0/3)

- 380. Scene Design and Lighting**
Designed for the student considering a career in scenic design for the performing arts or film, or for the potential director who wishes to further understanding of process-oriented play production. Prerequisites: Theatre 201, 202, and permission of instructor.
(3/0/3)
- 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 early 20th century is explored for visual knowledge to inform theatrical productions. Students will learn from slides, lectures and movie clips the vast artistic range available to theatre artists. Research and design projects are 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. Prerequisite: Theatre 202.
(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)
- 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)
- 480. Advanced Topics in Theatre and Related Areas**
A seminar for advanced students. Subject matter varies from year to year. Prerequisite: Permission of instructor.
(Variable credit in class or practica up to 4 hours)
- 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)

Foreign Languages

DENNIS M. WISEMAN, *Chair*

JOHN C. AKERS, LAURA H. BARBAS RHODEN, CAMILLE L. BETHEA,
BEGOÑA CABALLERO-GARCÍA, CAROLINE A. CUNNINGHAM, SUSAN
C. GRISWOLD, LI QING KINNISON, KIRSTEN A. KRICK-AIGNER, SI
LIU, NANCY B. MANDLOVE, PATRICIA G. NURIEL, ELISA E. POLLACK,
CATHERINE L. SCHMITZ, ANA MARÍA J. WISEMAN

The Department of Foreign Languages offers majors in Chinese, French, German, and Spanish. The Department also offers a minors in Chinese Studies and in German Studies. The Department participates with the Department of Accounting and Finance in offering the major in Intercultural Studies for Business, described later in this chapter of the *Catalogue*.

Students in the Teacher Education Program who are seeking to complete licensure requirements to teach French 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 33-34 credit hours, 24 of which must be at the 300- level or higher, including Chinese 301 and 302; one culture course (selected from Chinese 306, Chinese 307, Religion 356, Religion 357, Philosophy 335, or other appropriate courses approved by the advisor); and two 400- level courses in Chinese. Students selecting the Chinese major are expected to complete a semester of study abroad in a country where Chinese language is spoken.

French: Catherine L. Schmitz, *Coordinator*

The French Major consists of 24 semester-hours in French, including at least 18 semester hours in courses numbered 200 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 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 German are expected to complete a semester of study abroad in a country where German language is spoken.

Spanish: Susan C. Griswold, *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 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 KINNISON, *Coordinator*

The Minor in Chinese Studies consists of Chinese 201 and Chinese 202 (or the equivalent) and at least three courses from 306, 307, Religion, Religion 357, Philosophy 335. Students choosing the Minor in Chinese Studies are expected to complete a semester of study abroad

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 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.

Chinese

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)

223. Freshman Seminar in Global Perspectives: Different Identities, Common Destinies

A freshman seminar in global perspectives that will explore the diversity and commonality of human experience in preparation for living in a global society. Conducted in English by foreign language faculty and guest lecturers. Prerequisite: Chinese, French, German, or Spanish 201. Corequisite: simultaneous enrollment in Chinese, French, German, or Spanish 202. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*

(3/0/3)

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

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

(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 advance level in Chinese culture. Conducted primarily in Chinese.

(1-4/0/1-4)

French**101, 102. Beginning Active French**

A comprehensive introduction to the four skills of the language: speaking, aural comprehension, reading, writing. Structure and communication skills are emphasized through extensive use of French in the classroom.

(3/1/3) each course

200. Communicaton 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 fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication is stressed in class. Prerequisite: French 102 or the equivalent.
(3/3/4) each course

223. Freshman Seminar in Global Perspectives: Different Identities, Common Destinies

A freshman seminar in global perspectives that will explore the diversity and commonality of human experience in preparation for living in a global society. Conducted in English by foreign language faculty and guest lecturers. Prerequisite: Chinese, French, German, or Spanish 201. Corequisite: simultaneous enrollment in Chinese, French, German, or Spanish 202. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)

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, French, German or Spanish 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. Conducted in French. Prerequisite: French 202 or the equivalent.
(3/1/3)

304. The French World: France

A discovery of France and its social and cultural institutions through a study of contemporary issues and of differences and similarities between American and French attitudes, policies, and tastes. Conducted in French. Prerequisite: French 303 or permission of instructor.
(3/3/4)

- 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, and theater. At the same time, emphasis is placed on the historical, social, and cultural contexts of the chosen works. Conducted in French. Prerequisite: French 303 or permission of instructor.
 (3/0/3)
- 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 that represent the evolution of the French novel. Attention is paid to technique and style, with emphasis also on the historical and social importance of each novel. The student also becomes familiar with a substantial corpus of critical literature. Conducted in French. Prerequisite: French 308 or permission of instructor.
 (3/0/3)
- 413. French Poetry**
 Study of a variety of texts from representative poetic movements from the 17th century through the 20th century. Emphasis is placed on poetry as a social and historical document and close attention is also paid to the evolution of poetic structure and technique. Conducted in French. Prerequisite: French 308 or permission of instructor.
 (3/0/3)
- 414. French Non-Fiction**
 A careful reading of selected major essays, journalistic articles and reviews, biographies and autobiographies, and other non-fictional texts by writers in French. The course focuses on important themes and perspectives of influential French authors—contemporary and historical—as well as on the basic elements and strategies of their prose styles. Conducted in French. Prerequisite: French 308 or permission of instructor.
 (3/0/3)
- 415. The French Theater**
 A careful reading of representative texts of the French theater designed to acquaint the student with the different genres of theater and to teach the student to read critically. Conducted in French. Prerequisite: French 308 or permission of instructor.
 (3/0/3)
- 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*. 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. 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.
(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. Phonetic accuracy improves oral expression by the student and aural comprehension by the listener. Conducted in French and English. Prerequisite: French 303 or permission of instructor.
(3/3/4)

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

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

- 223. Freshman Seminar in Global Perspectives: Different Identities, Common Destinies**
A freshman seminar in global perspectives that will explore the diversity and commonality of human experience in preparation for living in a global society. Conducted in English by foreign language faculty and guest lecturers. Prerequisite: Chinese, French, German, or Spanish 201. Corequisite: simultaneous enrollment in Chinese, French, German, or Spanish 202. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)
- 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, French, German or Spanish 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 fairytale. The techniques and styles of major German authors are examined, with emphasis on their historical and social importance. Conducted in German. Prerequisite: German 308 or permission of instructor.
 (3/0/3)
- 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)

Spanish

101, 102. Beginning Active Spanish

A comprehensive introduction to the four skills of the language: speaking, aural comprehension, reading, writing. Structure and communication skills are emphasized through extensive use of Spanish in the classroom.

(3/1/3) each course

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, 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

223. Freshman Seminar in Global Perspectives: Different Identities, Common Destinies

A freshman seminar in global perspectives that will explore the diversity and commonality of human experience in preparation for living in a global society. Conducted in English by foreign language faculty and guest lecturers. Prerequisite: Chinese, French, German, or Spanish 201. Corequisite: simultaneous enrollment in Chinese, French, German, or Spanish 202. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*

(3/0/3)

241, 242. Language and Culture via Cable TV

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(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

Intensive practice in the passive skills (reading, listening) and in the active skills (writing, speaking) to move the student toward advanced proficiency in Spanish. Practice with an extensive range of authentic listening and reading materials will allow students to work toward a superior level of recognition control. In the active skills, manipulative and creative practice in real communication helps students to improve productive control. The course also stresses vocabulary acquisition and accuracy in the application of grammatical principles. Conducted in Spanish. Prerequisite: Spanish 202 or the equivalent.

(3/1/3)

- 305. The Hispanic World: Spanish America**
 An introduction to the culture of Spanish America. A study of Spanish-American historical development and major aspects and issues of its social, artistic, intellectual, and political life today. Conducted in Spanish. Prerequisite: Spanish 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 advanced language and introductory literature course emphasizing basic techniques of discerning reading and articulate writing. Readings include poetry, novellas, and short stories by major Spanish and Spanish-American authors. Short critical essays provide practice in clear expository writing. Conducted in Spanish. Prerequisite: Spanish 303 or permission of instructor.
 (3/0/3)
- 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. Prerequisites: 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)

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

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, or History 389, Topics in Modern Intellectual History.
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 345. Gender Theory and Literature

French 400. Francophone Women Writing on “Other “ Cultures

History 319. History of American Women

History 385. Women in European History

History 389. Topics in Modern Intellectual History

Psychology 260. Human Sexuality

Sociology 315. Sex, Gender, and the Family

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

TERRY A. FERGUSON, *Coordinator*

The Department of Geology offers elective courses (no major or minor) designed to help students learn the importance of scientific inquiry into how the Earth works. Courses expose students to the geological record and to the environmental systems and geologic processes of representative portions of the southeast region of the North American continent. Much of the laboratory is conducted in the field. Some courses require extended field trips necessitating expenditures by students.

104. Geology: Concepts and Method

A study of topics selected to introduce students to basic concepts in geology and to the scientific method. Does not count toward majors in science or toward science requirements for the B.S. degree. (3/3/4)

111. Introduction to Physical Geology

A study of the physical nature of Earth, its dynamic systems and processes that continually modify its surface and interior. (3/4/4)

112. Introduction to Historical Geology

A study of the history of the Earth from its creation to modern times as read from the geologic record of the rocks and fossils and how Earth systems have changed and evolved over geologic time. (3/4/4)

113. Introduction to Environmental Geology

A study of geologic nature of Earth's environmental systems. The course emphasizes how humans live with geological hazards and environmental problems and how they utilize natural resources. (3/4/4)

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)

Government

WILLIAM E. DEMARS, *Chair*
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.
(3/0/3)

Division A: American Government

330. American State and Local Government

A study of the institutions and processes of state and local governments, including a survey of intergovernmental relations.
(3/0/3)

- 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)
- 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)

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)
- 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)
- 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

TRACY J. REVELS, *Chair*

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

Prerequisites for the Major:

History 101, 102.

Requirements for the Major:

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

Students majoring in History must successfully complete History 260 (preferably in the spring semester of their sophomore year) and fulfill the department's distribution requirement: (a) at least nine semester hours in American history (only one course in the 201-202: History of the United States series may be counted toward the major); (b) at least three semester hours in early European history (330, 340, 341, 350, 360, 383); (c) at least three semester hours in modern European history (361, 370, 380, 381, 382, 384, 385, 387, 388, 389); (d) at least three semester hours from 460 or 465; (e) at least three semester hours in Modern Middle East, Modern East Asia, Colonial Latin America, or Modern Latin America; and (f) History 447 and 448. History 386, History of Science, may be counted either toward the early or modern European requirement.

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

Prerequisites for the Minor:

History 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.

- 101. History of 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)
- 280. Selected Topics in United States History**
Selected topics in United States history at the introductory or intermediate level.
(1-4/0/1-4)
- 290. Selected Topics in European and non-Western History**
Selected topics in European and non-Western history at the introductory or intermediate level.
(1-4/0/1-4)
- 304. Seminar on the Salem Witchcraft Episode**
A seminar on the historiographical interpretations of the Salem Witchcraft event.
(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**
A study of American colonials as members of the British Empire, as settlers of the new frontier, and as innovators in institutions and ideas.
(3/0/3)

- 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)
- 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. Considerable attention is also devoted to the rise and spread of Christianity in the Roman world.
(3/0/3)
- 340. The Early and High Middle Ages (400-1200)**
Beginning with the decline and fall of the Roman empire, an examination of the "Dark Ages" of the early medieval period and the Christianization of Western Europe after the fall of Rome. The course also looks at the Carolingian empire, Islamic Spain, Viking expansion, the Norman conquest of England, the culture of the High Middle Ages, and the so-called "twelfth-century renaissance."
(3/0/3)
- 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 placed on the reform of the existing church as both a self-motivated Catholic Reformation and as a response to Protestantism.
 (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)
- 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. 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)
- 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)
- 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)
- 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)
- 447. History Major Reading**
 A reading course required of students majoring in History. Two books will be read in the second semester of the junior year. Prerequisite: History 260.
 (0/0/0)
- 448. History Major Reading**
 A reading course required of students majoring in History. Two books will be read in the first semester of the senior year.
 (0/0/1)
- 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. Advanced Topics in United States History**
 Selected problems, periods, or trends for intensive study and extensive reading. Prerequisite: Permission of instructor.
 (1-4/0/1-4)
- 490. Advanced Topics 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

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. 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. Students may not repeat Humanities 101.
(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

ANGELA B. SHIFLET, *Coordinator*

Information Management, an interdisciplinary field at the intersection of business and computer science, involves the representation, organization, and transformation of information; efficient and effective algorithms to access and update stored information; data abstraction and modeling; and physical file storage techniques. The emphasis is administered by the Department of Computer Science and is not a major, but its completion will be recorded on the student transcript.

Requirements for the Emphasis:

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

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

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

Intercultural Studies

ANA MARÍA J. WISEMAN, *Coordinator*

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.

Intercultural Studies for Business

SHAWN M. FORBES, ANA MARÍA J. WISEMAN, DENNIS M. WISEMAN,
Coordinators

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

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

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

Requirements for the Major in Intercultural Studies for Business (ISB):

Students must complete the requirements of the Business Curriculum, of either the Language Curriculum or the Culture Curriculum, Study Abroad, and the Capstone Seminar.

I. The Business Curriculum

All students in the Major must meet the following prerequisites and requirements:

Prerequisites:

Mathematics 140, Economics 201 and 202.

Requirements: (Eighteen hours)

Accounting 211, Accounting Principles
Accounting 345, Accounting Information Systems
Finance 321, Business Finance
Economics 372, Business Law

Two of the following:

- Business 331, Management (Finance 348, Small Business Management may substitute for Business 331)
- Business 338, Marketing
- Business 376, Collaborative Problem Solving

II. The Language and Culture Curricula

Students in the Major must complete either the Language Curriculum or the Culture Curriculum.

A. The Language Curriculum

Prerequisites:

Chinese, French, German, or Spanish 201 and 202.

Requirements: (Eighteen hours)

Chinese 301 and 302, or
French 303 and either 304 or 306, or
German 303 and either 306 or 403, or
Spanish 303 and either 305 or 307.

Two 400-level courses taken at Wofford in the target language.

Two additional courses at the 300- or 400- level in the language taught at Wofford or, in consultation with the advisors, in an approved study abroad program.

An ACTFL Oral Proficiency Interview.

B. The Culture Curriculum

This option is open only to those students who are not completing requirements in the Language Curriculum. It is available only through an approved Wofford affiliated foreign study program in a country where the business language is other than Chinese, French, German, or Spanish. The student is advised that this curriculum involves close collaboration between the student and the advisor on the Wofford campus.

Requirements: (*Eighteen hours*)

Three to six hours in a business internship or field placement abroad.

Two to nine hours approved by the major advisors in a language other than English. (i.e. Hindi in India, Swahili in Kenya, etc.)

Three to nine hours selected, in collaboration with the major advisor and with the advisor's approval, from courses available in culture and civilization (or politics and society) of the study-country and/or a course focusing on the study-country in the context of its broader regional context; and three to six hours selected in collaboration with the major advisor and with the advisor's approval, from the disciplines of anthropology, communications, and/or international relations.

III. Study Abroad

After consultation with a supervising committee and the Director of Programs Abroad, the student will select and complete an appropriate program of at least one semester. A substantial foreign study experience that requires a commitment to the study of the language and culture of a chosen country is indispensable to the ISB Major. (Students must have at least a 2.75 grade-point-average to be eligible to study abroad.)

IV. Capstone Seminar

All students completing the Major must participate in and successfully complete the Capstone Seminar.

400. ISB Senior Capstone

All senior ISB students meet together in weekly seminars. The content of the meetings is divided between reading and discussing materials pertaining to business topics in an international and intercultural context and presentations by speakers from the international community. The seminar is conducted in English by faculty members from the Department Foreign Languages and the Department of Accounting and Finance. Offered only in spring semesters. Prerequisite: Permission of instructor. (1.5/4.5/3)

Latin American and Caribbean Studies

NANCY B. MANDLOVE, *Coordinator*

The Latin American and Caribbean Studies program offers an integrated interdisciplinary approach to the historical, political, social, and cultural inter-relationships of the nations and peoples of our hemisphere. The program is not a major. 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, or Sociology.

320. Seminar on the Americas I

An interdisciplinary seminar focusing on the historical, political, social, and cultural interrelationships of the nations in our hemisphere. It concentrates on the historical and cultural foundations of Latin America and the Caribbean and explores the topics of race and identity, rural and urban life, authoritarianism and democracy, and national development. The course is 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 problem or region from an interdisciplinary perspective. Students will meet together periodically to share results of their research. Prerequisites: Latin American and Caribbean Studies 320 and 321.

(3/0/3)

Mathematics

TED R. MONROE, *Chair*

CLARENCE L. ABERCROMBIE, ANNE J. CATLLA, MATTHEW E. CATHEY,

LEE O. HAGGLUND, CHARLOTTE A. KNOTTS-ZIDES, ANGELA B.

SHIFLET, JOSEPH A. SPIVEY

The Department offers a major 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.

Requirements for the Major:

Computer Science 235; Mathematics 181, 182, 210, 220, 260, 450; two of Mathematics 235, 240, 320, 421; two of Mathematics 431, 432, 441, 442; and one additional Mathematics course numbered above 200.

For students in the Teacher Education Program the Mathematics major may be earned by completing 30 semester hours as follows: Computer Science 235; Mathematics 140, 220, 235, 260, 380, 431, 450; one of Mathematics

210, 240, 320; one additional Mathematics course numbered above 200. Students in the Teacher Education Program who are seeking to complete licensure requirements to teach mathematics should refer to the *Teacher Education Handbook* and consult with the Chairs of the Mathematics and Education Departments to develop plans for meeting all requirements.

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

Requirements for the Minor:

Mathematics 181, 182, 220, and three additional Mathematics courses numbered above 200.

120. Mathematics: The Study of Patterns

An introduction to the essence of mathematics, namely, the discovery and verification of patterns, and to the historical role of mathematics in shaping culture.
(3/0/3)

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.
(3/0/3)

175. Modeling and Simulation

A course in scientific programming, part of the interdisciplinary field of computational science. Large, open-ended, scientific problems often require the algorithms and techniques of discrete and continuous computational modeling and Monte Carlo simulation. Students learn fundamental concepts and implementation of algorithms in various scientific programming environments. Throughout, applications in the sciences are emphasized. Cross-listed as Computer Science 175. Prerequisites: Biology 111 or Chemistry 123, or Physics 121, or any 200-level Psychology course or above, or 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.
(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: Mathematics 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: Mathematics 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: Mathematics 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.
(3/0/3)
- 240. Differential Equations**
The theory and application of first- and second-order differential equations including both analytical and numerical techniques. Prerequisite: Mathematics 182.
(3/0/3)
- 260. Introduction to Mathematical Proof**
An introduction to rigorous mathematical argument with an emphasis on the writing of clear, concise mathematical proofs. Topics will include logic, sets, relations, functions, and mathematical induction. Additional topics may be chosen by the instructor.
(3/0/3)
- 280. Selected Topics in Mathematics**
Selected topics in mathematics at the introductory or intermediate level.
(1-4/0/1-4)
- 320. Mathematical Modeling**
The study of problem-solving strategies to solve open-ended, real-world problems. Prerequisite: Mathematics 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: Mathematics 220 and computer programming ability.
(3/0/3)
- 380. Geometry**
A study of the foundations of Euclidean geometry with emphasis on the role of the parallel postulate. An introduction to non-Euclidean (hyperbolic) geometry and its intellectual implications. Prerequisite: Mathematics 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: Mathematics 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: Mathematics 220, and 235 or 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: Mathematics 210 and 260.

(3/0/3) each course

450. Senior Mathematics

A capstone course for seniors majoring in mathematics with emphasis on problem-solving, independent study, and written and oral presentations.

(3/0/3)

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)

Military Science

LTC MANUEL deGUZMAN, *Chair*

CPT MATTHEW BLACKWELDER, 1ST LT ROSA LOONEY,

CPT SIMON STRICKLEN

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

(3/0/3)

Neuroscience

DAVID W. PITTMAN, *Coordinator*

KARA L. BOPP, GEORGE R. DAVIS, JR., STACEY HETTES,

JOHN F. MOELLER, ALLISTON K. REID, GEORGE W. SHIFLET, JR.

The program in Neuroscience provides an interdisciplinary familiarity in the field of neuroscience. Students in the program examine the nervous system and its regulation of behavior through multiple experimental approaches ranging from molecular biology to behavioral systems. The program is not a major. 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:

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

Psychology Requirements:

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

Approved Electives:

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

Neuroscience Requirements:

Neuroscience 321; Neuroscience 322; Neuroscience 447 or 448.

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 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)

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:

English 313. Nineteenth Century Issues and Topics

History 380. Europe in the Age of Anxieties, 1850-1914

English 470 or History 470. Independent Study. The independent study, undertaken in the senior year, of an interdisciplinary topic approved by the student's advisor. (Also counts toward the major.)

One of the following:

English 311. The English Romantic Period

English 312. The Victorian Period

One of the following:

English 331. The Early English Novel

English 332. The Later English Novel

English 337. European Masterpieces

One of the following:

History 370. Europe in the Age of Revolutions, 1789-1850

History 384. Modern Britain

History 395. Modern Imperialism

One of the following:

English 321. American Romanticism

History 201. History of the United States, 1607-1865

History 202. History of the United States Since 1865

History 305. History of South Carolina

History 307. The American South to the Civil War

History 308. The American South Since the Civil War

History 311. Selected Topics in American Social History

Two from any of the above or the following:

Art 305. Nineteenth Century Art

Special Topics Seminars

Other courses approved by the Coordinators.

Philosophy

CHARLES D. KAY, *Chair*

CHRISTINE S. DINKINS, JAMES A. KELLER, 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:
Metaphysics and Epistemology (345).
Three courses in History of Philosophy chosen from: (351, 352, 353 ,
and 358).
- B. One course in logic and/or reasoning (206, 223, or 321).
- C. One course in ethical theory (311 or 425).
- D. Senior Directed Study (450) or Senior Honors Project in Philosophy.

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:

Any 100- or 200- level course is appropriate as a first course in philosophy; none presupposes any previous departmental courses.

120. Introduction to Philosophy

An introduction to the methods of philosophical thinking through discussion and analysis of selected classical and contemporary texts and problems. Open only to freshmen and sophomores during the regular semesters; open to all students in the summer sessions.

(3/0/3)

- 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)
- 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)

Advanced Courses:

The satisfactory completion of an introductory course, or permission of the instructor, is prerequisite to enrollment in any advanced course in the department.

301. Philosophy of Law

An introduction to basic issues in the philosophy of law, such as methods of legal reasoning, the relation between legal norms and moral values, and the scope and foundations of 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. *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. Aesthetics

An examination of issues in the philosophy of art placed in an art-historical context. Topics include Kantian aesthetics, landscape and the representation of nature, theories of abstract art, and the role of imagination in creating and appreciating art. This course is required for the Art History major.

(3/0/3)

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)

321. Formal Logic

An introduction to the techniques of modern formal logic, including Venn diagrams, propositional calculus, and first-order polyadic predicate calculus. Offered every semester on an auto-tutorial basis. Interested students should consult with the instructor.

(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)

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)

345. Metaphysics and Epistemology

A systematic survey of issues in the two fields and of their interrelations. The course considers the fundamental concepts in terms of which we think about the world, and the nature of knowledge and of justified belief.

(3/0/3)

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.

(1/0/3)

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.

(0/0/3)

480. Advanced Topics in Philosophy

Selected topics in Philosophy at the advanced level.

(1-4/0/1-4)

Physical Education

MARK D. LINE, *Chair*

MATTHEW P. ALLEN, RONALD E. ANTOINE, MICHAEL W. AYERS,
JOHN I. BLAIR, DUSTY L. BLAKE, EDGAR I. FARMER, JR.,
EDWARD D. GETH, STEVEN N. JAKSA, MATTHEW E. KERN, AMY B. KIAH,
A. WADE LANG, TERRY J. LANTZ, ERIC M. NASH, ANDREA K. STEHMAN,
JACK L. TEACHEY, STEVEN E. TRAYLOR, ELIZABETH D. WALLACE,
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.

101. Wellness
(3/0/1)

104. Racquetball
(3/0/1)

107. Dance
(3/0/1)

102. Fitness
(3/0/1)

105. Softball
(3/0/1)

108. Special Activities
(3/0/1)

103. Tennis
(3/0/1)

106. Karate
(3/0/1)

109. Team Sports
(3/0/1)

Physics

DANIEL W. WELCH, *Chair*

J. DANIEL LEJEUNE, MACKAY G. SALLEY, 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 or 173. Auxiliary requirements (23 or 24 semester hours) for both tracks are Chemistry 123-124; Mathematics 181, 182, 210, and 240; and a Computer Science course (200- level or higher) or Physics 203. Requirements specific to each track are listed below.

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

Industry/Education Track:

This program is for those who plan to attend graduate school in a field other than physics and those who plan immediate employment in areas such as industry, government, or public schools. The course requirements (27 semester hours) are Physics 206, 211, 221, 311, and 331; two semesters of 370; plus nine more hours selected from other physics courses at the 200- level or above (excluding 203).

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

Pre-Professional Track:

This program is for those who plan to enter graduate school in physics in preparation for a career in the field. The course requirements (29 semester hours) are Physics 211, 221, 331, 441, and 442; two semesters of 370; plus 12 more hours selected from other physics courses at the 200- level or above (excluding 203).

Physics course prerequisites require a grade of C or higher in the prerequisite unless specifically noted otherwise in the course description.

104. Physics: Concepts and Method

A study of topics selected to introduce students to basic concepts in physics and/or astronomy, and to the scientific method. Does not count toward a major in Physics nor toward science requirements for the B.S. degree.

(3/3/4)

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

173. Advanced Beginning Physics

Fast-track general physics preparation for science, mathematics, and engineering majors. Physics content, mathematics level, and computer experiences are selected to help students with adequate calculus and physics backgrounds to achieve in one semester the ends normally achieved in a two-semester calculus based physics course. Prerequisite: Permission of instructor.

(3/3/4)

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 or 173.

(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 or 173, 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 or 173; 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, or 173; 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 or 173.

(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

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 can concentrate 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. Open only to freshmen and sophomores.

(3/0/3)

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)
- 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)
- 300. Learning and Adaptive Behavior**
A survey of the general principles of learning and adaptive behavior in humans and lower animals. The course emphasizes the evolution of these mechanisms, their current adaptive function, and current models of learning processes. Prerequisite: Psychology 200.
(3/3/4)
- 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

- 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)

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

BYRON R. MCCANE, *Chair*

A. K. ANDERSON, KATHERINE J. JONES, DANIEL B. MATHEWSON,
RONALD R. ROBINSON

Prerequisites for the Major:

Religion 200 or 204, 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 or 204, 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

This course is 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)

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 America**

Studies in the role played by the Judaeo-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith. Prerequisite: One course in American history or permission of instructor.

(3/0/3)

355. Religion in the Middle East

An investigation of the rituals, doctrines, and histories of the Abrahamic religions of the Middle East (Judaism, Christianity, and Islam), with particular focus on the contributions of these religions to the history, culture, society, and politics of the region. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*

(3/0/3)

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

425. The Problem of Evil

The course considers representations of human suffering from a variety of disciplines, including cinematic and literary. It analyzes some of the major Christian theodicies from the past 40 years, and concludes with focus on the practical issue of how to care for individuals who are dealing with pain and loss. Prerequisite: Open to seniors majoring in Religion; to others by permission of the instructor.
(3/0/3)

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

GERALD T. THURMOND, *Chair*

CLARENCE L. ABERCROMBIE, TERRY A. FERGUSON, CYNTHIA T. FOWLER, GERALD A. GINOCCHIO

Requirements for the Major:

Twenty-seven semester hours as follows: Sociology 200 or 205, 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.

200. Introduction to Anthropology

An introduction to physical and cultural anthropology.
(3/0/3)

205. Cultural Anthropology

A study of human behavior in different societies. *Successful completion of this course satisfies the Cultures and Peoples requirement for graduation.*
(3/0/3)

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